

INSPECTION REPORT

MOTCOMBE INFANT SCHOOL

Location: Eastbourne

LEA area: East Sussex

Unique reference number: 114460

Headteacher: Ms Fizz Starkey

Lead inspector: Tim Boyce

Dates of inspection: 18 to 21 October 2004

Inspection number: 267353

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant School
School category: Community
Age range of pupils: 4-7
Gender of pupils: Mixed
Number on roll; 337

School address: Macmillan Drive
Eastbourne
East Sussex
Postcode: BN21 1SN

Telephone number: 01323 728901
Fax number: 01323 639418

Appropriate authority: The governing body
Name of chair of governors: Mairi Baker

Date of previous inspection: 30 November 1998

CHARACTERISTICS OF THE SCHOOL

This is a much larger than average infant school in Eastbourne. Whilst pupils come from a variety of different home backgrounds, the social and economic circumstances of the majority of parents are broadly average. This represents a change from the previous inspection when the social and economic circumstances of parents were judged to be above average. This is mainly because the school now draws from a much larger geographical area. An average proportion of pupils are eligible for free school meals. Attainment on entry spans the full range, but is average in most year groups. The proportion of pupils with special educational needs is slightly below average, as is the proportion with a statement of special educational need. These include pupils with moderate learning difficulties, physical disabilities, emotional and behavioural difficulties and complex speech and language difficulties, including autism. The proportion of pupils with a mother tongue other than English and at an early stage of English language acquisition is higher than in most schools (5.1 per cent), with the main languages spoken being Arabic, Hindi and Punjabi. There are two pupils in public care. The number of pupils moving in and out of the school is relatively low and in the past year 12 pupils left the

school and 21 joined at times other than the start of statutory education. With the exception of the headteacher, only one member of the teaching staff was at the school at the time of the last inspection. The headteacher was seconded from the school for much of the last year to support another school that had been experiencing some difficulties. The school was awarded a Basic Skills Quality Mark in 2002, Artsmark Gold in June 2004 and the Healthy Schools' Silver Award in July 2004. The school is currently working towards achieving the Gold Active Mark, the International Schools' award and the NAACE award for ICT.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20932	Tim Boyce	Lead inspector	Information & communication technology (ICT) Religious education Art and design Personal, social and health education and citizenship
8991	Pamela Goldsack	Lay inspector	
32279	Robin Hammerton	Team inspector	Mathematics Design and technology Music Special educational needs
21079	Lynda Woods	Team inspector	Provision for the Foundation Stage Science Geography
31421	Sue Rogers	Team inspector	English English as an additional language History Physical education

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
GL53 7JX

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
TEACHING AND LEARNING	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, with many very significant strengths, that serves its pupils and its community well. With its very positive ethos, very good leadership, good management, an imaginative and well-organised curriculum and good teaching, the school enables its pupils to achieve standards that are better than are usually found in all subjects, except English and mathematics, where standards are broadly average. Pupils become very interested, and independent learners and achieve good personal standards. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good overall throughout the school and as a result pupils' achievement is good in all subjects except mathematics, where it is satisfactory.
- Standards exceed expectations in science, information and communication technology (ICT), art and design, design and technology (DT), geography, history, physical education (PE), music and religious education (RE) by the end of Year 2.
- The care and support provided, together with the excellent personal, social and health education (PSHE), ensure that pupils develop into confident young learners as they move through the school.
- The very effective leadership provided by the headteacher, supported by her deputy, the senior management team, subject leaders and the governing body, ensures that all staff work very well as a team, with consistent expectations.
- The provision in the Foundation Stage classes is very good and children make a very good start to their education.
- The curriculum meets pupils' needs very effectively and is greatly enriched by a wide variety of extra-curricular activities. However, improvements are needed to raise standards in mathematics.
- Procedures for assessment are satisfactory overall, but require some further improvements in English and mathematics.

The school has shown **good** improvement since the last inspection. All the key issues identified in the previous inspection have been fully resolved and, although standards in mathematics have declined, there has been significant improvement in many other important areas including standards in science, design and technology, history and personal, social and health education, the overall quality of teaching and learning and the quality of the curriculum.

STANDARDS ACHIEVED

Overall, the achievement of pupils is good throughout the school. Most children start school with average skills, although many have below average language skills. Achievement is good in the current reception classes and most children will achieve the expected standards, with many exceeding them by the start of Year 1. However, attainment on entry varies from year to year and despite making good progress, the current Year 1 came into the main school with well below average skills in several key areas. Achievement is good overall in Years 1 and 2. When compared to all schools nationally, the scores gained in 2003 were average in reading, writing and mathematics. When compared to similar schools, (those with between 8 and 20 per cent of their pupils eligible for free school meals), standards in 2003 were below average in reading and

average in writing and mathematics. Test results for 2004 were similar but showed an improvement in reading and a decline in mathematics. Inspection evidence shows that most pupils in Year 2 are on schedule to complete the year with average standards in English and mathematics and above average standards in science and ICT. Standards are above the national expectation in all other subjects. Boys and girls attain similar standards. Pupils with special educational needs achieve well, as do looked-after pupils and those with English as an additional language. The achievement of higher attaining pupils is good overall, but could be higher in mathematics.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	D	D	C	D
Writing	C	D	C	C
mathematics	C	D	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' personal development is good and is very well supported by the excellent provision for PSHE throughout the school. Pupils have positive attitudes and values, form secure relationships with adults and their peers and behave well. **Pupils' spiritual, moral, social and cultural development is very good overall.** Attendance is average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching and learning throughout the school is **good**. The quality of support provided by special needs support staff and other teaching assistants is very good and makes a very positive impact on the achievement of all the pupils in their charge. The school works hard to give all pupils very good learning opportunities. Assessment procedures are satisfactory overall but require some further improvements in mathematics and English. Assessment is very good in the Foundation Stage. The data gathered is used appropriately by teachers to plan work that is accurately matched to the individual needs of all pupils, except for higher attaining pupils in mathematics. The school is aware that further improvements in the use of assessment are required.

The school generally provides a good curriculum for pupils, with significant strengths in science, ICT, religious education and the foundation subjects. It is effectively enriched by an extensive variety of extra-curricular activities, particularly for sport and the arts. These have a very positive impact on pupils' learning and on their personal development. The school has a well-qualified teaching staff that is very effectively supported by a higher than average number of highly skilled support staff. The accommodation is good and there are good resources to support teaching and learning.

