

# INSPECTION REPORT

## **Queen's Park Primary School**

Brighton, East Sussex

LEA area: Brighton and Hove

Unique reference number: 114478

Headteacher: Miss Catherine Scott

Lead inspector: David Speakman

Dates of inspection: 27<sup>th</sup> to 30<sup>th</sup> September 2004

Inspection number: 267528

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 3 – 11  
Gender of pupils: Mixed  
Number on roll: 320

School address: Park Street  
Brighton  
East Sussex  
Postcode: BN2 0BN

Telephone number: 01273 686822  
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Appropriate authority: The governing body  
Name of chair of governors: Rosemary Collins

Date of previous inspection: 23<sup>rd</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

This primary school, which is larger than average, serves the local area in the centre of Brighton. It also draws pupils from neighbouring estates. The area from which the pupils come has a wide range of socio-economic characteristics, but is below average overall. An average proportion of pupils join or leave during the school year. Pupils come from a wide range of ethnic backgrounds, with about 85 per cent being classed as White British. Three are at an early stage of learning English. The percentage of pupils with special educational needs is about average and one pupil has a Statement of Special Educational Need. Special educational needs include specific and moderate learning difficulties, social, emotional and behavioural problems, speech and communication, hearing and physical disabilities. Although attainment on entry to the nursery covers a wide range, it is generally below average. The school achieved the Healthy Schools Silver Award and received School Achievement Awards in 2000, 2001 and 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	David Speakman	Lead inspector	English Information and communication technology Music Physical education Personal, social and health education & citizenship Special educational needs
9577	Elaine Parrish	Lay inspector	
22424	Kathryn Taylor	Team inspector	Mathematics Science Art and design Design and technology Geography
19994	Lys Bradley	Team inspector	Foundation Stage <sup>1</sup> History Religious education

The inspection contractor was:

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<sup>1</sup> 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 and creative development.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** school. As well as enabling pupils to achieve high standards in English, mathematics and science, it provides a very rich curriculum that also enables pupils to attain well in other subjects. Pupils' attainment on entry is below average and because of good teaching, very high levels of inclusion, a very good ethos and very good leadership and management, pupils achieve well at all stages of the school. The school shows very good levels of care for all pupils and gives very good value for money.

The school's main strengths and weaknesses are:

- As a result of good teaching, attainment exceeds national expectations.
- The headteacher shows a very high commitment to the achievement and welfare of all pupils.
- The curriculum's very strong emphasis on the arts and sport and the very good provision for extra-curricular activities ensure very good quality of learning opportunities.
- The academic and personal needs of all pupils are met very well.
- Because of the school's excellent commitment to inclusion for all, pupils of all abilities and at all stages of the school achieve well.
- The school's very good partnership with parents and the community supports pupils' learning very well.
- Although teaching and learning is good overall, on occasions teachers do not insist on high enough standards of behaviour.
- Teachers do not always make the best use of teaching assistants during introductions to lessons.
- Problems with the accommodation occasionally affect the quality of teaching and learning.

The level of improvement since the previous inspection is very good. Since its last inspection in 1998 standards in English, mathematics, science and information and communication technology (ICT) have improved. The quality of the curriculum is better. Care and guidance for pupils and the leadership and management are now very good. The school has responded well to issues raised in the previous inspection and these have been met fully.

### STANDARDS ACHIEVED

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

*Key: A\* - top 5 per cent nationally; 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 below average attainment, achieve well and meet the goals children are expected to reach by the end of reception in all areas of learning. In Years 1 to 6 all pupils achieve well and attainment in English, mathematics and science is above average by the end of Year 2 and well above

average by Year 6. Standards in ICT are above those nationally expected and well above in art and design and music. Attainment in religious education is above that required by the locally agreed syllabus for religious education.

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

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good**. It is good in Years 1 to 6 and very good in the Foundation Stage. Teachers use assessment data very well to plan work that matches pupils' individual learning needs accurately. They have good subject knowledge that they use well to plan challenging and interesting activities that engage pupils' interest. Pupils are given a clear understanding of what they are expected to learn in lessons and this, combined with very effective encouragement to do their best, gives pupils good levels of confidence in their own ability to tackle new work. Teachers mostly have high expectations of pupils' behaviour, but occasionally inappropriate behaviour is not addressed quickly enough. Teaching assistants provide valuable support and are effective when working with groups of pupils, but are not always sufficiently directed to support pupils' learning in whole class sessions. Teaching for pupils with special educational needs is good. Teachers ensure that all pupils have very good opportunities to be fully included in all learning activities.

The curriculum is very good. The school provides a very rich range and quality of learning opportunities. There is a very good range of extra-curricular activities, particularly those linked with the arts and sport. The level of teachers and teaching assistants and other resources is satisfactory. The school shows a very good level of care for its pupils and the relationship between the school, its parents and the community are very good and mutually supportive.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The leadership of the headteacher and deputy headteacher, working in close partnership, is very good. They have a very clear vision of the needs of the school, securely rooted in very effective school self-evaluation. They are supported effectively in this work by other staff with leadership responsibility, particularly the senior management team. The governors provide highly valued challenge and support and contribute very well to the work of the school. Statutory requirements are fully met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are happy with the school and the quality of education it provides. They like the caring nature of the school and feel that the staff work hard to help their children achieve well. Parents are concerned about the general tidiness of work areas and classrooms and the team has found, as has the school, that storage is an issue. Some parents feel they were not well informed. The inspection team cannot support this view because the quality of information provided is very high and staff are always willing to give any extra information that parents might need. Pupils have a good opinion of the school and they are happy to be there.

## **IMPROVEMENTS NEEDED**

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

- improve the management of behaviour in some lessons;
- use teaching assistants to support pupils' learning more effectively during whole class teaching times;
- seek further ways to make a better learning and working environment.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are **well 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, mathematics and science that are well above average at the end of Year 6.
- Achievement of children in the nursery and reception is good.
- Standards in information and communication technology (ICT), religious education and music are above those expected nationally for pupils of their age. In art and design they are well above.
- Standards have improved since the previous inspection, mainly due to more focused teaching and monitoring.
- Standards in core skills of language and literacy are very good in other subjects and in numeracy and information and communication technology are good.

