

INSPECTION REPORT

PARKSIDE COMMUNITY PRIMARY SCHOOL

Heathfield

LEA area: East Sussex

Unique reference number: 114482

Headteacher: Mr N Wood

Lead inspector: Mr D Speakman

Dates of inspection: 13th – 16th September 2004

Inspection number: 267476

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	210
School address:	Beechwood Lane Heathfield East Sussex
Postcode:	TN21 8QQ
Telephone number:	01435 864577
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Stock

Date of previous January 1999 inspection:

CHARACTERISTICS OF THE SCHOOL

This average sized primary school serves the local area, which is socio-economically advantaged. Fewer than average pupils join or leave during the school year. Almost all pupils are classed as White-British, with a few pupils of other white backgrounds or of dual heritage. None speaks English as an additional language. The percentage of pupils with special educational needs is below average and two pupils have a Statement of Special Educational Need. Special educational needs include specific and moderate learning difficulties, social, emotional and behavioural problems, autism and other unspecified special needs. The attainment on entry to the reception is average. The school achieved the Investors in People Award in December 2002, the Arts Council Arts Mark has just been awarded and the Basic Skills Agency Quality Mark has been achieved for a second time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	Mr D Speakman	Lead inspector	English Information and communication technology Personal, social and health education & citizenship Special educational needs
1305	Mr B Rance	Lay inspector	
31334	Mrs B Atcheson	Team inspector	Foundation Stage ¹ Mathematics Geography History Religious education
22990	Mr C Furniss	Team inspector	Science Art and design Design and technology Physical education Music

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; physical development; and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school with very good features that provides a good quality of education and gives good value for money. Pupils' attainment on entry is average and because of good teaching, very high levels of inclusion, a good ethos and good leadership and management, pupils achieve well and attain above average standards

The school's main strengths and weaknesses are:

- Pupils achieve well, because of the overall good quality teaching, which is focused well to their individual needs.
- Although teaching and learning are good overall, they vary from class to class.
- The headteacher, effectively supported by other staff with leadership responsibility and the governors, sets a clear and effective agenda for school development.
- Pupils' personal development is good and as a result they behave well and have very good attitudes to school and learning. Provision for spiritual and cultural development is satisfactory.
- Attendance is excellent and pupils' punctuality is very good. This contributes to the good progress pupils make.
- Very good assessment procedures in English and mathematics track pupils' achievement effectively.
- The good quality learning opportunities promote pupils' interest in learning and effectively support their good achievement.
- The school looks after its pupils very well and this reflects its caring ethos.
- Teaching assistants are very effective in what they do across a good range of subjects and they contribute very well to the good quality provision for pupils with special educational needs.

The level of improvement since the previous inspection is satisfactory. Since its last inspection in 1999 standards in mathematics and science have been maintained, although they are now better in English at the end of Year 6. The quality of assessment in English and mathematics and their use have improved. The school has maintained other strengths since the previous inspection and has responded satisfactorily to issues raised in the previous inspection report.

STANDARDS ACHIEVED

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

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. Children start in the Foundation Stage with average attainment, achieve well and meet the goals children are expected to reach by the end of reception in language and literacy, mathematical development, knowledge and understanding of the world

and exceed them in their personal, social and emotional, physical and creative development. In Years 1 to 6 all pupils, including those with special educational needs, achieve well and attainment is above average in reading, well above average in speaking and listening and average in writing and mathematics by the end of Year 2. It is well above average in English and above average in mathematics and science by the end of Year 6. Standards in music are above those nationally expected by the end of Year 6.

Pupils' spiritual, moral, social and cultural development is **good** overall. Their social and moral development is good and their spiritual and cultural development is satisfactory. Pupils' attitudes towards school and learning are very good and their behaviour is good. Attendance is excellent and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are good overall, although pupils experience some variation in the quality of teaching as they pass through the school. Teachers have generally high expectations of pupils and plan challenging and interesting activities. They ensure very good levels of inclusion and equality of opportunity for all pupils. As a result, teaching meets all pupils' needs and encourages good levels of confidence in their own ability to tackle the work. Teachers have very high expectations of their pupils' behaviour and they very effectively encourage pupils to succeed, especially the younger ones.

The curriculum is **good**. The school provides a good range of interesting learning opportunities. Curriculum enrichment is very good and there is good provision for extra-curricular activities. There are sufficient teachers to cover the curriculum and the number of pupils. The number and match of teaching assistants to the curriculum demands are good. The school shows very good levels of care for its pupils and the relationship between the school and its parents is very good and supportive.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher is good. He has a clear vision of the needs of the school, which is securely rooted in effective school self-evaluation. He is effectively supported in this work by other staff with leadership responsibility. Leaders in the school provide very good role models and their commitment to inclusion of all is high. The governors provide good levels of challenge and support and contribute well to the work of the school. Management systems are effective and statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school and its work. At the parents' meeting, in the questionnaires and in discussions during the inspection no major concerns were raised. They like the caring nature of the school and feel that the staff work hard to help their children achieve and behave well. They feel that the school responds positively to their concerns and they appreciate being able to approach staff informally at the end of the school day. They appreciate the information they receive about the school and their children's progress. The inspection team agrees with them. Pupils have high opinions of the school and they are very happy to be there.

IMPROVEMENTS NEEDED

The most important things the school should improve are:

- Extend the very good practice of using assessment to inform target setting as seen in English and mathematics in Years 3 to 6;
- inconsistencies in the quality of teaching;
- pupils' spiritual and multicultural development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **above average** at the end of Year 6. Achievement is **good** at all stages of the school.

Main strengths and weaknesses

- Pupils achieve well and attain standards in English that are well above average and above average in mathematics and science at the end of Year 6.
- Achievement of children in the reception is good.
- Standards in music are above those expected nationally for pupils of their age.
- Pupils with special educational needs achieve well.
- Standards in core skills of language and literacy, numeracy, and information and communication technology are good in other subjects.

Commentary

1. Children in the Foundation Stage achieve well. They enter the school with attainment that covers a wide range and by the end of the reception year they meet the expectations of the early learning goals in language and literacy, mathematics and their knowledge and understanding of the world. They exceed them in their personal, social and emotional development and in their creative and physical development. Children's speaking and listening skills are particularly good. This enables them to communicate effectively and supports their overall good achievement.
2. In the last three years, pupils' results in the National Curriculum tests at the end of Year 2 have generally improved, although results for 2003 were below average in reading, writing and mathematics. This was linked to the proportion of pupils with special educational needs. This year standards have recovered and unconfirmed results indicate above average standards in reading and mathematics and average standards in writing. The picture is similar when compared with schools with a similar proportion of pupils entitled to claim a free school meal. Inspection evidence indicates that current attainment is above average in English and average in mathematics and science. The rate of improvement since the previous inspection has been satisfactory.

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

Standards in:	School results	National results
Reading	15.0 (17.8)	15.7 (15.8)
Writing	13.9 (15.6)	14.6 (14.4)
Mathematics	16.2 (18.0)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

3. In 2003, results in tests at the end of Year 6 were well above average in English and mathematics and above average in science. This has been generally maintained this year and unconfirmed results for tests taken at the end of Year 6 in 2004 indicate well above average standards in English and above average in mathematics and science.