Procedures to provide a caring and safe environment for the pupils are very good, and there are good procedures for their guidance and pastoral support. The school's partnership with parents and with other schools and the wider community is very good and makes a very positive contribution to pupils' achievements.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. The headteacher brings experience, vision and enormous enthusiasm to her position and, with the effective support of the deputy, the committed senior management team, the hardworking subject leaders and dedicated governing body, she provides the school community with very effective leadership. The management of the school is good. The governance of the school is very good and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the school. They are delighted with the way in which information about the progress of their children is communicated to them and appreciate the efforts that school is making to involve them in the education of their children. The views of pupils are sought regularly and they are very pleased with the school. They like their teachers and want to do their very best at all times. They appreciate the help and support they receive from all staff and feel that any concerns or questions that they may have are dealt with quickly, fairly and effectively.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics.
- Continue improvements to assessment and tracking procedures in English and mathematics so that work is better matched to the individual needs of pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, **pupils' achievement is good throughout the school**, except in mathematics, where it is satisfactory. Pupils of all abilities, and of both sexes, achieve equally well, although some more able pupils do not do as well as they might in mathematics. Standards, which are **good** overall, are broadly average in English and mathematics, and exceed expectations in all other subjects.

Main strengths and weaknesses

- Achievement is good overall.
- Standards are above expectations in science, ICT, religious education and in all foundation subjects, and are well above average in personal, social and health education.
- Standards in English and mathematics are broadly average, with standards having fallen slightly in mathematics in recent years.
- In the Foundation Stage, most pupils are likely to exceed the expected goals in communication, language and literacy, mathematical development and personal, social and emotional development by the time they leave reception.

Commentary

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

Standards in:	School results	National results
reading	15.5	15.9
writing	14.6	14.8
mathematics	16.3	16.5

There were 109 pupils in the year group.

1. Results in these tests were broadly in line with those of all and similar schools at Level 2. At the higher Level 3, the school's results are below average when compared with all other schools, and similar schools. This has been a consistent pattern for several years. However, in the current Year 2 in English, the school is beginning to provide increasingly challenging work for more able pupils. This has the potential to raise the proportion of pupils attaining Level 3 in this subject over time. National test scores in mathematics have declined slowly but steadily for the past three years. Pupils' knowledge and understanding of mathematics is now average overall but most are above average in using and applying their knowledge. Pupils' achievement in mathematics is satisfactory but some higher attaining pupils are capable of achieving more. In science, ICT, religious education and all other foundation subjects, pupils achieve well and standards exceed expectations. Achievement is very good in personal, social and health education and standards are well above the national expectation.

2. The school is developing a system for targeting pupils' attainment at the end of each year group. This is helping the school to identify with greater clarity how work should be targeted more accurately to challenge groups and individuals, as well as how each cohort should perform. This has the potential to raise standards further. Pupils with special educational needs, and English as an additional language, are treated with great kindness and understanding. These pupils have high self-esteem and, as a result, make good progress, like their peers.
3. By the time they enter Year 1, most children in the reception classes are on course to achieve the expected levels in their knowledge and understanding of the world, and in their creative and physical development and to exceed the expected levels in communication, language and literacy, mathematical development and personal, social and emotional development. Attainment on entry to the school varies from year to year but is broadly average in most years. A significant proportion of pupils, however, have limited language skills on entry and this has a negative impact on the standards they achieve at the end of Year 2. The attainment of the current reception cohort is good, whereas the current Year 1 were well below average on entry. Pupils have all settled in well this year and are achieving well because of the good teaching and care and attention given to each individual.
4. The highest standards of work seen in the school are in science, ICT, geography, history, music, physical education, religious education, art and design and design and technology where pupils' attainment exceeds national expectations. In personal social and health education, standards are well above average. Achievement is generally good throughout the school because of the good teaching and very good relationships between adults and pupils, which lead to most pupils having good attitudes to their work and learning. Achievement is satisfactory in English and satisfactory overall in mathematics.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good** overall. Their spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**, and pupils' punctuality is **good**.

Main strengths and weaknesses

- Very good moral, social and cultural provision makes an invaluable contribution to pupils' personal development.
- Very good behaviour management strategies are consistently implemented to ensure that pupils' behaviour is good overall.
- Punctuality is good.
- The level of unauthorised absence is above the national average.

Commentary

5. The very good introduction reception children receive to school life means that when they start, they quickly become confident and eager learners. They come enthusiastically into school in the morning, behave very well, and take a full part in all activities. Throughout the school, the majority of pupils have good attitudes to work. This is because teachers work very hard to encourage in them a desire to learn,

setting very high expectations for this, which are successfully achieved for the most part. Learning is made relevant and fun, and pupils respond positively, concentrating well, and enjoying discussions and practical activities.

6. Overall provision for pupils' spiritual, moral, social and cultural development is a strength, because it is deeply embedded within the ethos of the school, encompassed within the school motto 'Learning, Playing, Working and Growing Together'. There are very many opportunities for pupils to take responsibility, to think about and care for others, and to learn about and appreciate different cultural traditions, and ways of life. All of these contribute very positively to pupils' development as caring and thoughtful individuals. The pupil council, for example, has played an active role in formulating the guidelines for 'Champion Learners', to complement 'The Golden Rules' guidelines for behaviour. Pupils chosen to be members of the pupil council are very proud of their responsibilities. They also explain how they act as playground friends and help reception children at lunchtime as part of their responsibilities. personal, social and health education lessons provide pupils with very good opportunities to think about issues that affect their lives.

7. Very good behaviour management is encompassed within the 'The Golden Rules', and is consistently implemented by all adults working in the school. As a result, although a minority of pupils present significantly challenging behaviour, overall behaviour throughout the school is good. Those pupils who find it difficult to conform to 'The Golden Rules' are presented with 'TATTS' - tiny, achievable, tick-able targets - to help them manage their behaviour. Lunchtime supervisors are constantly vigilant, and although some incidents of rough behaviour do occur during outdoor play, these are swiftly noticed and dealt with. Positive behaviour is reinforced at lunchtime by the award of Golden Slips to well-behaved and thoughtful pupils. Lunchtime supervisors are also empowered to issue 'Red Slips' when pupils' behaviour is not acceptable. The headteacher plays a very active role in behaviour management, and exclusion as a sanction has been used justifiably, as a last resort, on a small number of occasions.

Exclusions

Ethnic background of pupils

<i>Categories used in the Annual School Census</i>
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – African
Chinese
Any other ethnic group

Exclusions in the last school year

<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
192	6	0
13	2	0
1	0	0
5	0	0
3	0	0
2	0	0
1	0	0
1	0	0
3	0	0
1	0	0
1	0	0

No ethnic group recorded	20	0	0
--------------------------	----	---	---

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

8. The very good range of enrichment opportunities makes an extremely positive contribution to pupils' personal, moral, social and cultural development. During Book Weeks, for example, pupils look at literature around the world, work together in buddy groups writing stories for each other, and enjoy the input of visiting authors talking about their work. The current focus on 'One World Week' encourages pupils to think of those less fortunate than themselves around the world, as well as those closer to home, as they collect harvest produce for distribution locally.
9. Pupils' attendance continues to be satisfactory but is slightly below the national figure. Since the last inspection the school has introduced good systems to encourage parents to bring their children to school on time. The 'lollipops' session at the start of the day is successful and pupils now arrive promptly each morning. However, despite the school's best efforts to dissuade them, many families continue to take holidays during term time. The school will only authorise such holidays in exceptional circumstances but, despite this, the unauthorised absence figure is above the national level. This has a negative impact on the achievement of those pupils who miss significant amounts of time in school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	1.2
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good**, with very good features throughout the school. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Very good relationships and trust between all adults and children ensure that pupils enjoy their lessons and are motivated to learn well.
- Most lessons are well structured with clear teaching that the pupils understand.
- Assessment is very good in the Foundation Stage.
- A wide, carefully chosen variety of teaching methods ensures that pupils are interested and actively engaged in lessons.
- Assessment information is not always clear enough, or used well enough, to ensure that all pupils are sufficiently challenged in their learning.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2)	10 (22)	23 (51)	10 (22)	0	1 (2)	0