#### Commentary

1. Children of all abilities achieve well in both the nursery and reception classes and, by the time they leave reception, many children have achieved the goals that are expected of children of their age in all areas of learning. Although children enter the nursery with overall levels of attainment below those expected for children of this age, their skills, knowledge and understanding are much more secure by the time they enter Year 1 and have developed well during their time in the Foundation Stage.
2. There has been a significant improvement in pupils' results in the National Curriculum tests at the end of Year 2 since 2000. These have improved from average in reading and mathematics to well above average and from below average to above average in writing. The school ranks very high in comparison with similar schools in reading and well above average in writing and mathematics. The rate of improvement is better than the national trend. Current attainment in English and mathematics is judged to be above average at the end of Year 2. This represents a good level of achievement, since pupils enter Year 1 with average attainment in literacy and numeracy. Improvement since the previous inspection has been good, when standards in English and mathematics were judged to be average.

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

Standards in:	School results	National results
reading	16.8 (16.8)	15.7 (15.8)
writing	15.5 (14.3)	14.6 (14.4)
mathematics	16.8 (17.7)	16.3 (16.5)

*There were 46 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 above average in English and in the top 5 per cent of all schools in mathematics and science. Unconfirmed results for 2004 indicate these high levels have been maintained in mathematics and science and improved upon in English, where results are well above average. Improvement in results is better than the national trend. When results for 2004 are compared with those for the same pupils when they were in Year 2, achievement in each of the core subjects is very good. Inspection evidence confirms the improving trend with well above average attainment in English, mathematics and science. This is a significant improvement on the previous inspection findings, when standards were judged to be average in English, mathematics and science.

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

Standards in:	School results	National results
English	27.5 (28.7)	26.8 (27.0)
Mathematics	30.3 (28.7)	26.8 (26.7)
Science	31.8 (30.6)	28.6 (28.3)

*There were 36 pupils in the year group. Figures in brackets are for the previous year.*

4. The achievement of pupils with special educational needs is good. This is the same as other pupils in the school. Pupils with English as an additional language make good progress and achieve well in acquiring basic English skills and, once they have these skills, they achieve well generally.
5. In work seen during the inspection, pupils achieve well in developing their independent reading and study skills, and standards in reading are well above average by the end of Year 6. Pupils at all ages and all levels of attainment read with very good levels of understanding across a wide range of literature ranging from poetry to non-fiction text. They write very well in different styles on a good range of subjects. Writing is accurate, well structured into paragraphs and punctuated very well. Even younger pupils in Year 2 use imaginative vocabulary vividly and to good effect. There are many planned opportunities to develop very good speaking and listening skills in both English and a good range of other subjects.
6. Standards in mathematics are well above average by Year 6 and achievement is good. Pupils have very 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 and to practise and consolidate new learning.
7. In science, pupils conduct a wide range of experiments effectively and extend their knowledge and understanding across all areas of the science curriculum. They record predictions clearly, enter results and evaluate outcomes, sometimes using ICT sensing equipment competently. Pupils have a good understanding of fair testing and their results are valid, meaningful and interpreted well to extend their knowledge.
8. From a very early age, pupils are taught basic computer skills and become familiar with the keyboard, using the mouse and a good range of programs in different subjects. The secure start and consequent use of computers in a wide range of applications enable pupils to achieve well and attain above average standards by the end of Year 6.

9. Standards of language and literacy seen in other subjects are very good and good in numeracy and ICT. 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 topics. Planned opportunities for using mathematics to support work in other subjects is very good and meaningful opportunities are planned in subjects such as ICT, design and technology, science and geography.
10. All aspects of artwork seen, including sketches, drawings, collage, sculptures, textiles and paintings, are all of a very high standard. Artwork shows very well developed skills, individuality and high levels of creativity. Pupils of all ages and capabilities achieve very well in this subject. In religious education, attainment is above that required in the locally agreed syllabus. Pupils have good levels of knowledge and understanding of a range of different faiths. They learn to respect others' choices and the ways in which people's lives are influenced by the religions they follow. In music standards throughout the school are good. They are good in singing, performing and in evaluating and appreciating others' work. Pupils' achievement is good.

### **Pupils' attitudes, values and other personal qualities**

Pupils have **very good** attitudes to school and to their learning. Behaviour is **good** and pupils' relationships with each other and with the staff are very good. The provision for spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- Very good attitudes are shown in pupils' interest and enjoyment of all activities and in the way they are helpful and friendly to each other and to visitors.
- The school sets high standards for pupils' personal development and they respond positively by behaving well and forming very good relationships with each other and adults.
- Pupils' spiritual, moral, social and cultural development is very good.
- The school council and 'playground friends' initiatives help prepare pupils for the responsibilities of adult life.

### **Commentary**

11. Pupils have very good attitudes towards school and learning and enjoy coming to school. They feel safe and secure in the school's caring, family atmosphere and respond very well by working hard and concentrating well in lessons. This has a positive impact on their learning. They co-operate willingly with each other, for example when taking part in group discussions focusing on the most important aspects of relationships in personal, social and health education lessons. Relationships between pupils, and between staff and pupils, are very good. Staff provide very positive role models. Pupils know they are valued and feel that staff care about their welfare and progress. They are considerate of the feelings of others and in the playground older pupils organise games for those pupils who may be feeling lonely.
12. Standards of behaviour in class, in the playground and around the school are generally good. Pupils show respect for adults and for each other. Pupils and their parents are happy that the school deals well with any problems and do not think bullying is an issue at the school. There were no incidents of bullying during the inspection. Pupils know what to

do should any problems arise and are confident their concerns would be listened to by adults. Rules and sanctions are regarded as fair and exist for the benefit of all. Pupils respond well to the usually high expectations set by staff in terms of relationships, behaviour and mutual respect. This has a positive effect on the quality of life within the school. However, when teachers do not challenge inappropriate behaviour early enough, the behaviour of a minority is only satisfactory. There was one fixed period exclusion in the last school year. Pupils with special educational needs have very good attitudes to school. They respond very well to the activities planned to meet their needs. Pupils with English as an additional language are keen to learn and soon gain confidence.

## Exclusions

### *Ethnic background of pupils*

*There are 274 pupils of statutory school age.*

### *Exclusions in the last school year*

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	233	1	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	17	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	3	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	1	0	0

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

13. Pupils' spiritual development is very good and is promoted through carefully planned activities and assemblies. In assemblies a calm and reverent atmosphere is created through the very effective use of lighting and music. This sets a very good scene in which pupils carefully reflect on well illustrated messages such as the benefits of working together and everyone being an important part of a community. Art and music add significantly to pupils' spiritual development. They listen to and appreciate the beauty in music and their artistic interpretation of 'Dreams' is impressive. They are often excited in their learning and the curiosity and desire to investigate new learning opportunities was evident in a Year 1 ICT lesson. Pupils' success is very effectively celebrated through displays of their work and through the opportunities to perform in public events.
  