This represents a good level of improvement in English and satisfactory progress in mathematics and science since the previous inspection when attainment in all three subjects was above average. When results for 2004 are compared with those for the same pupils when they were in Year 2, the achievement in English is very good since results have improved from average in reading, below average in writing and well below average in mathematics at the end of Year 2 to be well above average in English and above average in mathematics by the end of Year 6.

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

Standards in:	School results	National results
English	28.4 (29.4)	26.8 (27.0)
Mathematics	28.4 (27.9)	26.8 (26.7)
Science	29.8 (28.9)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

4. In Years 1 to 6 all groups of pupils, including higher-attaining pupils and those with special educational needs, achieve well. The achievement of pupils with special educational needs is good. This is the same as other pupils in the school. The register of pupils with special educational needs is active and pupils move appropriately through the stages.
5. In work seen during the inspection, pupils achieve well in developing their reading skills and standards in reading are well above average by the end of Year 6. Pupils' well above average reading skills support their learning in English effectively. Standards in writing are well above average by the end of Year 6. Pupils write very well in a good range of different styles and for different purposes. Their speaking and listening skills are very strong throughout the school and the ease with which they communicate with each other and with the teachers supports their good achievement very well.
6. Standards in mathematics are above average by Year 6 and achievement is good. Pupils have good knowledge and understanding of number and of mathematics generally. The school makes a deliberate effort to provide good opportunities for pupils to use and apply their mathematical skills to real life situations and to develop a range of strategies to answer problems. This helps support the achievement of above average standards.
7. In science, pupils extend their knowledge and understanding in a good number of areas of science. They record predictions clearly, enter results and evaluate outcomes. Pupils have a good understanding of fair testing and their results are valid, meaningful and interpreted well to extend their knowledge. Year 6 pupils show a good understanding of how to ask scientific questions, formulate hypotheses and then devise ways of testing them.
8. Music has a high profile in the school and standards are good throughout. Pupils develop skills that are higher than those nationally expected in all aspects of music, including listening and appraising music as well as performing. All pupils, including those with special educational needs, make good progress and achieve well.

9. Standards of language and literacy, numeracy and information and communication technology (ICT) seen in other subjects are also above average. The development of speaking and listening and writing skills has a high profile in the school and there are a good number of planned opportunities to discuss and write in subjects such as history and geography. ICT is used well by teachers and pupils to enrich work across the curriculum in a good range of subjects, including English, science and work in humanities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work and towards others in the school are **very good** and they behave **well**. Pupils' spiritual, moral and social and cultural development is **good** overall. Pupils' attendance is **excellent** and punctuality is **very good**.

Main strengths and weaknesses

- Children in the Foundation Stage settle well into school routines and learn to work and play together.
- Pupils' confidence and self-esteem is very good.
- Relationships are very good.
- The school does not plan specifically for the development of spiritual awareness or of the values and beliefs of other cultures.
- Very high levels of attendance and punctuality mean that pupils are taking full advantage of the education that the school offers.

Commentary

10. Good behaviour, positive attitudes and good levels of personal development together with very good relationships are evident and support good achievement. Well planned transition procedures combined with a secure, caring atmosphere enable children in the Foundation Stage to settle quickly into the routines of school life. Pupils of all ages are keen to come to school. They enjoy coming to school 'because the teachers make time go fast' and make the most of good opportunities to work in co-operation with others. Pupils are helpful and considerate to each other and to visitors and adults in the school. Pupils with special educational needs have very good attitudes to school. They respond very well to planned activities that meet their needs. Parents have a positive view of behaviour both in school and on trips. They say that teachers know the pupils well and are caring. They say that children generally know and care for each other in the school, whatever their age, and that there are very few incidents of unhappiness. The school has an effective anti-bullying policy. Pupils say that most children are friendly but if someone does start to bully them they know it will be dealt with promptly.
11. Behaviour in lessons and around school is good because pupils are encouraged to take responsibility for their own behaviour, not because systems are imposed. At lunchtime they line up without fuss. They sit and chat quietly whilst eating their meal. Playtimes are pleasant and relaxed. Even after a series of wet playtimes, although pupils were ebullient, behaviour was of a good standard. There were no exclusions in the school year prior to the inspection. Pupils enjoy working and their attitude towards work is very positive but, where teaching is unsatisfactory, pupils are less engaged in their learning. Where the quality of teaching and learning is good or very good, pupils respond to these opportunities well, are fully involved in all activities and are active learners. Relationships

between pupils themselves and between pupils and adults are of a very good quality. Consequently pupils feel at ease in the school. Year 6 pupils are confident, with high levels of maturity. They spoke very highly of the support of adults in the school to help them deal with any difficulties that they may have. They feel well prepared for the move to their next school.

12. The school is a very inclusive school. Pupils have good opportunities to exercise leadership and responsibility by undertaking jobs such as acting as lunchtime monitors or taking the register to the office. Pupils at all ages show good levels of responsibility. Older pupils carry out jobs reliably and even reception children pay for their own lunches. Elected pupils from Year 2 upwards attend the school council, which has been running for a year. It plays an important part in the life of the school with pupils making decisions, for example about the soap used for washing their hands. Activities to raise money for charities and extended residential visits for pupils in Year 5 and Year 6 all contribute effectively to pupils' personal development, which is of good quality.

13. All pupils have a good understanding of the difference between right and wrong. They know about their local community and have a sense of the wider world, although there is little evidence of planned activities that will enable the pupils to understand the cultures and traditions of people from other ethnic backgrounds. There are few activities which are specifically planned to encourage pupils' spiritual development beyond reflecting on a theme and saying prayers in assembly.

14. In comparison with national statistics pupils' attendance overall was very high in both the last two years. The procedures for promoting attendance are good and parents co-operate with the school in explaining when pupils are absent so that the absences can be authorised. The level of unauthorised absence is in line with national averages because the school is rigorous in recording absences that have not been authorised, for example when pupils arrive very late or are taken on family holidays during weeks when statutory assessment tests take place. The great majority of pupils are keen to come to school so that they arrive punctually and the day's learning can get off to a good start.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	2.6
National data:	5.4

Unauthorised absence	
School data:	0.4
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

The quality of education provided is **good**. Teaching is **good**. Assessment procedures and its use in planning lessons are **good**. The curriculum is **good** and benefits from **very good** opportunities for enrichment. The school provides **very good** levels of care and **good** guidance and support for its pupils. It has **very good** links with parents. Links with the community are **good** and with other schools are **very good**.

Teaching and learning

Teaching and learning are **good** at all stages of the school. The assessment of pupils' achievement is **good** and assessment information is used effectively to ensure good achievement and above average standards.

Main strengths and weaknesses

- Although good overall, the quality of teaching varies from unsatisfactory to very good in different classes. Consequently, pupils' achievement varies across the year groups.
- Teachers have high expectations and the good level of encouragement for pupils means that they develop very positive attitudes to learning and behave well in their lessons.
- Teaching assistants are very effective in what they do and make a significant contribution to pupils' achievement.
- Teaching methods and planned activities match the pupils' learning needs very well. All groups of pupils are fully included in all learning opportunities and learn equally effectively.
- Planning is good. Activities are based on good, day-to-day lesson evaluations and meet all pupils' learning needs well.
- Assessment and its use are very good in English and mathematics, but not as good in other subjects.
- Teaching for pupils with special educational needs is good.