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

10. The school is highly committed to caring for its pupils and building their confidence and self-esteem. This shows very clearly in the dedicated work of all the adults in the school who are determined that all pupils should enjoy their learning and know that they are doing well. In this they are very successful. Pupils are praised regularly and appropriately by teachers and teaching assistants. Their needs are known well by the staff and they appreciate the way in which adults talk to them personally. Pupils know that they can rely on all the adults in school to be fair and kind. This, in turn, creates very good conditions for happy and enjoyable learning which is so evident in the school. In the one poor lesson observed, the teacher was unable to establish discipline and many pupils did not settle to their work; consequently little was achieved.
11. Teachers are always quick to ensure that pupils understand how different parts of their learning fit together. This is something that the school has been working on, and developing over time, to very good effect. Almost all lessons begin with the sharing of a suitable objective for learning by the teacher, or a clear introduction, which means that pupils understand what is expected of them and how they can achieve success. Teachers regularly remind their pupils of the things they have studied in previous lessons. This helps them to put their work in context and to understand how the things they are learning about fit together. There are many good links made by staff between subjects. Lessons are usually clearly planned and organised so that the teaching and activities link very closely together. Brief, fresh air breaks are used well to revive and focus the pupils. All this gives a clear momentum and ensures that time is well used. Good opportunities are provided for pupils to evaluate their learning by working out where they have been successful. This is often at its most effective when pupils share their thoughts together in small groups.
12. One of the characteristic positive features of the teaching is the clarity of explanations provided by teachers when talking to the whole class. Because they know the pupils well, and are clear themselves about what they want the pupils to learn, the teaching is highly relevant and keeps to the point. This means that pupils are sure about what is expected of them and why they are doing what they are doing.
13. Teaching assistants support the pupils' learning very well. They are clearly briefed by the teachers so that their time is efficiently used and, being in most cases attached to classes, they also know the pupils well. Teaching assistants lead many small group tasks with considerable skill and ensure good learning. They also effectively encourage and support pupils with emotional and behavioural needs to engage with the teaching in many lessons. Nevertheless, there are occasions when the unsatisfactory behaviour of a few pupils delays the progress of other pupils in a small number of lessons.
14. Teachers have considerable freedom to choose the teaching methods, and content, of many lessons. They discuss issues about teaching methods intelligently together. This

leads to a range of enterprising, active and interesting approaches being used in many lessons. For example, pupils may be asked to record their mathematical work through an art activity, or devise puzzles to support each other's learning. This is another reason why pupils find much of the teaching appealing and enjoyable. These decisions about teaching methods are usually made at year group team level.

15. The school's procedures for assessing, tracking and evaluating pupils' progress in English and mathematics are satisfactory overall, but require some further development in mathematics; a process that has already begun in English, to satisfactory effect. There is currently insufficient clarity about what levels each pupil has attained in these subjects. This means that the next learning steps for groups and individual pupils are not always identified clearly enough. As a result, some lessons are not always sufficiently well targeted to challenge all pupils and ensure that they can make the most rapid possible progress. In other subjects, assessment depends principally on teachers knowing the pupils well and using this knowledge to inform their day-to-day planning. These processes work very well in practice, helping to lead to high standards. The quality and style of marking varies from class to class. Generally, it is thorough and encouraging. Some teachers provide pupils with clear guidance as to how they can improve their work further, which pupils understand and appreciate, but this is not consistently done across the school.
16. Pupils with special educational needs are identified effectively. Their needs are planned for well and the school seeks the services of external agencies as needed. Individual education plans are clearly written, and manageable targets are identified. Parents are appropriately invited to contribute to this process. In reception, pupils who display particular learning needs are catered for well. Overall, pupils with special needs are shown very high levels of care, together with well-planned and effective support from both specialist and class-based teaching assistants. As a result, they progress as well as all other pupils and achieve well. Pupils with English as an additional language are well provided for and make similarly good progress to their peers.

The curriculum

The curriculum is **good** overall and generally meets the needs of all groups of children. There are **very good** opportunities for enrichment. The quality of accommodation and learning resources is **good**.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is very good.
- The curriculum for personal, social and health education is excellent.
- The curriculum is good for English, RE, ICT, science, and all of the foundation subjects.
- There is a strong programme of well-attended clubs and an exciting range of special events which ensure that there is a very good range of additional experiences built into lessons.
- There are good cross-curricular links between subjects.

Commentary

17. The school's provision is securely based on the National Curriculum and the locally agreed syllabus for religious education. All statutory requirements are met. The school has also thought hard about the start of the day, which begins in each class with a carefully designed 'lollipops' session that assists in developing confidence and independence by giving pupils good opportunities to develop key skills in a relaxed and supportive atmosphere. The school has worked extremely hard to plan a curriculum that both delivers the national requirements and is exciting and meaningful for the pupils. These overall strengths have brought about good improvement since the previous inspection, both in the Foundation Stage and in Years 1 and 2.
18. Much thought has gone into settling the children into school well, with great success and the children in reception are making good progress and have already made significant gains in key areas. The curriculum for the Foundation Stage is very good and provides pupils with a wide range of interesting and exciting learning opportunities. All areas of learning are well catered for and there is a good blend of teacher led and less structured activities available in each classroom. Teachers in the reception classes work well together to make the best use of particular areas of expertise.
19. The curriculum for pupils in Years 1 and 2 is good overall, but there are significant strengths in the curriculum provided for science, RE, ICT and all the foundation subjects. A major strength of the curriculum is the way that programmes of study from distinct subjects have been woven together to produce a curriculum that is both exciting and relevant to all the pupils. History, for instance, is used well to teach aspects of writing and, when learning about The Great Fire of London, pupils wrote diaries of a very high standard that described the development of the fire. The school is continuing to innovate in the curriculum in a constructive manner and plans next to evaluate and introduce units of work that make more substantial links across the curriculum in all subjects. Whilst pupils are provided with many good opportunities to use and apply their mathematical knowledge, insufficient time and emphasis is given to the development of mental arithmetic skills in lessons.
20. The provision for special educational needs is good overall whilst the informal day-to-day provision in classes is generally very good and results in pupils making good progress as they move through the school. Inclusion is well facilitated by the appointment of an inclusion manager. The quality of the school's provision is reflected in the fact that pupils of all abilities are generally well provided for in the work that is set. The provision for personal, social and health education is excellent and is a major strength of the school. The teaching of social skills permeates every lesson and all adults in the school are very good role models for effective, caring relationships. There is a large number of influential activities, including One World Week, and good links with the local performing arts school. The curriculum is also enhanced by links to schools in Italy the USA and Africa.
21. Opportunities for enrichment both during the school day and in after-school clubs and activities are very good. There is a large number of after-school clubs and activities. Sports clubs such as girls' football club clearly play a role in developing pupils' skills. The curriculum provides extensive opportunities for visits to venues throughout the local vicinity that add significantly to the standards achieved, for example, in

geography, art and design and RE. A wide range of visitors, including African drummers provides further very good enhancement to the curriculum.