14. Moral development is promoted very well. Pupils demonstrate a very good awareness of the difference between right and wrong. Assemblies and circle time discussions enable them to consider making sensible, informed choices. Social development is good and pupils willingly undertake duties. Opportunities are challenging and encourage pupils to search their own personalities: if they wish to become a 'playground friend' or be a member of the school council, they are required to fill in an application form, undergo an interview and, if selected, receive training. This reflects the importance the school places on positions of responsibility and also supports pupils' spiritual development through encouraging them to explore their own motives. A large number of pupils attend the successful after-school clubs. Pupils' cultural development is very well promoted. Pupils are introduced to French from an early age and those in Year 6 learned about a French café. Pupils learn about the traditions of the locality through, for example, taking part in The Brighton Festival. The school attaches great importance to the study of different

cultures and enables pupils to understand how religious and ethnic backgrounds have an impact on the lives of followers. Art, music and dance from different times and cultures enable pupils to show respect for other faiths and lifestyles.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data:	5.4
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.4

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

15. Attendance continues to be broadly in line with national averages as it was at the last inspection. Procedures to monitor and improve attendance are good. Some pupils are late for school, some of them regularly, and staff and governors are working together in a drive to improve overall attendance and punctuality of pupils.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is **good**. Teaching is consistently **good**. The assessment of pupils' achievement is **very good** and assessment information is used very effectively to ensure good achievement and high standards. The curriculum is **very good** and benefits from **very good** opportunities for enrichment. The school provides **very good** levels of care, guidance and support for its pupils. It has **very good** links with parents, the community and other schools.

**Teaching and learning**

Teaching and learning in Years 1 to 6 are **good** and are **very good** for children in the Foundation Stage. Assessment procedures are **very good** and used **very well** in planning.

**Main strengths and weaknesses**

- All pupils are fully included in all learning opportunities, regardless of ability, gender or background, and all pupils learn equally well.
- Learning intentions are clearly stated at the beginning of each lesson.
- Planning is good, based on reliable assessment data, which very effectively meets all pupils' needs, supports the setting of challenging work and enables good learning for all.
- Teachers generally have high expectations of their pupils but sometimes inappropriate behaviour is not addressed quickly enough.
- Pupils are very effectively encouraged to do their best in all activities.
- Teaching assistants are generally effectively deployed in lessons, but not always sufficiently directed to support pupils' achievement in the introduction to lessons.

**Commentary**

16. The quality of teaching and learning is good. It is effective in enabling all pupils to achieve well. Although teaching was judged to be good at the time of the previous inspection, the quality has improved, as there is now a greater proportion of good and very good teaching. The impact of improved teaching and learning is reflected in improved standards, particularly in English, mathematics, science and ICT.

**Summary of teaching observed during the inspection in 44 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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0 (0%)	16 (36%)	20 (46%)	8 (18%)	0 (0%)	0 (0%)	0 (0%)
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*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.*

17. Teaching and learning are very good in the nursery and reception. All children experience very good quality learning opportunities and their achievement is carefully monitored to ensure they are progressing well and experiencing all of the areas of learning sufficiently. Support staff contribute effectively and children are very well cared for. This enables them to be confident learners from an early age.
18. Throughout the school educational and social inclusion are strongly promoted. In their planning, teachers recognise the different levels of attainment and match activities to meet pupils' needs, even in mixed age classes. Teachers lead discussion well and all pupils are fully included, with questions being well targeted to pupils' prior attainment and accurately directed so all pupils feel confident and learn equally well.
19. At the beginning of lessons teachers clearly share the learning intentions with pupils. This is good as it raises pupils' awareness of what is expected of them and they can move confidently forward with their learning. Day-to-day assessment is good. In English teachers discuss with their pupils what skills and knowledge they are expected to acquire in order to successfully achieve the intended learning. With this deep knowledge of the teachers' and their own expectations, pupils focus their effort effectively and the resulting good learning has helped to raise standards. Teachers use their good subject knowledge to give clear explanations and provide further good guidance so pupils at all levels of attainment feel confident in their learning. Good subject knowledge enables teachers to explain clearly, support pupils effectively and secure good progress in lessons. This has a positive impact on attainment and pupils' achievement.
20. Teachers generally have good expectations of pupils' behaviour. Their management of pupils is mostly good but occasionally teachers do not address the unsettled behaviour of a minority of pupils quickly enough. Similarly, during the beginning of lessons after morning break, pupils eat fruit and drink water. This leads to pupils walking to the waste bin to deposit waste while teachers are talking and consequently the beginning to some lessons lacks the brisk pace seen at other times of the day. Otherwise lessons move on quickly and summary sessions at the end of lessons clearly show that learning is usually good and sometimes very good. Pupils also receive good levels of encouragement, which motivate them to do even better and continually try hard to improve.
21. The teaching of pupils with special educational needs is good. Pupils' needs are identified at an early stage. Individual education plans have precise targets. Pupils are well supported both by the co-ordinator for special educational needs and by the learning support assistants. Teaching assistants 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. Pupils with English as an additional language are well supported in class as teachers are aware of their language needs. Native speakers are found when necessary to support pupils in the early stages of acquiring English skills. Although well directed for the majority of time, teaching assistants are not always as effective in supporting learning during the introductions to lessons by quietly explaining confusing points to pupils or monitoring response. Some spend their time managing pupils' behaviour.

22. Assessment is very good. The school has developed highly effective, manageable systems to assess all pupils' progress regularly. As a result, the staff know their pupils very well and understand what different groups of pupils need to learn next. They keep thorough records of pupils' progress, especially in English, mathematics and science. The results of assessments are used very well to inform staff about how their teaching and the overall curriculum may need to be adapted, as well as to identify which pupils have particular talents or need extra support. Pupils have a secure understanding of the strengths and weaknesses in their work and what they need to do to improve because they are regularly set relevant individual and group targets. Marking provides satisfactory feedback to pupils overall and in English it is very good. The current whole school priority of developing pupils' involvement in assessing their own work is a positive initiative. The procedures for identifying pupils with special needs are very good and their individual education plans are very well written with precise targets that can be easily measured. Special needs staff keep a very regular check on pupils' progress, both in lessons and over time. Arrangements for assessing the needs and progress of pupils at the early stages of learning English are very good.

### **The curriculum**

The curriculum is **very good**. Curriculum enrichment is **very good**. The accommodation and resources are **satisfactory overall**.