Commentary

15. Since the previous inspection, there has been an improvement in the overall quality of teaching and learning. Although teaching was judged to be good then, there is now a greater proportion of good and very good teaching. However, there is some variation between classes and teaching and learning are strongest in reception, for younger pupils and in Year 6, where the best teaching was seen. A small very small amount of unsatisfactory teaching was seen in Years 4 and 5.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	16 (41%)	16 (41%)	5 (13%)	2 (5%)	0 (0%)	0 (0%)

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

16. The overall quality of teaching and learning in reception is very good. High expectations, a wide range of very well-planned activities and clear, very effective assessment ensure that all children achieve well. Teaching assistants work very closely with the class teacher to provide effective support for all children, including those with special educational needs. The very high quality support staff make a very positive contribution to the achievement made by all children.
17. In the rest of the school, the best teaching is stimulating, interesting and searching. Teachers' planning is good and pupils' skills, knowledge and understanding are developed systematically so that pupils gain confidence. This was seen in a Year 1 art and design and ICT lesson, in which new and challenging ideas in both subjects were taught in an inspiring and highly efficient way, which captivated pupils' attention and ensured good learning and achievement in this lesson. In other good and very good lessons, questions asked by the teacher are probing and encourage pupils to think very carefully about their answers. They are well focused on pupils' different capabilities and ensure that pupils at all levels of attainment are fully included. Vigorous and enthusiastic

teaching was also seen in Year 6 literacy lesson and in a religious education lesson with Year 3. This style of teaching engages pupils' attention and encourages their involvement and enthusiasm. Teachers have high expectations of pupils' behaviour and these are made clear. Pupils respond well and the behaviour in lessons is good and enables teachers to concentrate on teaching and developing pupils' academic achievement.

18. In less successful lessons, teachers are not confident with the subject they are teaching. This means that explanations are not always clear and pupils' understanding is not sufficiently secure for them to proceed to the next stages. Their progress in the lesson is unsatisfactory. This was the case in both lessons that were judged to be unsatisfactory. Additionally, tasks were not sufficiently matched to pupils' ability and in one mathematics lesson, for example, work was not well matched to pupils' learning needs; it lacked challenge for the higher attaining pupils and it was too difficult for lower attaining pupils.
19. The teaching of pupils with special educational needs is good. The pupils' needs are identified at an early stage. Individual education plans have precise targets. Pupils are well supported by the co-ordinator for special educational needs, their teachers and by the teaching assistants. The latter are fully involved in planning with teachers and provide regular and ongoing feedback on pupils' progress. This ensures that planned activities match the pupils' needs.
20. Teaching assistants make a significant contribution to the achievement of all pupils in their care. They are competent and capable of teaching skills, knowledge and understanding to groups of pupils. They support teachers very effectively by taking direct responsibility for teaching groups outside the classroom, such as in ICT, or supporting groups in class, such as those with special educational needs.
21. Assessment of pupils' work in English and mathematics is very good and data is used effectively so work is carefully matched to individuals' needs and their progress is carefully tracked. This is very effective in these subjects for pupils in Years 3 to 6, but not as effective in other subjects, or in Years 1 and 2, where further development is under consideration. There are inconsistencies in the marking of pupils' work. In science and mathematics, for example, marking is not always as consistent as it could be. Some is very well marked, some work remains unchecked and it does not always show how pupils could improve.

The curriculum

The school provides a **good** curriculum which meets the needs of all pupils and the requirements of the National Curriculum. There are **very good** opportunities for pupils to enrich their experiences through well planned visits and visitors and a broad range of clubs and activities. Overall the accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum for children in reception is very good.
- The very good and well-planned links between subjects make learning more interesting and relevant for the pupils.
- A well-planned and very wide range of clubs, visits and visitors greatly enhances the learning opportunities.
- There is a very strong commitment to ensuring that all pupils have access to the full range of learning opportunities.

- The accommodation and the outside environment are good and support the delivery of the curriculum well.
- The allocation of teaching assistants in classrooms to support the teachers is good.

Commentary

22. The curriculum overall is good and effectively meets the needs of pupils in all areas of the National Curriculum and religious education. The curriculum for personal, social and health education is good. Learning opportunities in reception are very good and prepare children very well for the later stages of their education. Improvement since the last inspection has been good.
23. Curriculum planning is good and teachers very effectively use topics to plan meaningful links between different subjects so that they support and reinforce each other and help pupils to learn. The Year 5 topic on India, for example, links subjects such as English, music, art and design, design and technology, information and communication technology, religious education and physical education. The whole school curriculum map has been reviewed and revised to make these links more effective.
24. The provision for pupils with special educational needs is good. The school tries to ensure that these pupils are identified as soon as possible so that lessons can be modified to provide for everyone's needs. All pupils on the special educational needs list have individual education plans highlighting their individual strengths and needs. These are regularly reviewed to ensure that targets reflect the progress made. All pupils with special educational needs have access to the same curriculum as other pupils. This is one of the features that make the school so inclusive.
25. The curriculum is very well supported by a broad range of well-planned visits and visitors from which pupils across the school benefit greatly. Extra-curricular provision in the arts and for sport is good. The wide range of clubs available varies from term to term and has recently included chess, playtime games, cookery, art, drama, football, board games, netball, choir, film making and stool ball. The art exhibition in July and the summer concert are two of the ways in which the pupils are given a platform to show their talents.
26. This is a very inclusive school and all staff are fully committed to making sure that all pupils have equal access to all opportunities. This is reflected in the curriculum planning and in the very positive relationships that are fostered and developed across the school.
27. There are sufficient teachers to deliver the curriculum effectively. They are assisted by a generous allocation of teaching assistants who are well trained, managed and deployed so that they make a very good contribution to pupils' learning. Resources for the staff to use in their teaching are sufficient in all subject areas and there are no significant shortages.
28. The playgrounds and playing fields are large, giving pupils plenty of space during their playtimes as well as outdoor sports lessons. The additional features in the grounds such as the nature trail, the pond, picnic tables and adventure play equipment enhance the outdoor environment for everyone's enjoyment. The school buildings have been enlarged since the previous inspection by the addition of improved office and staffroom facilities. They are maintained, decorated and cleaned to a very high standard. Interesting displays throughout the school help to create a rich learning environment. The classrooms are

sufficiently large for each class with the facility when needed to move some pupils into the wide corridors to work on their individual assignments. The library is large, light and airy and used very flexibly. Overall the physical environment of the school is a pleasant place for the staff to work and the pupils to learn.

Care, guidance and support

The levels of care that the school takes of pupils are **very good**. The school provides **good** levels of support and guidance for pupils. The school is **effective** in the way that it consults pupils about aspects of its work.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are well established.
- All the staff know the pupils well, care for them and guide their personal development.
- Marking of pupils' work and use of assessment data to guide academic progress in English and mathematics are well established throughout the school.
- The school council is a good way for the school to take account of pupils' views.