22. The school building is very clean and well maintained. There is a very clear emphasis on creating an environment where pupils and adults are happy to work. The school has a good supply of good quality and well-chosen resources to support pupils' learning. Display and resources are organised very well to provide a motivating and stimulating school environment.

Care, guidance and support

The provision for pupils' care, welfare and health and safety is **very good**. The provision for support, advice and guidance based on the monitoring of pupils' achievement is **good**. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- Very good procedures are followed to ensure a safe and supportive school day for all pupils.
- Very good relationships encourage pupils to express their ideas in a supportive and welcoming environment.
- There are very good arrangements for children entering reception.

Commentary

23. Pupils are very happy at this welcoming school and parents and pupils overwhelmingly confirm this view. The very good provision to care for pupils and ensure their wellbeing has been maintained since the last inspection. Governors and designated members of staff are fully involved in carrying out risk assessments of the site. Teachers organise risk assessments for each class trip. There is an ample number of staff members trained to administer first aid. Pupils with allergies or ailments are very well cared for and records are kept up to date. Pupils who require first aid are treated with great care. The arrangements regarding child protection continue to be very good. The school follows the local education authority's guidance and all members of staff are regularly updated about procedures and are sure of their roles.
24. Pupils' personal development is supported very well. Each class maintains a detailed personal and social development file which is updated regularly by teachers and teaching assistants. Pupils express their views on their progress and that of their classmates in the record of achievement folders. Information is shared with parents during consultation meetings, in end-of-year reports or whenever a parent makes an enquiry.
25. As a result of very good induction procedures, children are very familiar with the reception environment so that they start school confidently and are eager to learn. They come happily into school in the morning and settle quickly to their assigned 'lollipop' activity. Pupils benefit from the very positive relationships that exist throughout the school. Pupils feel confident that adults will listen to their concerns

and offer help when needed. The pupil council plays an important role and the very well developed programme for personal, social and health education provides very good opportunities for pupils to express themselves and become involved in the life of the school. Most recently, members of the pupil council helped with the development of the playground and have supported the introduction of various reward schemes including 'Champion Learners' and 'Golden Time'. Colourful and informative displays in classrooms and shared areas highlight pupils' work, whilst assemblies celebrate their best efforts. Parents are very pleased with how the school encourages their children to become more mature.

Partnership with parents, other schools and the community

The school's links with parents are **very good**. Links with the community and other schools are **very good**.

Main strengths and weaknesses

- The school is very popular with parents and they are very pro-active in their support for learning.
- Parents are very valued by the school and their views are surveyed and acted upon.
- Parents are provided with very good information about school life and their children's progress.

Commentary

26. The school is very highly regarded by parents and the very good link between school and home has been maintained since the last inspection. Parents and the school are mutually supportive and work together to extend learning opportunities for all pupils. The quality of information provided for parents is very good. The prospectus and governors' annual reports contain all of the required information in a parent-friendly format. Pupils' end-of-year reports are well written and clearly inform parents about their children's progress in each subject. Each report is specific and gives a unique profile of each child as an individual. Information about the curriculum is provided regularly and weekly newsletters keep parents fully informed about the life of the school.
27. The school seeks the views of parents through regular surveys and discussion. Most recently the school increased the frequency of consultation meetings in response to parents' requests. Workshops on helping pupils at home and booklets with guidance are popular with parents. All members of staff are friendly and easy to approach. Questionnaire results confirm that parents are comfortable about approaching the school and they feel the school seeks their views. Parents help regularly in school and on class trips. The Friends of Motcombe School is a well-established registered charity. Parents organise successful fund-raising events throughout the year and also secure support from the business community. They provided important extra funds for the interactive whiteboards, computers and new playground fixtures.
28. There is a very well planned programme to ensure that pupils from Year 2 transfer happily and confidently to the nearby junior school. The school also has very good links with other local primary and secondary schools. The school makes very good use of resources within the locality to help extend learning opportunities for pupils. For example, the school joined forces with other local schools in support of the Old Town Community Library. Pupils enjoy performances and workshops organised by students. Pupils participate in activities provided by Eastbourne Youth Radio and the local education authority's PSHE/Citizenship Conference. The vibrant programme of visitors includes artists, musicians, religious leaders and talented parents. Class trips make very good use of nearby destinations such as local shops, the seafront, churches, farms, theatres and an art gallery.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides **very good** leadership. The leadership by other senior staff is **good** overall. Management is **good**. Governance is **very good** and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher has a very clear vision of how she wants the school to operate and provides very clear and effective leadership.
- Senior staff and co-ordinators are committed and eager to continually improve the quality of education available for all pupils and achieve good levels of success.
- Governors have very good oversight of the school's development and are fully involved in all aspects of the school's work.
- The school has a very clear understanding of its strengths and areas for improvement.

Commentary

29. The headteacher, with the support of her newly appointed deputy and the senior management team, provides the school with very effective leadership and is very clear about the sort of school she wants to create and the way that this will be achieved. Her leadership and management of pastoral issues are excellent and the very positive ethos that permeates the school is a testament to her hard work and commitment to positive reinforcement and the application of 'The Golden Rules'. Her management of the curriculum is good and her enthusiastic and determined approach to education and learning has led to the creation of a very rich and exciting curriculum that is having a very positive impact on the achievement of all pupils. Through the well-established self-evaluation procedures and the detailed analysis of the latest statistics completed by the chair of the curriculum committee she is now making the required improvements to the school's provision for mathematics and further refining existing assessment procedures. Communications in the school are excellent and a very committed team of staff has been established who work together extremely well. These very effective procedures are ably supported by the highly effective administrative team.
30. Subject leaders provide generally good support to their professional colleagues. They monitor standards and provision carefully and are constantly seeking better ways of making their areas of responsibility more accessible to both the staff and the pupils. Schemes of work are constantly reviewed and any improvements that need to be made are completed efficiently after full consultation. Because of the high levels of commitment from all staff, pupils receive a consistently good quality of education in almost all subjects and are generally taught in a very systematic and creative way. As result, pupils develop an enthusiasm for learning from an early age and achieve well in most subjects.
31. The leadership and management of the subject leaders have improved dramatically since the previous inspection and are now at least good, and sometimes very good. The leadership and management of the Foundation Stage and of personal, social and health education are very good. The inclusion manager provides good leadership and management of the provision for special needs pupils. She maintains records accurately and reports in detail to governors. She ensures that there is a suitable plan to meet the needs of each special needs pupil, through each year group team. She is also aware of where improvements could be made and has suitable plans to resolve these issues.