### **Main strengths and weaknesses**

- The curriculum is interesting and innovative with strong emphasis on the arts and sport.
- The staff make very good use of relevant links between subjects.
- The school provides lots of after-school activities, visits and visitors to enhance pupils' learning and personal development.
- Problems with the building occasionally affect the quality of teaching and learning.

### **Commentary**

23. The curriculum has improved very well since the last inspection. In particular the provision for the arts and sport has been greatly extended and is now very good. The curriculum meets statutory requirements and provides well for pupils of all ages and abilities. The curriculum in the nursery and reception classes is very well planned to cover all six areas of learning and provides children with a very good start to their education. In Years 1 to 6, the curriculum gives good attention to all national curriculum subjects, religious education, sex education, drugs education and personal, social and health education and also includes French. Teachers in parallel classes plan together effectively to ensure pupils in the same age group but in different classes cover the same work.
24. The staff have worked successfully to adapt national curriculum guidance to make the learning opportunities interesting, relevant, vibrant and meaningful to pupils at the school, as well as to reflect and maximise the use of local facilities. Furthermore the staff are now making very good use of relevant links between subjects, including ICT and numeracy, which were two weaknesses identified at the time of the last inspection.
25. 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 lessons can be modified to provide for their needs. All pupils on the special educational needs register have individual education plans highlighting their strengths and needs. Individual education

plans 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. The curriculum fully caters for pupils with English as an additional language with a good level of support and the most is made of their cultural heritage so that they feel valued in school.

26. Staff routinely plan a large range of interesting visits and visitors that enriches the curriculum very well and greatly enhances pupils' learning in all subjects. Pupils' involvement in music and art projects, for example, provides very good opportunities for them to work with professionals and to take part in workshops and performances. Pupils across the school can also pursue their interests at a wide variety of well-attended after-school clubs. These include art, French and gardening, sporting activities and the annual preparation and participation in the Brighton Festival, at which both pupils and parents take part. The school takes part in sporting activities with other schools. All of these activities and the curriculum provision in general contribute very well to pupils' personal development. Pupils have many opportunities for self-expression, to extend their cultural awareness and to work collaboratively with others. The residential visit in Year 6 is also well planned to ensure that it broadens pupils' experiences and presents them with new challenges.
27. There are enough suitably qualified teaching and support staff to deliver the national curriculum and to support pupils with special educational needs and those for whom English is an additional language. The accommodation is satisfactory in size to allow all subjects to be taught adequately, but there are nevertheless weaknesses in the design and fabric of accommodation, which sometimes detract from the quality of learning. The placing of the ICT facilities in a section of the upper hall next to the library and to the art area means that there is sometimes a lot of noise when the areas are being used simultaneously. This can then permeate into classrooms adjoining the hall. Two small infant classes have to share a classroom. It is divided using furniture, but this arrangement can lead to conflicting demands on pupils' attention. Staff work hard to overcome the constraints of the building, but lack of storage is still a problem in some classrooms and teaching areas. Parents would like to see further improvements to the building and the school's regular programme of redecoration. Inspection findings support parents' views and in addition inspectors agree that the school's rolling programme to refurbish classrooms and improve the working and learning environment is good.

## **Care, guidance and support**

Provision for pupils' care and for their guidance and support is **very good**.

### **Main strengths and weaknesses**

- Relationships between pupils and adults in the school are very caring and supportive.
- The pupils have very good access to well-informed support, advice and guidance.
- Pupils feel highly valued as their views on school life are regularly sought.
- Very good induction arrangements help pupils to settle into school routines quickly.

### **Commentary**

28. The way that all pupils are very well cared for in this warm and welcoming school is a significant strength. The good findings of the last inspection report have been improved on still further. The efforts the school makes to guide and support pupils ensure that they enjoy school and learn very effectively.

29. Very good child protection procedures are reviewed regularly and understood by all teaching and support staff. All members of staff undergo regular training in child protection issues and are aware of procedures. Health and safety procedures throughout the school are very good and the headteacher, caretaker and governor ensure that risk assessments and safety procedures are scrutinised with meticulous care.
30. There is very close co-operation with parents and other responsible agencies to ensure pupils' welfare at all times. Relationships between adults and pupils are very good and help pupils feel at ease in the school. Staff make every possible effort to get to know their pupils well so that each child receives the help they need. Teachers and support staff are unfailingly kind and work together well to nurture their pupils and to protect them from harm. Staff put pupils at their ease and help them feel comfortable so they can concentrate in their lessons. As a result there are very high levels of trust between pupils and all the adults who work in the school.
31. Very good routines have been established in the nursery and reception which ensure that children settle down very quickly and feel confident to talk about anything that worries them. Children in these classes are very well looked after and this helps them to enjoy school and think that learning is fun. The quality of care for these children is very good and enables them to make a very secure start in school. The school provides very good induction arrangements for pupils. There are thoughtful and flexible procedures to suit the diverse needs of all pupils, particularly those who find settling into the routines and expectations of school life difficult.
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 special needs co-ordinator, teachers and teaching assistants know the pupils with special educational needs well and have a real concern for their welfare. The learning needs of pupils with English as an additional language are fully met. Native speakers are often provided when necessary.
33. Systematic and very well-managed assessment procedures enable teachers to track their pupils' progress and personal development very closely. All pupils, including those with special educational needs and whose first language is not English, receive well-targeted support, advice and guidance. Each pupil has individual targets to help them improve their work and raise their awareness of how well they are doing. The school takes great care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. A very good system of rewards includes citizenship points for kindness to others, which are greatly prized and encourage pupils to work well and do their best.
34. The school clearly values its pupils and actively demonstrates this by seeking their views through an effective school council. Pupils are encouraged to express their thoughts and they do this responsibly because they know their opinions will be taken seriously. They help to devise school and class rules and think of ways to improve school procedures and playtimes.

### **Partnership with parents, other schools and the community**

The school has a **very good** relationship with parents, the community and with other schools.

## **Main strengths and weaknesses**

- Links with the community and other schools benefit learning well.
- Information sent out to parents is very informative.