Commentary

29. Child protection procedures are in place, with the headteacher having the role of designated person. All members of staff are fully aware of their responsibilities in this regard. Routines for dealing with first aid and accidents are well established, with three staff fully qualified in emergency first aid, and a medical room is available, meeting government guidelines. There is a good quality health and safety policy in place and very thorough risk assessments and equipment checks are carried out by a governors' committee.
30. The teachers and other staff in school know the pupils and their families very well. Academic progress in English and mathematics is monitored very effectively. Also, through the use of circle time² and the personal, social and health education curriculum, which is timetabled in every class, teachers are able to share in the pupils' personal development and this is clearly demonstrated by the perceptive comments that they make in annual reports on pupils' progress to parents. For pupils with special educational needs the guidance that pupils receive, in co-operation with parents and through the individual education plans, is good.
31. Informally through circle time, and more formally through the school council, the staff and governors take account of the views of pupils. Pupils thoroughly enjoy participating in the school council and are pleased that their views have been taken into account, for example changes to the toilet facilities and plans to run a tuck shop at break times and the provision of a drinking water fountain. Additionally, the school has organised fund-raising events for a number of charities. All these activities give pupils an increased sense of responsibility for the school as a community and also for others less fortunate than themselves.
32. Good use is made of outside agencies to support the pupils' learning. Pupils with emotional and behavioural problems are well integrated into the life of the school. The

² A class discussion activity as part of the school's provision for personal, social and health education.

special needs co-ordinator, teachers and teaching assistants know the pupils with special educational needs well and have a real concern for their welfare.

Partnership with parents, other schools and the community

The school's partnership with parents and with other schools is **very good**. Partnership with the wider community is **good**.

Main strengths and weaknesses

- Parents have a high regard for the school.
- Parents receive detailed information about the school and very good reports on their children's progress.
- Parents' support for pupils' learning at home and through the school's PTA is good.
- Local businesses support the school well, especially through sponsorship for building extension work.
- Very good liaison with the secondary school and pre-school play groups in the area enables smooth transfers.

Commentary

33. Parents are very happy with the school. At the parents' meeting, in the questionnaires and in discussions during the inspection no major concerns were raised. Parents appreciate the caring ethos of the school, the academic standards that their children achieve, the behaviour of pupils and the quality of relationships between pupils and staff. The school informs parents very well through a wealth of relevant information, including regular newsletters, explanatory leaflets on the curriculum for each class, consultation evenings and open days. At the end of the summer term parents receive, and greatly appreciate, good quality and comprehensive annual reports for their children. These reports include comments on the effort that the pupils make, the standard of presentation of their work and also a helpful commentary on social and personal development.
34. The school closely involves parents of pupils with special educational needs. There is an open forum each week and the school tries to involve parents in the review and update of the targets in individual education plans. The special educational needs co-ordinator attends parents' meetings and is available for consultation.
35. Parents help their children at home with their homework assignments and a number come into school regularly to assist in class. This effectively supports pupils' learning. Parents also support the fund-raising activities of the Parent Teacher Association which arranges popular social functions as well as regularly raising very substantial funds that have been used to improve the school's facilities and provide additional resources, including laptop computers and the adventure trail equipment.
36. The involvement of the school in the local community is very much like that found in the majority of schools. However, the school has been particularly successful in gaining the support of local businesses in sponsorship of various trophies and not least for the recent building extension work when fourteen different businesses contributed.
37. The school is one of eleven primary schools in an official cluster in this part of East Sussex which are linked to Heathfield Community College, to which the majority of pupils transfer. Liaison between all these schools is close and enables shared staff training and

curriculum development. With the secondary school there is a well-managed programme for pupils to transfer on to Year 7. In July all pupils have a trial day in the secondary school and this helps give them confidence to face the forthcoming change. Liaison with several pre-school groups in the area is equally strong with one of the larger nurseries being located in adjacent premises.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good**. The headteacher leads the school **well** and is supported **effectively** by other staff with management responsibilities. Management is **good** at all levels and governance is **good**.

Main strengths and weaknesses

- The headteacher provides strong leadership and guidance for the staff.
- He sets challenging targets for teachers through pupils' achievement and holds them accountable for achieving them.
- The headteacher is very well supported by the deputy head.
- He has created effective teams and partnerships, based on self-review, reflecting his firm aim to improve standards.
- Governors have a good knowledge and understanding of the strengths and weaknesses of the school and are effectively involved in shaping the direction of the school.
- They have a good range of relevant professional skills, which they use well to challenge and ask meaningful questions.

Commentary

38. The headteacher has a strong vision for the future of the school shared by staff and governors. He sets a clear direction for school improvement in terms of delivery of the curriculum and expectations of the children's learning. He has developed a very efficient and clear structure for leadership and management. He receives strong support from the deputy headteacher, who takes responsibility for implementing curriculum quality issues. He, in turn, is well supported by the key stage co-ordinators who meet regularly with other teachers in the school to drive forward the class targets. The headteacher, deputy and middle managers together form an effective team for the improvement of standards.
39. Subject leaders are given opportunities to develop their subject, monitor standards and plan improvements. Leaders at all levels undertake monitoring in order to maintain and improve standards of learning. This effective deployment of staff gives rise to efficient implementation of policy. Relationships are good and there is a supportive culture amongst staff, which helps the less confident overcome any difficulty. Through clear Equal Opportunities and Racial Equality policies the school sets high value on giving all children equality of treatment and opportunity.
40. Leadership and management of special educational needs are good. Together with other staff, the co-ordinator monitors the progress of pupils with special educational needs from the reception upwards. She ensures that individual educational plans include clear and detailed targeting of activities to meet pupils' individual learning needs. She has worked hard to establish good links with staff, parents and outside agencies to ensure effective support for pupils with very specific needs.

41. The school's development plan gives clear guidance for school improvement and is effectively linked to the school's self-evaluation and staff performance management. It is clearly indicative of a shared view of strategic direction, although in some instances the success criteria could be sharper in order to relate the initiative to the improvement of standards and pupil achievement.
42. The school has developed good management systems. It reviews its performance and sets clear statements of targets for pupils' achievement. A detailed tracking system for pupils' progress in mathematics and English, successfully developed and implemented by the deputy head together with class teachers, is used to indicate accurately where pupils achieve the best progress over the year. This provides a very valuable monitoring document and is useful in indicating where the most effective teaching and learning are taking place.
43. Good financial management helps the school to achieve its priorities. In common with schools in the local partnership, the school has expressed concern at the very tight budget given at the beginning of the year, which calls for stringent measures and the granting of considerable sums of money at the end of the year. This makes financial planning difficult, resulting in a carry forward which would have been planned and spent if notified in advance. The school resources are managed well, including both public and private funds, to ensure that staffing, learning resources and premises are used to improve educational provision.
44. The governing body influences the work of the school through its questioning yet supportive approach. Governance is much improved since the previous inspection. The governors work well as a group and are effectively organised within committees. They are active in the development and work of the school and take their responsibility very seriously. They make significant decisions, such as supporting the drive to secure sponsorship for the new building developments, which would have otherwise foundered. As a governor for ten years the chair of governors knows the school well. She is a driving force within the governing body and has used her own professional expertise to make a major contribution to health and safety in the school. Governors are fully involved in monitoring, keeping in close touch with the school. There is a clear focus on raising standards and improving provision. Governor monitoring was reviewed and improved three years ago and is currently trying to address standards in the broader curriculum. The governing body improves its own performance through training and an increasing involvement with the school at all levels.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	472,539	Balance from previous year	26,745
Total expenditure	465,338	Balance carried forward to the next	33,946
Expenditure per pupil	2,216 ³		