32. The very well organised school improvement plan is carefully allied to the school's budget and ensures that the school's main aims and areas for improvements are supported very well. Financial planning is very structured to support areas of improvement identified through the work of the subject leaders. Governance is very good and the governing body meets all its statutory requirements. Governors have a very clear understanding of the strengths and weaknesses that exist. They work with the school very effectively to identify whether the decisions they have made are resulting in higher standards and achievement, and where the quality of teaching and learning, and the curriculum, can be improved even further. Given the good achievement, the good and often very good provision, and the broadly average costs, the school provides good value for money. The higher than average balance being carried forward has been accrued because the headteacher was seconded to another local school that was experiencing difficulties. The school has well-established plans to reduce this carry forward in the next year.

Financial information for the year 2003 to 2004

Income and expenditure (£)	
Total income	750,390
Total expenditure	730,513
Expenditure per pupil	2,001

Balances (£)	
Balance from previous year	36,546
Balance carried forward to next year	56,423

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

33. Children's attainment on entry to school varies year on year. Last year, this was low, particularly in personal, social and emotional development, and in communication, language and literacy. This year, attainment on entry is average, with strengths in personal, social and emotional development and mathematical development, but again weaknesses in communication, language and literacy. However, the consistently good teaching across all classes and areas of learning ensures that all children make good progress and achieve well, whatever their starting point. Comprehensive assessment of attainment on entry, coupled with continuous assessment and evaluation undertaken by all adults, ensures that staff have a very clear picture of each individual child's strengths, achievement and progress, so that work is effectively targeted to the individual.
34. Teaching and learning are good, and often very good across all areas of learning. All staff working in the reception classes have a secure understanding of how young children learn, and are equally adept at engaging children in thinking and talking about what they are doing. Very good relationships and highly effective encouragement ensure children are confident to 'have a go' without fear of failure. As a result, almost all sessions buzz with lively conversation and excited discovery, within a well-planned cycle of activities. The curriculum provided is very good because of the very effective linking of different areas of learning into an exciting range of activities. In an excellent afternoon session, for example, children explored texture with intense and serious concentration in the wide range of sticky, stiff, slimy and runny media provided! This made a very positive contribution across all areas of learning. Other activities, such as designing 'knickers for the queen' in response to a story, link communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development in a lively and amusing way.
35. Leadership and management are very good. This is because the enthusiasm and expertise of the Foundation stage leader has created a highly effective team of teachers and teaching assistants, who share the same high aspirations and determination to provide children with the best possible start to school life. Good accommodation and resources are used to maximum effect.

Personal, social and emotional development

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

Main strengths and weaknesses

- Very good procedures for introducing children to school result in confident and happy individuals.
- Teaching is very good and as a result learning is also very good.
- Children are happy, secure learners and are achieving very well.

Commentary

36. Achievement is very good and most children are already achieving many of the stepping stones, and are well placed to exceed expectations by the end of the year. As a result of very good induction procedures, children are very familiar with the reception environment so that they start school confidently and eager to learn. They come happily into school in the morning and settle quickly to their assigned 'lollipop' activity. Teaching and learning are very good overall and the very effective interaction and very good relationships between adults and children means that they are already developing good levels of concentration and independence. Children are developing very good attitudes and are interested in, and enthusiastic about, all the opportunities provided, and behave very well. They are co-operative and helpful towards each other, and are already working and playing happily together.

Communication, language and literacy

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

Main strengths and weaknesses

- Achievement is very good and standards are on course to exceed national expectations.
- Some pupils enter school with a very limited vocabulary.
- Teaching and learning are very good.
- Teaching places a very high priority on this area of learning and is very skilled at developing the spoken language of the children; as a result learning is very good.
- The teaching of writing skills is very effective.

Commentary

37. Achievement is very good and most children are on course to meet, and are likely to exceed, expectations by the end of the year. Children thoroughly enjoy listening to stories, such as 'The Dog on the Blanket', because their attention is caught effectively through the imaginative teaching techniques employed by the staff. Teaching is very good and children are encouraged consistently by all staff to express their opinions and contribute their views. There are, however, some specific aspects of this area of learning where standards are not yet meeting expectations. The majority of children have a limited vocabulary and their responses to questions are often monosyllabic. As a result, developing children's speaking and listening skills and their vocabulary is given a high priority. Learning is very good because teachers are skilled at developing children's knowledge and recognition of letters and words; almost all identify and write or copy their own names successfully, and most correctly identify the initial sounds in words. Staff provide many very good opportunities for practising writing, with about half of children already writing with neat, well-formed letters.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good and standards are likely to exceed national expectations.
- Children are developing good numerical skills.
- Teachers provide many good opportunities to gain an understanding of patterns.

Commentary

38. Achievement in this area of learning is good and most children are on course to exceed expectations by the end of the year. Almost all children count confidently to ten, although not all identify the correct numeral to match the number. At this stage in the year, children are not recording their mathematical skills on paper, but they confidently create patterns, and explain these clearly, and use appropriate positional and other mathematical language in their conversations. Teaching and learning are good and pupils are given many interesting and exciting opportunities to develop a good understanding of the importance of patterns in mathematics. In one very good lesson, some very interesting discussion occurred as children tried to decide whether a particular shade of dyed pasta was green or blue!

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children are introduced to a wide range of interesting activities in this area of learning.
- Staff and children enjoy using computers and the interactive whiteboard.
- Teaching and learning are good and result in good achievement overall.
- Staff make very good use of visitors and trips into the local community.

Commentary

39. Achievement in this area of learning is good and many children are already achieving the expected standards. Teaching is good and staff provide good opportunities for pupils to develop a wide range of skills and to learn much about the world around them. This is well supported by visitors and numerous trips into the local community. Children competently manage the mouse and keyboard when using computers, negotiate the functions of different programs confidently, and are already totally comfortable with using the interactive whiteboards. They use construction kits sensibly and seriously to make large and small models and build railways and buildings. One boy, for example, worked with great determination to make the curved sections of track join up to make a circuit. In almost all activities, however, despite children's evident interest and close involvement, staff have to work very hard to get children to comment on and discuss their activities and findings. This is a factor that is common across the areas of learning, but does affect children's ability to ask questions when finding out about the world around them.

Physical development

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

Main strengths and weaknesses

- Achievement is good and standards are likely to exceed national expectations.
- Children have a good awareness of space and are confident when using wheeled toys.
- Children are developing good manipulative skills.