## **Commentary**

35. The school works very effectively with parents to support pupils' learning. The school is a happy place which parents get to know well. Teachers and support staff go out of their way to ensure that all parents, and particularly those new to the school, feel a strong sense of partnership.
36. Parents are very supportive of the school and are pleased with the quality of education it provides. At the parents' meeting and in the questionnaires, some parents felt they were not well informed. The inspection team cannot support this view as the quality of information provided is very high. The information provided by the school, particularly about children's progress, is very good. Pupils' annual reports are extremely comprehensive and give a clear indication of the levels pupils are working towards. There are weekly newsletters, termly curriculum information and well attended consultation evenings. Parents' opinions are important to the school and they welcome the questionnaires that are sent out to seek their views. Staff are always available to talk to parents and they will go that extra mile to listen sensitively to any concerns. Many parents build up strong relationships with the school and feel that they could always come back, even when their children have left. Some parents make a regular commitment to help in classes, on outside trips and with extra-curricular clubs and many more help with individual projects. Parents know that the school highly values the contribution they make. There is a very active Parents' Association which organises a programme of social and fundraising events to support the school's work and which cements the very good relationships between home and school.
37. The school closely involves parents of pupils with special educational needs. 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.
38. The energy and enthusiasm of the senior management team have helped to establish highly productive links with the local community. The school prides itself on its knowledge of the locality and capitalises very well on local expertise and resources to improve pupils' learning. These have a direct impact upon the progress pupils make through links with football, cricket and basketball clubs, with local community arts groups and with several places of worship. Local businesses support fund raising for projects and various members of the community come in to share their experiences with pupils during assemblies. Teachers make excellent use of the local community for visits to museums, theatres, art galleries, parks and the seafront, to name but a few, and such visits greatly enrich the curricular provision. Strong links have also been developed with other schools, particularly with two secondary schools which provide very good support for sport and for modern foreign languages. The school works actively with secondary schools to ensure supportive transition and induction arrangements.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The headteacher provides **very good** leadership and the support other key members of staff give is **good**. Management and governance are both **very good**.

### **Main strengths and weaknesses**

- Leadership sets its sights unswervingly on continuous improvement and on meeting pupils' individual needs.
- The headteacher is highly effective in building a committed and hardworking team.
- The deputy headteacher and senior management team work very effectively in close partnership with the headteacher
- Very good quality self-evaluation and school improvement planning have been instrumental in driving up standards.
- The governing body plays an active and influential role in the school's strategic development.

### **Commentary**

39. The headteacher is an excellent communicator with a very strong commitment to meeting the needs of pupils, staff and parents. Her knowledge of individual pupils and their families is excellent. Over her time as headteacher, she has continuously refined the vision that she has for the school, in partnership with staff and governors, and is always open to new ways of reaching the school's goals. This is illustrated by carefully considered involvement in a number of innovative projects to make the curriculum richer and teaching and learning more tightly focused on areas of comparative weakness. It is also evident in the pupils' success in attaining much higher standards than other schools, both locally and nationally, in national tests and in the high standards they reach in a number of other subjects by the time they leave the school.
40. The headteacher is highly perceptive and provides quiet and purposeful leadership, which is successful in bringing out the best in people and in enabling them to play a very active part in moving the school forward. She and the deputy headteacher work very effectively together in managing innovation and change. The school benefits greatly from the deputy headteacher's ability to combine her role as a class teacher and as a key player in the senior management team, all of whom provide highly valued support to the headteacher. Self-evaluation is rooted in classroom practice and any new initiative is monitored carefully and adjustments made in the light of experience. Subject leaders lead their subjects effectively and some, such as for English, very well. A few are new to their role and have good ideas about how to have an impact on further improvement.
41. Leadership and management of special educational needs are very good. Self-evaluation of this provision is an important part of the management process. Together with other staff, the co-ordinator monitors the progress of pupils with special educational needs from the nursery upwards. She ensures that individual education 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. The special educational needs co-ordinator is also responsible for ensuring that pupils with English as an additional language are well provided for and their specific needs fully met.
42. Management structures are very effective in establishing good communication within and between teams and in providing good guidance and support to staff who are new to the

profession or new to the school. This has been critical in maintaining standards and momentum during a period of significant changes in staff. A reasoned and flexible approach to school improvement planning means that members of staff feel well led, are encouraged to reflect on their practice and are not resistant to change. The very good relationships that exist within the staff team and between staff and governors enable honest discussions to take place at all levels.

43. The very good improvement made since the last inspection is the result of very well managed school improvement planning. The school is very effective in tracking pupils' progress and monitors the achievement of different groups of pupils very carefully. The detailed analysis of data raises questions which the school seeks to answer through focused intervention programmes for groups and individuals and close consideration of how different groups of pupils learn best. For example, efforts to make literacy lessons more dynamic for boys to raise their performance in English have made a positive difference, not only for the boys but for the girls as well.
44. The governing body is very ably led and works in close partnership with the headteacher and staff. It ensures that all statutory requirements are met and seeks detailed information on inclusion matters. It comprises a strong core of knowledgeable, experienced and active governors and a number of newly appointed governors who are keen to play a full part and are committed to training. The very well established structures within the governing body and its commitment to supporting new governors in developing an understanding of their role has ensured that the governing body has maintained very good governance. Governors have a very good grasp of the school's strengths and weaknesses and are not afraid to ask probing questions. They are actively involved in establishing priorities, in monitoring new initiatives and in evaluating what difference they make to standards and the quality of education. They are properly involved in strategic planning and take it upon themselves to find out first hand the impact of their spending decisions.

## Financial information

### Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	747,241
Total expenditure	762,509
Expenditure per pupil	2,928

Balances (£)	
Balance from previous year	87,493
Balance carried forward to the next	72,225

45. Financial management is very good. It is clearly targeted on the school's educational priorities and governors apply the principles of best value well when making spending decisions. Although the balance is reducing, the school has carried forward a higher than recommended percentage. This is partly because recent building improvements have yet to be paid for and because the school wants to maintain the agreed increases in staffing.

## **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**.

46. When children start in the nursery, their attainment covers a wide range of ability and is currently below average. Admission into the two reception classes is on a staged basis and at the time of the inspection not all children attended all day. Children of all abilities achieve well overall in both the nursery and reception classes and, by the time they leave reception, many children have achieved the goals that are expected of children of their age in all areas of learning.
47. Leadership and management are very good and have been instrumental in bringing about good improvement in the quality of provision since the last inspection. The staff team has worked hard to develop a coherent and consistent approach to planning and assessment. The curriculum is very good with good emphasis given to each area of learning. Teaching and learning are very good overall. Teaching staff are knowledgeable and achieve a very good balance between those activities which are led by an adult and those which children choose to pursue for themselves. A very wide range of activities is on offer each week and resources are carefully chosen to enable children to observe, explore and consolidate their understanding in a variety of contexts. Teachers' management of time during sessions shows a good understanding of how young children learn. Skills are taught very well in short bursts that keep children engaged. Assessment procedures are very good and the use made of on-going individual assessments is very good. Children who have special educational needs or are at a very early stage of learning to speak English as an additional language are supported well. There has been marked improvement in the outdoor environment. Good use is made of the outside classroom, with activities inside and outside complementing each other well. Although there have been recent staff changes, very effective teamwork has established a good level of consistency and ensures that all children have access to a wide range of carefully planned learning experiences with increasing demands made as they move through the Foundation Stage.