³ During the previous three school years the school received funding to pay for an additional full time teacher. This was to comply with infant class size regulations. The figure of expenditure per pupil shown above is therefore greater than normal.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

45. Although children entering the Foundation Stage have a very wide range of attainment, attainment on entry is broadly in line with the national average. There is one reception class. Children start school in September and attend part time until the term in which they are five. The quality of teaching and learning is very good and as a result children achieve well. The teacher's command of the Foundation Stage curriculum is very secure. She has high expectations of the children and good deployment of well-trained teaching assistants extends and supports learning in an effective way. By the time they enter Year 1 most children have attained the nationally expected early learning goals in all areas of learning and exceed them in their personal, social and emotional development and their creative and physical development. The curriculum is very good. Very effective cross-curricular work helps children to make secure links in different areas of learning. Well-organised planning provides meaningful activities and very thorough assessment, monitoring and tracking of children's activities ensures that all children benefit from their experiences in the secure, welcoming atmosphere of the class. There is a high degree of independent learning, all children are confident and are beginning to have some understanding of their own learning.
46. The accommodation is good. The classroom benefits from a small but well planned outdoor area, providing a rich learning environment, which enhances the indoor provision. Children with special educational needs achieve well because of the good support they receive from an early stage. Induction procedures are very good. They form a sound basis for strong relationships with parents. The staff work very well together as a team. Their sensitive intervention helps all children to succeed. The leadership and management of the co-ordinator are very good. Improvement since the last inspection is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and children achieve highly.
- Adults provide very good role models of caring and considerate behaviour.
- Children are given choices to help them learn to play and become more independent.
- Staff have very good knowledge of the children's needs and give this area of learning high priority in all teaching plans.

Commentary

47. Children enter the reception class with attainment in line with the national average in this area of learning. The quality of teaching and learning is very good and children's achievement is very good. Most children are well into Key Stage 1 work by the time they enter Year 1. Staff are very skilful at planning stimulating experiences to capture the

children's interest. These help the children develop concentration skills so that they sustain attention and remain on task for often quite extensive periods of time. Children separate from their parents and carers easily.

48. After the register has been taken, children quickly become totally engrossed in the well-planned activities. They work with a high level of independence and have very good knowledge and understanding of their learning. Staff work hard to reinforce good learning attitudes. Effective questioning skills encourage children to make links in learning and to work things out for themselves within a well-structured framework for learning. Children are trained well to tidy up after activities. They learn about hygiene as they wash their hands before tasting fruit or after using the toilet. Children are happy in school and join in activities willingly and co-operatively. They wait patiently to take their turn and take responsibility for tidying up, dressing and undressing themselves. They work and play collaboratively, benefiting from a wide variety of activities, planned to develop increasing co-operation. As a result children become more involved and confident in learning, often willingly taking responsibility for their own learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good and the children achieve well.
- Well-structured activities consolidate learning.
- Staff effectively model the use of language as a tool for thinking.

Commentary

49. Children are taught in groups according to their ability and this accelerates achievement in communication, language and literacy. With the exception of a few children with special educational needs, most children come into the reception class speaking clearly, audibly and with confidence. Good questioning skills enable children to reflect and structure their thinking. Children maintain the story line when talking to each other on the telephone in the role-play area. There are many opportunities for children to practise their writing skills and most are beginning to use writing to communicate meaning. They enjoy books, turning the pages, pretending to 'read' to each other. Regular story times increase children's awareness of books and their enjoyment of stories.
50. The children are given opportunities to develop secure early reading and writing skills in small closely targeted groups. By the end of the year most children will reach the goals expected and a few will exceed these as a result of the very good teaching.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and the children achieve very well.
- Well-planned, interesting practical activities effectively support learning

Commentary

51. Children's learning is made both exciting and enjoyable. Staff frequently use the outside area to play games with individuals or small groups, involving them in counting on and adding, to develop the use of mathematical terms in real situations. Very good direct teaching enables at least half of the children to become secure in counting to five with the higher achievers counting up to ten. Children are working at full capacity all the time. Very good questioning by the teacher extends the children's learning. Activities are very well planned to meet the learning needs of all children. As a result children achieve very well and a high proportion of children reach the goals they are expected to by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children enjoy a wide range of interesting activities that give them an increasing number of experiences of their own world.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world about them.
- Children have good access to tools and resources.

Commentary

52. Teaching and learning are very good and children achieve very well. At the beginning of the year, most are working at levels expected for their age. Imaginatively planned activities support learning well, stimulate children's curiosity and enhance their understanding. Through skilful use of questioning and sensitive interaction by the teacher, children are encouraged to use their speaking and listening skills as they use their senses to investigate a variety of fruits. Small world toys extend early experiences beyond the home and school, giving children the opportunity to make sense of a widening community. Children are confident in their use of computer programs. They use the mouse effectively to click and drag and are competent in their use of the keyboard. As a result children achieve very well and a high proportion of children reach the goals they are expected to by the end of the reception year, and a significant number exceed them.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching and learning is very good and children achieve very well.
- Learning in the outside classroom is effectively planned to give children a good variety of stimulating activities.
- In the hall a good range of strategies challenge and inspire the learning needs of all children.

Commentary

53. Children show good levels of physical control in their movements. Children move with confidence and respond well to the challenges from the teacher. They safely pedal wheeled toys at speed and change direction in the secure outdoor area attached to the classroom. Effective direct teaching helps them to make very good progress in their skills so that they move with a high degree of control and help to get the apparatus out with safety. In their first ever lesson in the hall all children were actively involved at all times; they know the need to warm up and the reason why. All children achieve very well, developing skills quickly and securely. Children develop their manipulative skills well by handling dough, scissors and brushes, and manipulate small construction equipment with dexterity. Very good teaching ensures that children achieve very well and most are well into the next programme of study by the time they enter Year 1, exceeding the goals children are expected to reach by the end of reception in this area of learning.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and a wide range of imaginatively planned activities extends the children's experience.
- Skills such as cutting and sticking are developed well and the children's achievement is good.
- Role-play and other well-planned, stimulating activities encourage the children to use their imagination.

Commentary

54. The quality of teaching and learning is very good and children achieve well. A well-planned curriculum together with a wide variety of materials and media allows children to explore colour, texture, shape and form, using different tools with safety. They gain great enjoyment as they experiment with colour as they paint. The children sing simple songs from memory and match movements to the words. The teacher's commitment and enthusiasm create a very positive working atmosphere and as a result children have the confidence to try new skills, such as sketching recognisable plans for a bird table. All children are in line at least to achieve the early learning goals by the time they enter Year 1, with a high proportion exceeding these.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teachers have high expectations of their pupils and set them work that is challenging for their ability. Consequently standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Speaking and listening is a particular strength and contributes well to pupils' good achievement.
- Very good assessment is used effectively to track pupils' achievement, particularly across Years 3 to 6.
- The curriculum is good and there are effective cross-curricular links with other subjects.
- Pupils with special educational needs are well supported in lessons.
- Leadership and management are good.