Commentary

40. Children are making very good progress in their physical development and are currently achieving standards that are in line with national expectations. If this level of progress continues many children will exceed these expectations and will start Year 1 with above average standards. Children are well co-ordinated as they move around the classroom and school, and they control and pedal tricycles with consummate skill in the outdoor play area. They have a very good awareness of space in hall sessions, and work hard to move in an appropriate way to mimic the animals in the story they have listened to previously. In the classrooms, they manage tools and equipment, such as pencils, crayons and glue-sticks, confidently. Teaching and learning are very good and pupils are given numerous good opportunities to explore various spaces and to develop their fine motor and gross motor skills.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Achievement is good and standards are likely to exceed national expectations.
- Children are given good opportunities to paint draw and use construction materials.

Commentary

41. Children are achieving satisfactorily and the majority are on course to reach the expected standard by the time they enter Year 1. Children sing reasonably tunefully in the classroom and hall, although they do find it difficult to continue singing when they have to put actions to the words! They are reasonably competent at keeping a beat when clapping, however. Children thoroughly enjoy painting, drawing and constructing models with kits and 'junk', and discuss their efforts enthusiastically as they work. Teaching and learning are good overall and pupils have the opportunity to take part in a good range of interesting and well-planned activities.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths weaknesses

- Teaching is good overall and pupils achieve well compared to pupils in similar schools.
- Pupils achieve well.
- The subject is well managed and teachers have been well trained in national initiatives.
- Teachers do not use always assessment data sufficiently well to identify overall trends and areas for development.

Commentary

42. Standards in all areas of English are average when compared with national test results and expectations by the end of Year 2. Over recent years, standards have varied slightly, depending on the cohort of pupils, but overall results have remained average. The results for 2004 and inspection evidence show that there has been a significant recent improvement in both the standards of written work and the achievement of higher attaining pupils in all aspects of the subject. The provision of Writing Clubs has supported this well. All pupils make satisfactory progress irrespective of their prior attainment, ethnicity, or social circumstance. Pupils with special educational needs make good progress, as do those for whom English is an additional language.
43. In the last three years, pupils have entered Year 1 with below average standards in all areas of English, and are achieving well to attain average standards by the end of Year 2. The written work in pupils' books supports this assertion and demonstrates that pupils generally make good progress in both Year 1 and Year 2. A careful analysis of current written work and that completed by the same pupils prior to the summer holidays demonstrates clearly that there is a significant dip in the quality of grammar and punctuation during the school holidays and that the written work of children entering Year 2 is not nearly as good as the work that children completed at the end of Year 1. The quality of presentation is also much weaker than was found at the end of Year 1. The teaching of writing is generally good, and all staff clearly work very hard to provide a wide range of interesting and challenging activities for the pupils. Teachers are particularly good at supporting lower attaining pupils and bringing their work up to a satisfactory standard. Teachers are now beginning to analyse test data with sufficient rigour to enable them to identify individual and class trends and to set achievable targets for future performance.
44. Pupils achieve well and the majority attain broadly average standards in reading by the end of Year 2. They enjoy reading and higher attaining pupils can talk confidently and knowledgeably about their favourite authors. The teaching of reading is very well supported by basing much of the work on simple strategies that are well known to the pupils and their parents, thus enabling them to build effectively at home on the skills learned in school. Standards in speaking and listening are satisfactory overall and are improving. Listening skills are generally good but despite the best efforts of the

reception staff, speaking skills are still often well below average for a substantial number of pupils on entry to Year 1.

45. The teaching of English is good overall and pupils are enabled to develop broadly average language and literacy skills despite the fact that many of them entered school with a very limited vocabulary. Learning is generally good and pupils enjoy opportunities to take part in drama and role-play and to use the new interactive whiteboards. The pace of learning is generally brisk and teachers give pupils regular feedback on what they were learning and what was expected of them. The quality of marking is satisfactory overall but spans the range from very good to poor. Teachers generally have good subject knowledge and explain tasks very clearly. They make good use of the materials and structure of the National Literacy Strategy.
46. The leadership and management of the subject are good and the new subject leader has a good understanding of appropriate areas for development. Assessment procedures are satisfactory overall and improving and, whilst there has been a recent improvement in the achievement of higher attaining pupils, she is aware that there is still scope for continued improvement.

Language and literacy across the curriculum

47. Good opportunities are made to teach language and literacy in a range of different curricular subjects and, for example, many good opportunities for speaking and listening and extended writing are provided through the teaching of history, geography and RE.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- There has been a gradual decline in national test results over the last three years.
- Pupils' ability to use and apply their mathematical learning is above average.
- Assessment information is not always used well enough to ensure all pupils are sufficiently challenged to do their best, particularly higher attaining pupils.
- Insufficient time and emphasis are given to the development of mental arithmetic skills.

Commentary

48. National test results indicate that, in 2003, standards at the end of Year 2 were broadly in line with the national average. The results for 2004 show a slight decline mainly because the proportion of pupils gaining the higher Level 3 had dropped. The general trend since 2001 shows a reduction in the percentage of pupils gaining the expected Level 2 from 98 per cent in 2001 to 89 per cent in 2004. Inspection evidence shows achievement is satisfactory overall and that standards across the current Year 2 remain broadly in line with national expectations in number work, shape and space and, where appropriate, data handling. Only a small number of pupils, however, are attaining above the average standard in these areas, even taking

into account the early stage of the school year. This is because the subject is not always given sufficient time and emphasis and there are some weaknesses in assessment and target setting that result in some of the higher attaining pupils not reaching the levels that they are capable of. All pupils make satisfactory progress irrespective of their prior attainment, ethnicity or social circumstance. Pupils with special educational needs make good progress, as do those for whom English is an additional language.

49. Pupils generally use and apply mathematics well and standards in this aspect of the subject are above average. Pupils are able to discuss their work confidently with each other and can plan tasks well, making appropriate choices about the equipment they will need. The school has a good range of stimulating learning resources, readily available to support this. Many pupils are able to explain their mathematical thinking with clarity and organise their work effectively. However, skills in basic numeracy are not as well developed, and the type of fast paced teaching, with high expectations, envisaged in the national strategy is not used frequently or consistently enough in all classes. Pupils' work is assessed appropriately and although all pupils have an end-of-year target there is sometimes insufficient reference to these in the teachers' planning.
50. Teaching is satisfactory overall and there are strengths and some areas for improvement in the provision. Pupils are encouraged effectively to talk about their work and to support others. The main reason for this success is that the teaching is positive and interesting, involving the children well, even when it is not challenging enough. For example, in one lesson seen, Year 2 pupils were asked to set each other puzzles about identifying shapes from their description. This involved pupils in developing the important skills of organising and checking their work carefully. The pupils really enjoyed this and displayed good attitudes, even though the task itself was not sufficiently demanding in terms of its mathematical knowledge and content for all of them.
51. The leadership and management of mathematics are satisfactory, although the school is aware that urgent action is required to reverse the downward trend in standards. At the time of the inspection, the subject leader for mathematics was on long-term sick leave. The other members of the school's mathematics team continue to encourage and support colleagues well. There are some effective systems in place for monitoring the subject.