### **Personal, social and emotional development**

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

#### **Main strengths and weaknesses**

- Staff take very good account of individual need.
- There is a strong partnership between staff and parents.
- Children's independence is nurtured very well.

#### **Commentary**

48. Children make very good progress because of high quality care and support and the very close working relationships that staff have with parents. Induction procedures are very good. Staff work very hard to ensure that each child has a smooth transition into nursery and reception. They are responsive to individual circumstances and are flexible in their

organisation to help all children settle in as quickly as possible. Parents are encouraged to be involved in their children's learning from the very start and effective two-way communication enables any concerns to be nipped in the bud. Teaching and learning are very good. All staff provide very good role models, establish consistent routines and make their expectations crystal clear to children. Planning is very good and nothing is left to chance. Children are encouraged to make choices and to take responsibility for looking after themselves, each other and the classroom. Although the inspection took place early in the term when most children were settling into new routines, they were adapting very quickly and showed a good understanding of what was expected of them. Children are happy to come to school, keen to learn and are very well behaved. Lunchtime, in particular, is already established as a pleasant social experience for all reception children, including those who go home after lunch. Children achieve very well and most reach the goals expected for their age by the time they leave reception, with a small number exceeding them.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Staff are very successful in promoting speaking and listening skills.
- Children are developing a love of books.
- Children are encouraged to write in many different contexts.
- There is good support for those children who speak very little English.

### **Commentary**

49. Children make sustained progress throughout the Foundation Stage and their achievement is good. They are encouraged to develop their language skills at every opportunity. Teaching and learning are very good. Staff create stimulating activities through the use of story and role-play where children are keen to take part. Children in the nursery were very involved in re-telling the story of Little Red Riding Hood and returned again and again to the three bears' house to act out parts of the story. Staff place a constant emphasis on expanding children's vocabulary and use questions very effectively to encourage children to explain their feelings and ideas. Texts are very well chosen to support all areas of learning and children are encouraged to have fun with words. Songs, poems and rhymes give children confidence to speak out. Learning is fun. Skills are taught systematically and take good account of children's stages of development. In reception, teachers inject a good level of challenge, which children respond to well. They were kept on their toes in identifying letter sounds and made very good progress in discriminating between words such as 'pin', 'apple' and 'lip'. Each classroom is set up to enable children to communicate in a range of meaningful contexts, whether listening to a much-loved story on tape or writing lists and invitations. By the end of reception, many children can put their own words into simple sentences on paper. Children achieve well in both the nursery and reception classes. The needs of those children who are at a very early stage of learning to speak English are carefully identified and an effective programme of support drawn up tailored to the needs of the individual child and their family. By the end of reception, many children have achieved the expected goals, with a minority exceeding them, and they are well equipped for their transition to Year 1.

## Mathematical development

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

### Main strengths and weaknesses

- Teaching staff place a strong emphasis on learning through practical activities.
- Very good use is made of assessment to plan the next steps.
- Every opportunity is taken to reinforce mathematical ideas.

### Commentary

50. Teaching and learning are very good and children make steady progress and achieve well, whatever their ability, because teaching staff find many different ways to make learning interesting. They enable children to develop understanding of number, shape and space in many practical ways. In the nursery, groups of children made currant buns, which involved them in measuring, counting and matching, explaining what they were doing and using mathematical vocabulary. In every class, activities involving sand, water and construction equipment develop children's ability to solve problems through play. Teachers' on-going assessment is sharply diagnostic and is used effectively to plan ways in which children can experience the same mathematical idea in different contexts. The teacher's probing questions in a focused session on the properties and conservation of shape enabled children to demonstrate what they understood and where they needed further support. Staff do not miss any opportunity to encourage children to work with number in other areas of learning. In their chosen activities later in the week, they demonstrated good understanding in their use of different shapes in their drawings. By the end of reception, most children reach the expected goals. They use mathematical language accurately and are confident to work with numbers up to ten and to solve simple problems.

## Knowledge and understanding of the world

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

### Main strengths and weaknesses

- Children are provided with a very wide range of practical experiences to stimulate their curiosity.

### Commentary

51. Teaching and learning are good. Children achieve well because of the very well planned range of activities which enable them to make sense of their own experiences and to begin to understand the wider world. The role play areas are adapted regularly, becoming a 'hospital', a 'hairdresser' or 'dentist' to keep levels of interest high. Investigations with mini-beasts promote observational skills well and provide real stimulus for making and evaluating their own models of mini-beasts. Computers are a regular part of learning, with programs chosen well to motivate interest and develop skills. In religious education, children celebrate important festivals, raising their awareness of other lifestyles. In the reception classes, an interactive display table encourages children to look closely and stimulates their curiosity. Children are finding out about themselves and using mirrors and photos of themselves as babies to look for similarities and differences. Teachers are adept at asking questions that enable children to draw on their

own experiences and to make connections with new learning. By the end of reception, children have had a breadth of experience which prepares them very well for the transition to the full national curriculum, and most have reached the vast majority of the expected goals.

## **Physical development**

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

### **Main strengths and weaknesses**

- Children have access to a good range of activities on a daily basis.

### **Commentary**

52. Provision in this area has improved since the last inspection with the development of the outdoor area and the acquisition of a good range of outdoor equipment. Teaching and learning are good and children achieve well. Staff make sure that children have regular access to the outdoor area and the hall to promote physical skills. Good emphasis is placed on working collaboratively, paying attention to safety and on making children aware of their bodies. This was clearly demonstrated in a lesson with children who were new to reception and using the school hall for only the second time. They were attentive listeners and had already understood the need for clear routines. They did not encroach on each other's space, responded well to instructions and put a great deal of energy into everything they were asked to do. Children are taught to handle a range of tools correctly and choose from a good variety of activities that develop their control over a range of tools and materials.

## **Creative development**

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

### **Main strengths and weaknesses**

- Many children achieve very well in their painting and drawing.
- Teachers work hard to stimulate children's imagination through story and role-play.