Commentary

55. Standards are now higher than at the time of the previous inspection. The 2003 national test results in writing at the end of Year 2 were below the average attained nationally, but the school has carefully analysed the results and taken action to raise standards by focusing on improving the writing across the ability range. The results achieved by pupils in Year 2 in 2004 show that standards are recovering and in the writing test results are now average. Standards in reading are above average and in speaking and listening

attainment is very good. This means that overall attainment at the end of Year 2 is above average. By Year 6, attainment is well above average and this reflects the consistently well above average results over the last three years. This is an improvement since the previous inspection, when attainment was judged to be above average.

56. Pupils' achievement is good because of the good quality teaching throughout the school. Teachers focus well on vocabulary, use targeted questioning to ensure boys and girls and those of all ability are fully included. They conduct lessons at a brisk pace, which maintains pupils' interest. Teachers plan their lessons well to take account of the different abilities of their pupils and offer good levels of challenge to all.
57. Pupils make good progress in their reading as they move through the school and almost all attain the standards expected for their age, with a significant number attaining at higher levels by Year 2. As a result of well matched yet challenging reading material, pupils at all levels of ability read fluently and accurately. They read with understanding and are able to predict what might happen next. They enjoy reading and are able to say what they like about their reading books, based on characters and text. By Year 6, pupils' reading skills support their well above average attainment in English well. They read with impressive levels of expression and show very good levels of understanding of a good range of texts. There are good, planned opportunities for pupils to use their very good speaking and listening skills in English and in other subjects. Pupils listen carefully to each other and their teachers and teaching assistants. They understand readily and very rarely have to ask for further explanation. They show a very good level of vocabulary and the ability to use it accurately and very effectively to convey their meanings. Pupils improve their writing skills well and by Year 6 their writing is adventurous and words are chosen carefully for effect. This was seen in their anthologies, *An Anthology of Quests*, where pupils write creatively and effectively capture mood and character. Their vivid use of description paints a clear picture of the characters and creatures in their stories. Writing is neat and legible, and punctuated and spelled accurately. Pupils' literacy books contain lots of writing for different purposes and in different styles.
58. The impact of teaching assistants goes beyond pupils who have special educational needs as they work with these pupils within groups, ensuring high levels of educational and social inclusion for all pupils. This was seen in many literacy lessons when teaching assistants worked effectively with groups of pupils. They are briefed well and kept pupils on task through much focused questioning which helped them to achieve well.
59. Leadership and management are both good. The subject leader has a clear understanding of the strengths and weaknesses in standards and provision. She is knowledgeable and has good skills in the subject and in management. She monitors competently and supports the raising of standards. There are good and relevant plans for future development, each focusing on raising standards where necessary and with good ways of achieving these. There are very good systems for the assessment of individual pupils' progress in Years 3 to 6, leading to the setting of realistic, yet challenging targets which support the good achievement of pupils in this key stage. Overall assessment is very good. All pupils have an assessment book and during assessment week they all have an exercise, which is judged in terms of writing. Reading and speaking and listening are also assessed. The subject leader is currently trying out systems for involving pupils in the assessment of their work in individual lessons or at the end of a unit of work. In Years 3 to 6, close analysis of non-statutory tests means that pupils' progress is carefully

tracked. Tracking is not yet as effective in Years 1 and 2 but the school is looking at ways to use the very effective systems in Years 3 to 6 in Years 1 and 2.

Language and literacy across the curriculum

60. The development of literacy skills in other subjects is good in speaking and listening, reading and writing. Teachers encourage pupils to give oral feedback on work they have been doing. Pupils do this cogently, giving well-reasoned explanations which help to improve their speaking skills. Very good speaking and listening skills support good achievement in subjects such as personal, social and health education. Reading skills are used effectively to support research in a good range of subjects such as history and geography. Pupils write for a good variety of different purposes and in different styles, including news reports, re-telling of traditional tales, instructional writing, letter writing and poetry, all at a high standard.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Consistent monitoring of challenging targets has resulted in improving standards.
- Variation in the quality of teaching and learning from class to class influences the achievement of pupils and their learning.
- Very good assessment is used effectively to plan for learning.
- Information from the analysis of tests is used effectively in future planning.
- Leadership and management are good.

Commentary

61. Pupils enter Year 1 with standards in line with national expectations. Results in the 2003 national tests at the end of Year 2 show standards in mathematics to be in line with the national average for all schools but well below the average for similar schools. At the end of Year 6 standards were well above the national average and in line with similar schools. Results for 2004, however, indicate an improvement for Year 2 with results above the national average and above the national average at the end of Year 6. In lessons seen, standards are in line with those expected nationally at the end of Year 2 and above those expected nationally at the end of Year 6. Pupils' achievement throughout Years 1 to 2 is good. Achievement is good throughout Years 3 to 6, but very good in Years 3 and 6. Pupils with special educational needs achieve well due to good support.
62. Pupils are grouped by ability within their class, using the school's effective analysis of data. This, together with the setting and monitoring of challenging targets, has helped to raise standards. The quality of teaching and learning is good overall but there is some variation from class to class which does influence the achievement of pupils and their learning.
63. Most teachers are secure in their knowledge and understanding of mathematics and have high expectations of their pupils. The very small proportion of unsatisfactory teaching is found where the teacher is less confident in the subject and the work is not sufficiently challenging to increase achievement. Where teaching is very good, in Years 1, 3 and 6, there is a high level of challenge, the pace of lessons is very good, learning is enjoyable and all pupils achieve highly. Overall there is a good coverage of the curriculum for mathematics and homework consolidates learning well. Marking is not always consistent but where it is good it fosters improvement. Some work remains unchecked and at times does not indicate how pupils might improve. Relationships are good and pupils enjoy mathematics. Teaching assistants are well deployed and support pupils well.
64. The leadership and management of the subject are good. The subject co-ordinator has a clear understanding of the strengths in the subject and areas for further development. She is a very good practitioner. She leads by example, giving effective support where it is needed in order to raise standards. She has had the opportunity to monitor teaching through lesson observation, analysing the quality of pupils' work and talking to the teachers about their concerns. The school has very good systems for assessing pupils' progress, particularly in Years 3 to 6, and teachers use it well to plan further work and to identify those pupils who will need extra help. Improvement since the last inspection is good.

Mathematics across the curriculum

65. Teachers make good use of mathematics across the curriculum and link work well with ICT, science and geography. Pupils measure accurately in design and technology work.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- High quality teaching ensures that good learning takes place.
- Achievement is good and all pupils make good progress.
- Pupils have very positive attitudes to science and relationships are very good.
- Skills of investigation and scientific thinking are well developed in pupils.
- Assessment is not always used effectively to monitor and track pupils' progress.
- The science action plan lacks detail and focus.
- There are inconsistencies in the quality of marking.