Mathematics across the curriculum

52. Staff are strongly encouraged to use mathematical skills and learning in lessons and activities right across the curriculum and they do this well. Examples of this good use include: data handling in many subjects; work on direction using bicycles on the playground; measuring using a roamer device in ICT; role play activities involving weighing; and using mathematical patterns in art and design.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Above average standards are attained because good teaching focuses closely on good, practical science.
- Work in science is exciting and relevant because of very effective cross-curricular links.

Commentary

53. Teacher assessments of standards in science for pupils at the end of Year 2 were broadly average in 2003. Although national comparisons are not yet available for 2004, teacher assessment was lower that year than in the year before, reflecting the differences in year groups. Evidence shows that whilst standards are currently in line with the national average, standards will be above average by the end of the year if the current good rate of achievement and progress is maintained throughout the year. This represents an improvement since the last inspection, and is a direct result of the improvements to teaching and learning which are developing from the very effective linking of science and other subjects into a cross-curricular approach. All aspects of science are covered fully, but this is done in an interesting and relevant way, which makes learning exciting and fun. Additionally, there is a strong emphasis on practical and investigative work, which gives pupils good experience of setting up and conducting experiments.
54. The current topic is based on the theme of 'One World' and harvest, and very effectively links work in geography with science. Teaching and learning are good. In the Year 1 lesson seen, the teacher effectively encouraged pupils to think about the different fruits they knew about, and predict what would happen to them if left for week. A carefully controlled experiment was set up to test pupils' predictions. All the classes in the year group are investigating the same conditions, ensuring good equality of opportunity between parallel classes. Teachers and teaching assistants work hard to ensure that all pupils behave well, and take a full part in the lesson. Teaching assistants work closely with pupils with special educational needs, and when necessary, with pupils for whom English is an additional language, so that they are able to understand what is going on, and consequently are fully included in all activities.
55. Talking to pupils from Year 2, they enthusiastically recall the work that they have done in relation to healthy foods. They all thoroughly enjoyed constructing food pyramids with unhealthy fat and sugars at the top, and understand the importance of a balanced diet. They know that different minerals and vitamins are important for healthy growth, and that milk contains calcium for teeth and bones. They were, however, emphatic that a little sugar does you no harm! This represents good achievement at this stage of the year.
56. Leadership and management are good, with the science leader supported in this by two colleagues, so that all year groups are represented on the science team. This arrangement is very recent, and has the potential to provide very good leadership and management, once it becomes fully established. Work is carefully planned in year group teams to ensure equality of opportunity in parallel classes, and that all aspects of the curriculum are covered fully. Detailed assessment sheets are completed each

term and these provide useful information on the level of work pupils have achieved, and help teachers to make overall assessments by the end of Year 2. The monitoring of quality and standards is satisfactory and the science leader is aware that there will need to be a greater emphasis on monitoring teaching and learning as the new topic approach becomes fully embedded.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils are now achieving well in the subject because of recent improvements in provision.
- Standards are higher than are usually found.
- Teachers are developing good skills and subject confidence.
- The leadership and management of ICT are good.

Commentary

57. Pupils are now achieving well and whilst standards are currently broadly average, those in Year 2 are on schedule to exceed the national expectation by the end of the year. This is a better situation to that found in the previous inspection when standards were judged to be in line with expectations. The provision has been much improved in recent months and staff are now aware of the need to give higher attaining pupils opportunities to extend their expertise in the subject to the point that they can achieve the higher Level 3. This is now happening to good effect. Pupils are now developing a good range of ICT skills, and are confident when creating and manipulating words, pictures and data. They have a good knowledge of how computers help us in everyday life and understand how various control mechanisms work.
58. Teaching in the subject is now good and the members of staff are quickly learning to maximise the potential of the newly installed whiteboards in their rooms. The school is aware of the need to complete this resource program so that children in the three remaining reception classes are given the same opportunities as their peers. Teachers are developing good ICT skills and are now becoming much more confident in using the wide range of interesting resources that are available to them. Pupils thoroughly enjoy their work in the subject and pupils in a Year 2 class, for example, took great delight in recording their thoughts on the view-cam.
59. The subject leader, supported by her management team, provides very effective leadership and management and the recent improvements in the provision are due in no small part to her boundless energy and enthusiasm. She supports her colleagues very effectively and with the support of the part-time technician works tirelessly to ensure that equipment is in full working order.

Information and communication technology across the curriculum

60. The use of ICT across the curriculum is good and pupils are given many good opportunities to apply their skills in a wide range of interesting situations. During the inspection, for example, pupils were given opportunities to graph data in mathematics lessons, to create and manipulate text in English lessons, and control programmable toys to follow simulated journeys in a geography lesson. The introduction of interactive whiteboards in almost all the classes also means that pupils are using ICT in almost every lesson, to good effect.

HUMANITIES

61. **History** was not taught at the time of the inspection, but discussion with pupils and staff and a careful analysis of work samples and displays show that standards in history are above the national expectation. This indicates that achievement is good and is an improvement on the findings of the last inspection. Work in books indicates that teaching is exciting and that a range of motivating strategies and visits are used. Teaching is well supported by effective planning and a good range of historical artefacts. The local environment is used well. There are good opportunities for pupils to develop their writing skills in history lessons, including carefully produced examples of extended writing. The leadership and management of the subject are good and the subject leader provides effective support to her colleagues.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and develop a good understanding of Christianity and several other world faiths.
- The curriculum is lively and interesting and continues to develop in response to the needs of the staff and the pupils.
- The subject leader provides very effective leadership and management.

Commentary

62. Pupils achieve well in the subject and attain standards that exceed the expectations of the locally agreed syllabus. This is an improvement to the standards found in the previous inspection, which were judged to be in line with expectations. As a result of this good provision, pupils develop a good understanding of a range of Christian festivals and symbols. Pupils in Year 2 have a good understanding of the meaning of Christmas and can explain the significance of the 'Christingle'. They know why we need rules to guide our lives, and work in the subject is very effectively supported by the school's work on The Golden Rules and the very clear lessons shared in class assemblies and circle times. Pupils also understand that different faith groups celebrate their religions in different festivals at different times of the year and speak knowledgeably about the significance of a range of Jewish festivals, Diwali and the Chinese New Year.

63. Teaching and learning are generally good. Teachers have good subject knowledge and make good use of the wide range of high quality resources that are available to give meaning to their lessons. Pupils speak very enthusiastically about the numerous visits and visitors that have helped to bring the subject alive for them and which have fired their imagination. The curriculum is interesting and exciting and has been adapted skilfully by the very capable subject leader to meet the needs of the staff and the pupils. The quality of provision is better than that reported in the last inspection, when standards were judged to be in line with expectations.
64. The subject leader provides very good leadership and management of the subject and ensures that her colleagues are very well supported. Achievement in the subject is tracked against agreed criteria and summative assessments are made at the end of each year. The work done in religious education gives pupils very good opportunities to apply their literacy skills and the subject makes a very positive impact on their spiritual, moral, cultural and social development by helping them to gain an even clearer understanding of the importance of working together in harmony, irrespective of race, colour or religion. There is a very good range of artefacts and resources to support teaching and learning in the subject.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Standards exceed expectations and all pupils achieve well because of the consistently good teaching.
- The curriculum is exciting and interesting because of the very effective links with other subjects.