### **Commentary**

53. Teaching and learning are good and children achieve well overall. Very good teaching in art and design enables children to produce work of a high standard. Teachers are very effective in enabling children to observe closely, to develop skills in using tools and a range of media and to respond individually. Children's self-portraits in paint and pen demonstrate both confidence in the use of media and creativity. A good balance is struck between ensuring that children develop basic skills and in encouraging them to experiment with colour, texture and composition. Although no music sessions were observed, each classroom and the outdoor area provide a place where children can experiment with sound. Songs and rhythmic games play an important part in many sessions. Children also gain in confidence to express themselves verbally through role-play and movement where teaching staff willingly enter into role to stimulate children's imagination. By the time children move into Year 1, many have reached the expected goals and in painting and drawing a good number have gone much further.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Provision in English is **very good**.

#### Main strengths and weaknesses

- Very good assessment is used effectively to plan for learning.
- Good teaching and learning have resulted in improving standards.
- The two subject leaders evaluate the strengths and weaknesses in the subject very effectively and the information gained is used very effectively in future planning.
- English contributes very well to pupils' personal development.
- There are very good links between the English curriculum and other subjects.

#### Commentary

54. Pupils enter Year 1 having achieved national expectations and some pupils have exceeded them. National test results in 2003 at the end of Year 2 show standards in reading and writing to be above the national average for all schools and well above for similar schools. At the end of Year 6 standards were above the national average and well above those of similar schools. Results for 2004, however, indicate an improvement for Year 2 with results in reading being well above the national average and well above the national average at the end of Year 6. In lessons seen, standards are above those expected nationally at the end of Year 2 and well above at the end of Year 6. Pupils' achievement at both Key Stages 1 and 2 is good. Pupils with special educational needs achieve well due to good support and pupils with English as an additional language achieve well in both the early acquisition of English and in developing their skills once they have secure basic English.
55. Pupils' work is closely monitored, using the school's highly effective assessment procedures and focused marking of their work. Together with the setting and monitoring of challenging targets, the monitoring of work has helped to raise standards because pupils know where they need to improve their work and what they do well. Work is marked against negotiated success criteria which are linked to the learning intentions for units of work. This informs both staff and pupils where there are areas for development and how well each pupil is doing.
56. Teaching and learning are good. Teachers are secure in their knowledge and understanding of teaching literacy and have high expectations of their pupils. The very small proportion of satisfactory teaching is found where the teachers do not fully address any inappropriate behaviour early enough. Where teaching is very good, 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 good coverage of the curriculum for English and part of the good achievement in English is due to the effective promotion of language development in other subjects. Relationships are good and pupils enjoy literacy lessons. Teaching assistants are well deployed during the group work sessions and support pupils well. However, they are not always used to full effect during the teachers' initial introductions to lessons.

57. The leadership and management of the subject are very good. The two subject leaders work very well together and they have a good knowledge and understanding of the strengths and weaknesses of the subject. Self-evaluation is very effective and they have a clear understanding of the strengths in the subject and areas for further development. They are both very good practitioners and they lead by example, giving effective support where it is needed in order to raise standards. They keep themselves aware of new initiatives, such as focused marking. They promote and implement these procedures very effectively, helping to maintain the high standards. They have the opportunity to monitor teaching through lesson observation, analysing the quality of pupils' work and talking to the teachers about their concerns. Improvement since the last inspection is very good.

### **Language and literacy across the curriculum**

58. The development of language and literacy skills is very well promoted throughout the curriculum. The school's focus on improving writing is supported through a wide range of other subjects, where there are planned opportunities to develop writing skills by writing in a style appropriate to the subject. Very good standards in speaking and listening, reading and writing in turn support the good attainment in these subjects.

### **French**

French was sampled.

59. The school has extended its curriculum well since the last inspection by introducing French for all pupils. This is part of a national pilot scheme that focuses on core vocabulary, mostly developing pupils' speaking and listening and reading skills. French adds to the richness of the whole school curriculum by adding a further dimension to language development. It is taught to all pupils in the school: very incidentally and informally for younger pupils and more formally in Years 5 and 6.
60. Teaching and learning are good because the teacher makes sure that explanations are clear and that questions are tailored to suit pupils' ability. This means that everyone takes part. Earlier work is reinforced briskly at the start of each lesson. This consolidates vocabulary effectively and builds up flexibility and fluency in understanding. Teachers try to make French the normal language of the classroom in these lessons, from simple instructions to words of praise and encouragement, which helps maintain a highly constructive atmosphere and makes full use of time. English is used sparingly and only when necessary to ensure understanding of more complex explanations and to illustrate aspects of the French way of life. This helps pupils see the language in its proper context. Standards are above average.
61. Subject leadership is good. The good curriculum focuses mainly on speaking, listening and reading. Provision is well led and managed.

### **MATHEMATICS**

Provision for mathematics is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well so attainment is well above the national average at ages 7 and 11.

- Teaching and learning are good overall, but sometimes teachers need to do more to engage the attention of all pupils in the early stages of lessons.
- Work in mathematics is well linked to pupils' learning in other subjects.
- The subject is led and managed very well.

## Commentary

62. Standards have improved very well since the last inspection and now exceed nationally expected levels by the end of Years 2 and 6. Almost all pupils attain the expected level for their age and a high proportion attains the level above that expected. Tests results show that since 2000 overall standards at ages 7 and 11 have been consistently high when compared with national results and those in similar schools.
63. Teaching and learning are good. As a result pupils of all abilities achieve well. There was no evidence during the inspection of any difference between the attainment of boys and girls and the achievements of different groups of pupils. Particular strengths in teaching lie in teachers' good subject knowledge, which results in confident and frequently challenging teaching. Teachers explain new concepts clearly, use questioning well and set tasks that are interesting and relevant. They consistently explain to pupils in simple terms what they are expected to learn and use the ends of lessons well to assess pupils' understanding. They relate mathematics well to pupils' everyday lives.
64. In the best lessons, all pupils benefit from the right amount of direct teaching so that they then have plenty of opportunities to talk about their work, as well as to practise and record their own ideas. Very good examples of this were seen, for example, in a Years 3 and 4 class, when pupils were exploring the properties of shape, and in Year 1 when pupils learned how to use coins to buy items on sale. Both lessons generated a good level of pupil dialogue which promoted very good learning. In these lessons the class teacher and teaching assistant also taught and challenged different groups of pupils quietly and effectively as they worked. A weakness in teaching seen in several lessons was that teacher did not ensure that all pupils were concentrating and contributing during whole class teaching and question and answer sessions. As a result, pupils' responses and engagement were somewhat limited and some pupils were distracted from their learning when other pupils talked to each other or moved about the classroom. Teaching assistants are usually used well throughout the whole lesson to improve pupils' learning, but occasionally they are not sufficiently well directed and sometimes spend too much time managing pupils' behaviour, rather than having an impact on their learning.
65. Assessment is very good. Teachers know their pupils very well and keep regular and careful records of their progress. This information is used very well to identify pupils who would benefit from additional help as well as to guide the organisation of groups within classes and the Year 5 and 6 sets. End-of-year test results are analysed thoroughly to find out what common errors pupils make so that teachers can adapt their mathematics teaching to remedy them and accelerate pupils' progress. Day-to-day evaluations of lessons ensure that lessons build very well on pupils' previous learning and mathematics targets are regularly set for each ability group. Marking is regular and encouraging, but not all teachers make best use of comments to raise pupils' expectations of their own efforts or to explain their errors and misconceptions.
66. The mathematics co-ordinators lead and manage the subject very well and provide very good support for their colleagues. As a result there has been good improvement since

the last inspection, particularly to standards, staff expertise, assessments and links between work in mathematics and that in other subjects.