Commentary

66. In the most recent national attainment test results available pupils in Year 6 scored above the national average in science. Current standards in Year 2 are at about the level expected for pupils of their age and by Year 6 they are above the expected level. All pupils, including those with special educational needs, achieve well and make good progress through the school.
67. Lesson observations and listening to pupils in Years 1 and 2 shows that they have a sound scientific knowledge and understanding, developed well by the teachers. By the time they reach Year 6 pupils show a good knowledge and understanding across the full science curriculum. The development of investigation skills is a strength in the school and pupils at all ages are developing these skills well.
68. The quality of teaching of science is good and some very good teaching was observed. Teachers are secure in their knowledge of the subject and they make the learning interesting. Planning and preparation are often extensive and teachers go to a lot of trouble to stimulate the pupils. The time spent preparing the wide range of smelling experiences for Year 1 and the breads for Year 6 are two good examples. Teachers have high expectations of behaviour which, along with the very good relationships, produce a very positive attitude in the pupils.
69. Teachers assess pupils regularly but there is no consistent system to use the information effectively to track and monitor individual pupils' progress through the school and identify areas needing improvement. Marking is not always as consistent as it could be and does not always show how pupils could improve. Leadership and management of the subject are satisfactory but, although there is an action plan for future development, it lacks detail and focus. Resources are good and are well used. Overall improvement has been satisfactory since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is led well and effectively promoted.
- Achievement varies as pupils move through the school.
- There are good curriculum links with other subjects.

- Good use is made of the limited resources.
- Current assessment is inadequate, but there are good plans for its early development.

Commentary

70. The achievement all pupils throughout the school, including those with special educational needs, is satisfactory and standards are in line with those nationally expected by the end of both key stages. Although standards are still judged to be average, similar to those at the time of the previous inspection, they are now set against more rigorous National Curriculum demands so improvement since the previous inspection is satisfactory. Resource provision is improving and there are currently sufficient computers for the number of pupils in the school.
71. The curriculum is well designed so that knowledge and understanding are developed in a progressive and systematic way. Computers are mainly lap tops, which can be moved around school and set up using a range of organisational methods and offering flexibility to whole class teaching and follow up in groups. Most teachers use the limited resources well to explain ideas clearly and ensure that all pupils have sufficient opportunity to practise skills. By Year 2 pupils already have satisfactory routine skills in manipulating computers. They readily access programs from a desktop menu. They use a mouse and the keyboard efficiently. Younger pupils in Year 1 have a secure understanding of a good range of icons and can use a range of programs competently. When producing computer-generated art work they change the colour, thickness of the pencil or brush and use the fill instruction to colour in regions in their work. Skills are developed satisfactorily through Year 2, when they attain satisfactory standards for their age.
72. Pupils continue to achieve satisfactorily. At the time of the inspection the oldest pupils were at the beginning of their Year 6 and are on course to achieve standards in line with those nationally expected by the end of the year. Although they succeed in the tasks they are set, it is clear that their knowledge, understanding and skills are not yet secure. This indicates lack of opportunity to consolidate these skills in their recent experience and a variation in achievement as pupils move through the school. With this in mind, the pace of learning has been satisfactory.
73. It was only possible to see ICT being taught in Years 1, 2 and 3 and, in these lessons, teaching was good. However, standards for older pupils indicate that the quality of teaching and learning varies and is satisfactory overall. Teachers give very clear introductions so pupils are in no doubt about the learning intention of the lesson. This is linked with effective demonstration, which clarifies the teachers' high expectations of standards. Very effective preparation for the task meant that learning in these lessons was good. Their good subject knowledge enables teachers to ask meaningful and effective questions, focusing pupils' minds well and inspiring pupils' enthusiasm for the tasks to follow.
74. Leadership and management are good because the subject leader promotes the subject and its use effectively within the whole school curriculum. However, the subject is still under development. Areas for further development and implementation of plans are well thought out and include assessment, cross-curricular links and the leadership and management of ICT within other subjects by the subject leaders.

Information and communication technology across the curriculum

75. There are good links with other subjects. Information and communication technology is used as an effective tool to support learning across the curriculum. Pupils use their skills well to support learning in other subjects, such as mathematics, English, art and design and history. Pupils use word processing skills to consolidate editing skills and improve their knowledge and understanding of punctuation. Mathematics programs reinforce number skills well. Younger pupils develop their ideas about graphs effectively when handling data using the computers. They use the Internet regularly to support the discovery of new knowledge in a good range of subjects. The subject leader is currently consolidating the links between ICT and other subjects by writing skills and Internet links into the whole school curriculum map.

HUMANITIES

Pupils' work in geography was not sampled sufficiently and it is not possible to comment on provision or teaching. However, the evidence available shows that planning for the teaching of geography through the school is satisfactory and takes appropriate account of national guidance.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teaching seen during the inspection varied from satisfactory to very good.
- There is no common format for assessment.
- Effective use of ICT enhances pupils' learning.

Commentary

76. Standards are in line with national expectations and pupils achieve satisfactorily overall. These standards have been maintained since the last inspection, so improvement has been satisfactory. In Years 1 and 2 pupils learn about history through topic work. Teachers have planned creative ways to develop the historical knowledge, understanding and skills of the pupils. For example, grandparents are invited in for a coffee morning and pupils interview them to find out about life in the past. In Years 3 to 6 pupils are taught about history as a subject in its own right. Pupils' work shows a good coverage of the curriculum. A more consistent use of evaluative marking would foster improvement.
77. The quality of teaching and learning is satisfactory overall but there is some variation in the quality, which impacts on the achievement of pupils and their learning. Where the quality of teaching and learning is satisfactory the teacher has a secure knowledge and understanding of the subject, but lack of clear explanation and sufficient challenge means that pupils' achievement is satisfactory. Where the quality of teaching and learning is very good the pace is brisk, expectations are high and pupils achieve very good standards. In a fully interactive lesson in Year 6, very good use of ICT skills extended pupils' knowledge and understanding and skills of enquiry. As a result they demonstrated an increasing knowledge and understanding of some of the main events and conditions of World War 2. Very good deployment of teaching assistants supports learning well. There is no common format for assessment. This needs to be developed further in order to plan more effectively for learning rather than for coverage of the topics to be studied.
78. Leadership and management of the subject are satisfactory. The co-ordinator is new to her role and is currently developing her role and responsibilities.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Variation in the quality of teaching and learning from class to class influences the achievement of pupils and their learning.
- There is no common format for assessment.

- Good cross-curricular links encourage pupils to make connections in learning with other subjects.
- Literacy skills are effectively developed through work in religious education.
- Visits to different churches provide pupils with good first-hand experience.

Commentary

79. Improvement since the last inspection is satisfactory. Standards have been maintained since then and remain in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Achievement is satisfactory overall. Pupils learn about Christianity and Judaism. In Years 3 to 6 they also learn about Hinduism in line with the locally agreed syllabus. Planning for the subject is becoming more cross-curricular in its nature and meaningful links are being established with other subjects. Links are made with literacy and topics are moved so that they enhance learning in other areas, for example Hinduism is now studied alongside the geographical topic of India and is therefore set in context and more meaningful.
80. The quality of teaching and learning is satisfactory overall although it does vary from class to class and this influences the achievement of pupils and their learning. Where teachers do not feel confident in their subject knowledge and expectations of standards are not high enough, achievement is low. There is no link with pupils' own experience to make learning relevant. Where the quality of teaching and learning is very good, pupils are totally engrossed in their learning and creative approaches capture their imagination, bringing excitement to their learning. Learning is relevant to their experience and as a result achievement is high.
81. There is no common format for assessment and it is insufficiently developed to support planning for more effective learning rather than for coverage of the topics to be studied. Although there are no visits to places of worship from different religions, visits to different churches provide pupils with good first hand experience and the opportunity to compare and contrast different places of worship within branches of Christianity. ICT is used as an effective tool for learning as pupils visit the virtual church but this use is limited when there is only one computer in the classroom. By the end of Year 6 pupils demonstrate a secure knowledge and understanding of the subject. They use subject-specific vocabulary well and have a positive attitude to the subject.
82. Leadership and management of the subject are satisfactory. The co-ordinator is very new to the post. She has, however, formed her own action plan to increase her own knowledge of her role and responsibilities in order to become more effective in raising standards. She also realises the need to monitor and evaluate teaching and learning and the need for a common format for assessment in order to plan for learning and thus raise standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only two lessons were observed in art and design and none were seen in design and technology. It is not possible, therefore, to make firm judgements but the evidence is that there is good provision for both these subjects and all elements of the National Curriculum are covered.