Commentary

65. Standards in geography exceed expectations, which maintains the picture found at the last inspection. Pupils achieve well because of the enthusiastic way teachers have embraced the linking of geography to whole-school topics. The current link of work to science and other subjects makes learning exciting, relevant and fun. With geography being a main focus in the inspection week, six lessons were seen.
66. Teaching and learning are good overall. This is because the teachers' enthusiasm is shared effectively, so that pupils in their turn become engrossed in their work and want to find out more, making learning equally good. During the Year 2 visit to the local supermarket, pupils behaved very well. The good number of parent volunteers who were helping were very well briefed, so that their questioning was as effective as that of the teachers. The range of countries represented by the food on sale fascinated adults and pupils. Very good follow-up lessons in class reinforced and extended pupils' knowledge and understanding very well. Some teachers made very good use of the interactive whiteboard to illustrate and demonstrate teaching points. Pupils plotted the journeys made by different foods to reach this country, developing their map skills well, and making a very positive contribution to their cultural development. All pupils are equally engrossed and included, because of the high level

of interest and the effective support from teaching assistants for those with special educational needs.

67. Leadership and management are good. The subject leader has a good understanding of the current position, and sound plans for development and monitoring. The good provision is secure because of the effective whole-school planning, which ensures all aspects are covered fully. Good resources, which include the local environment and a wide range of atlases, are used very effectively to support development of pupils' knowledge, skills and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

68. Whilst only one full art lesson was observed during the inspection, the quality of the work observed in progress, discussion with pupils and a careful analysis of work on display, both around the school and in pupils' work files and sketch books, indicate that standards are above the national expectation and that pupils are developing a wide range of good artistic skills. Pupils in a Year 2 class applied themselves with great enthusiasm and a high level of concentration and paid very good attention to detail when completing observational drawings of African artefacts. Many of the resulting pieces were of a particularly high standard and demonstrated a very good understanding of line and the use of light and shade. The curriculum is rich and varied and is enhanced by various special events and competitions. The leadership and management of the subject are good and the subject leader provides effective support to his colleagues.

Design and technology

69. No teaching in design and technology was observed during the inspection. However, scrutiny of work and discussions with pupils and staff indicate that standards are at least in line with national expectations by the start of Year 2, and probably above by the end. The curriculum is rich, stimulating and well resourced. Pupils in Year 1 greatly enjoy their work in the subject and have good opportunities to undertake the full process of planning, designing, making and evaluating when designing a piece of fruit. They do this with success and are rightly proud of what they have done. The leadership and management of the subject are good and the subject leader provides effective support to her colleagues. Standards observed were better than at the last inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils sing very well and have very good opportunities to do so.
- Standards are above average.
- The curriculum is motivating for pupils and gives them confidence and enjoyment.

Commentary

70. Teaching and learning are good and pupils are given many opportunities to sing in lessons, year groups and assemblies. They are taught very well how to use expression and to control dynamics and pitch. They learn songs in many styles and from different cultures, working together sensitively as choirs of different sizes, sometimes singing in simple parts. As a result, the quality of pupils' singing is high. It is tuneful and often very expressive. All pupils achieve well, girls and boys are equally confident in their singing, playing and composing and many pupils are confident to perform in front of others.

71. The school has an effective scheme of work that ensures that pupils experience a good and enjoyable range of music lessons and activities, including some which are extra curricular, over their time in school. This enables pupils, including those with special educational needs who are included very well, to reach above average standards. Pupils play percussion instruments with accuracy and sensitivity. Most are able to understand and use musical terms such as 'beat' and 'rhythm' correctly. They can listen carefully to short extracts of music and comment sensibly. Although pupils have opportunities to compose simply, and to organise and make simple drawings and notations of sounds, they are not as confident or experienced in this part of the curriculum as they are in the others.
72. All pupils have good opportunities to sing and perform inside and outside the school. Groups of children sing in the community, for example at a local day and residential centre. This is much appreciated by the audience! The pupils' singing contributes significantly to events such as the Harvest Festival, productions and Christmas celebrations.
73. The subject is well led and managed. The subject leader is clear about what needs to be done and how it is to be achieved. She is well supported by a number of staff who have good subject knowledge in ensuring that high standards are reached and maintained. The subject makes a good contribution to pupils' social, cultural and spiritual development. The quality of the provision is similar to that found in the previous inspection.

Physical Education

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

Main strengths and weaknesses:

- Physical education is well taught and pupils achieve well.
- There is a very good range of extra-curricular activities to promote the learning of physical skills and to develop artistic physical expression.

Commentary

74. Standards are above expectations at the end of Year 2 and pupils' achievements are good. In Years 1 and 2, lessons are well planned and teachers manage pupils well to ensure their safety. Ball skills are especially well taught and pupils reach good standards in their ball control. They demonstrate good awareness of, and use of, space in gymnastics. The quality of pupils' gymnastics movement is broadly average, but pupils are taught to make very good use of bodily expression through dance teaching and a variety of events, visits and clubs. Teachers explain very clearly and make good use of demonstration to show pupils exactly what is expected. A very rich, varied provision of extra-curricular activities supports this good learning. The club for girls' football is especially successful. Physical education is well led and managed and this has led to good improvement since the last inspection

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **excellent**.

Main strengths and weaknesses

- The school's positive ethos is consistently supported by all aspects of school life, and contributes very effectively to pupils' good/very good social development.
- The provision is instrumental in helping pupils to behave well, to relate together effectively and to develop self-confidence.
- The pupil council makes a very significant contribution to school life.
- The leadership and management of the subject leader are very good.

Commentary

75. Pupils achieve very well in all aspects of personal, social and health education and this has a very positive impact on the quality of relationships and the good behaviour that is found in the school. This is mainly because the school has a very consistent approach to the subject, which emanates from the headteacher, and is based on The Golden Rules. The Golden Rules are very well known by all pupils, and their parents, and are applied with great care throughout the school by all staff, to very good, and often excellent, effect. Whilst pupils get many good opportunities to take part in a very good range of class assemblies and circle times, the provision is central to the school's philosophy and underpins all of the school's actions. As a result, pupils in the school know about rules and rewards and how rules are made and changed. They develop a clear understanding of right and wrong and are encouraged to reflect on and explain their actions.
76. The pupil council, which has been in existence for just over three years, provides pupils with many very good opportunities to influence life in school. They play a key role in improving features as wide ranging as how to improve play facilities and raising standards of learning through the recently introduced Champion Learners model. The school has a very positive stance on healthy eating and was awarded the Healthy School Silver Award in 2004. The area is led and managed to very good effect by the subject leader who ensures that staff encourage the adherence to The Golden Rules in all of the pupils' actions. Pupils' achievement in the subject is tracked regularly with targets being set for both classes and individuals. The quality of provision is even better than was reported in the previous inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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