83. In the two lessons seen in **art and design**, teaching was good in one and very good in the other. Year 1 pupils were seen fully focused on their observational drawings whilst Year 3 were purposefully engaged in working in the style of van Gogh. Standards were good in both lessons and pupils achieved well. There is a wide variety of attractive work on display throughout the school. The quality of work seen is good, and often very good, such as the Year 1 textured clay tiles, the Year 2 work in the style of Hokusai, the lovely Year 3 screen printing on the theme of plants and the range of Year 6 work in the styles of different artists. Photographs of the art exhibition held in July show high standards. Art is well used to support other subjects and there is some use of information and communication technology in art, such as the use of the Dazzle program to produce seaside pictures in Year 2. Pupils have very positive attitudes to art and design. Although art and design has a positive impact upon pupils' spiritual development and there are examples of art from a variety of cultures being used, this is not consistently planned for by teachers.
84. Only a limited amount of work was available for **design and technology**. The work from various classes on display near the school entrance is of high quality and shows some good evaluation of their work by pupils. The Year 4 holiday challenge work to make a model move using pneumatics also produced work of high standard. Discussions with pupils in Year 5 where they tasted a range of breads from different countries as part of their preparation for a food technology unit showed positive attitudes. Pupils are encouraged to plan and research before beginning their design projects.
85. In recognition of the provision and good standards in these subjects, the school has recently been awarded the Arts Council Mark.

MUSIC

Provision for music is **good** in the school.

Main strengths and weaknesses

- Standards across the school are high.
- Music greatly enriches pupils' learning experiences.
- Good use of specialist teaching effectively raises standards.
- Pupils have very positive attitudes to music.
- Pupils' achievement is not assessed with sufficient reference to the National Curriculum..
- Teachers do not regularly plan for pupils' spiritual and multicultural development.

Commentary

86. Music is highly regarded in the school and standards are good throughout. All elements of the National Curriculum are effectively covered and pupils develop skills of listening and appraisal as well as performing. All pupils, including those with special educational needs, make good progress and achieve well.
87. Pupils have very positive attitudes to and enjoy their music lessons. Pupils in Years 1 and 2 are taught by their class teachers but Years 3 to 6 have input from a specialist music teacher. This specialist input is effective in raising standards in the school. It was not possible to observe more than a few minutes of a lesson with Year 2 but it was apparent that standards are good. Although not a specialist, the teacher was confident and had a secure knowledge. The specialist teacher in the upper part of the school is clearly very

competent and has a very good relationship with the pupils, motivating them well. Expectations of both behaviour and work are high and the pupils respond well to this. Teaching observed was good and sometimes very good.

88. Year 3 pupils demonstrated a good sense of rhythm and pitch and several of them were able to clap some quite complicated rhythmic sequences after just one hearing. They were able to listen to part of Holst's Planets Suite and think about the mood and emotions being conveyed. It was interesting that all their comments about what it made them think of were related to fighting or battles since the section chosen was 'Mars'. Year 6 are able to talk about different genres, including 'traditional', 'stories', 'hymns', 'spiritual' and 'music hall'. In appraising the song 'Morning has broken', they recognise that it has been arranged as a 'pop-song' rather than a hymn. They sing well and have a good feeling for rhythm, pitch and tone. When using untuned percussion instruments pupils are sensitive to mood and are able to adapt the volume to the needs of the performance.
89. As well as the regular music lessons many pupils are learning to play the recorder and the school encourages them to learn to play an instrument, as many do. Violins, guitars, cellos, a clarinets, recorders and choir were some of the many items at the summer concert. One pupil has recently taken up the double bass! The wide variety of musical activities, including making CDs, visits from a composer, concerts and school productions, greatly benefits the pupils and enriches their experiences.
90. Leadership is good but management systems are satisfactory because of the weakness in assessment. Assessment is used effectively to monitor pupils' progress but it is not tied in to National Curriculum standards. Music helps to develop pupils well spiritually and culturally and music from different cultures is included, linking, for example, with a Year 5 topic on India. However, this is not planned as effectively as it could be. Accommodation is good and good use is made of the library area created in the centre of the school. Resources are good and are used well.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Standards of teaching are good and motivate pupils well.
- Pupils have very positive attitudes and behave well.
- Outdoor facilities are good.
- A very good range of clubs and sports opportunities greatly enriches pupils' experiences.
- There is no consistency of assessment to monitor pupils' development and progress.

Commentary

91. Standards are as nationally expected at both Year 2 and Year 6. All pupils, including those with special educational needs, achieve well.
92. Teaching is good. Lessons are well planned and teachers have high expectations of both behaviour and work. This, along with the very good relationships that underpin the teaching and the effective organisation and pupil management, ensures that good learning takes place. Pupils have very positive attitudes and behave well. Teachers are secure in their knowledge of physical education and are able to give clear explanations

and, where necessary, demonstrate. Lessons are brisk and a variety of activities helps keep pupils motivated. Pupils are encouraged to evaluate their performance and this helps them to improve. Teachers know the pupils well but there are no consistent assessment procedures to monitor individual pupil progress through the school.

93. Leadership and management are satisfactory. The curriculum covers all aspects of the National Curriculum and is well organised. The school offers a wide range of extra-curricular sporting activities to help pupils to develop their skills further and to broaden their experiences. There are competitions between schools in the local cluster group, such as the tag rugby competition being prepared for during the inspection week. There are also competitions within the school. Football, rugby, netball, stool ball and badminton are some of the sports available to both boys and girls. Although the school hall is not very large, it is adequate, and the outside facilities are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is not enough evidence to report on this area fully.

94. Leadership and management of personal, social and health education are good. The subject leader promotes this subject well as an essential part of the caring ethos of the school. She has a broad outlook on provision and is aware of the many opportunities for further developing the current level of provision, including Citizenship. There are clear plans in the school development plan for 2005.
95. Pupils are encouraged to feel positive about themselves, to be actively involved in the life of the school and the wider community and to make wise choices about developing a healthy and safe lifestyle. Pupils' personal development needs have been successfully identified and the school meets these well. In circle times, teachers have a pleasant, warm manner and relate well to the pupils. They show sensitivity when they carefully discuss different feelings and issues, such as how people might feel and respond to their negative actions, or how they can make others happy or unhappy. Teachers ensure that pupils at all levels of attainment are fully involved and contribute to discussions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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