## **Mathematics across the curriculum**

67. Pupils now have very good opportunities to develop and apply their mathematical skills as part of work in other subjects, especially ICT, design and technology, science and geography. Consequently pupils develop an appreciation and understanding of the practical everyday uses of mathematics.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Attainment is well above the national average at ages 7 and 11.
- Teaching is lively, interesting and challenging, and good attention is given to practical work and investigations so pupils achieve well.
- Pupils enjoy practical activities.
- Teachers do not always make sufficient use of teaching assistants to have an impact on pupils' learning.
- There are some good links between science work and that in other subjects.
- The subject is well led and managed.

### **Commentary**

68. Standards have improved very well since the last inspection and now exceed nationally expected levels by the end of Years 2 and 6. Almost all pupils attain the expected level for their age and a high proportion exceeds them. Tests results show that since 2000 overall standards at ages 7 and 11 are very high when compared with national results and those in similar schools.
69. Across the school, boys and girls of all abilities achieve well as a result of the good teaching and good curriculum. Improvements since the last inspection mean that pupils regularly learn to plan and carry out scientific investigations, to explain what they are doing and to draw conclusions from their findings. As a result standards in this aspect of science are now good. This shows the good level of achievement of all pupils, including those with special educational needs. Pupils with English as an additional language achieve well through the good support they receive in class. There is also greater emphasis on ensuring that pupils have regular opportunities to research information to extend their knowledge and understanding effectively.
70. Teachers have good knowledge of the subject. Questioning is good and this encourages pupils to think. Teachers introduce, emphasise and explain key scientific vocabulary well and encourage pupils to use it. This was seen, for example, in a lesson on senses in a Year 1 class and in a Years 5 and 6 class on materials and their properties. The staff plan interesting and challenging work that encourages good learning, attitudes and standards. Group tasks are used well to encourage pupils to learn from each other, which makes a good contribution to their personal development. Staff keep a good overview of pupils' progress throughout lessons and over time. They make good links between science work and pupils' work in other subjects, especially art and design, mathematics and ICT. Two areas for further development relate firstly to ensuring that, when pupils answer questions and contribute ideas, other pupils listen to them, and secondly making consistently good use of teaching assistants to have an impact on pupils' learning.

71. The science provision is enhanced well through visits and visitors to school to support pupils' learning. Pupils regularly make use of the local park and visit Wilderness Wood, for example. They are involved in the Learning for Life Project and science theatre groups regularly perform for them. The co-ordinators lead and manage the subject well. They regularly monitor teachers' planning, pupils' work and assessments. Recent opportunities to observe teaching and learning in lessons have taken place and further opportunities are planned to take place during the current academic year. The co-ordinators support other staff well and have worked very successfully since the last inspection to extend the curriculum and raise standards and secure a good level of improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Leadership and management are good and the subject is promoted effectively throughout the school.
- The curriculum is very good: there are good links with other subjects and the development of computer skills is good.
- Assessment procedures are good and are used well to plan challenging tasks for all pupils.
- ICT makes a good contribution to pupils' personal development.

### **Commentary**

72. The achievement of all pupils throughout the school, including those with special educational needs and pupils with English as an additional language, is good and standards are above average by the end of both Years 2 and 6.
73. The pace of learning is quick with teachers skilfully ensuring that pupils have the opportunity to explore within programs as well as developing their skills of controlling equipment. As pupils progress through the school, teachers ensure that a secure skills base is established for all pupils. The curriculum is well designed so that knowledge and understanding are developed in a progressive way. By Year 2, pupils already have good routine skills in manipulating computers. They readily access programs from a desktop menu and use a mouse and the keyboard efficiently. The portfolio of completed work shows pupils experience a good range of learning opportunities. Art is linked to work on reflections in mathematics. Pupils use word banks to improve writing in literacy and carry out individual research on Florence Nightingale in history. They are competent in word processing and become familiar with composing music using early notation.
74. Pupils continue to achieve well and by the end of Year 6 show above average standards consistently across a wide range of other work in ICT. They prepare multimedia presentations about evacuees, blending sound and pictures, graphics and text effectively. They make their own choices on content, evaluate their own work to good effect and critically edit their presentations. Pupils competently use spreadsheets with calculating formulae, word processing across a range of subjects and showing good editing and drafting skills, Internet research, working with simulations, e-mailing, using sensing equipment and working with control using *Logo*.

75. Teaching and learning are good. Teachers have high expectations of pupils' work and give them the opportunity to use computers in a wide range of situations. Planned activities are linked effectively with other subjects and are therefore meaningful. Pupils respond to high expectations with high levels of confidence and seek improvement in their work. Effective management of pupils promotes very positive attitudes and good behaviour. Lessons are well planned to ensure that explanations are clear and brief and give pupils confidence, yet leave a good period of time in which pupils can practise and develop their skills.
76. The good leadership and management given by the curriculum leader have been particularly effective in raising the confidence of teachers and pupils alike. A well skilled and knowledgeable subject leader, she has managed events well to ensure that the school has kept pace with higher expectations. She has ensured that all teachers have had training in using new software. Computers in classrooms are networked with the suite which enables pupils to continue work started in the suite, allowing them to practise and use their skills at other times of the week. She has worked hard to ensure that resources available are matched to the scheme of work. Assessment procedures are good and efficient records of pupils' achievement are used well to plan for the progressive development of computer skills. Improvement since the previous inspection, when standards by the end of Year 6 were judged to be below those nationally expected, has been very good.

### **Information and communication technology across the curriculum**

77. Standards of ICT in other subjects and the use of computers to support learning across the curriculum are good. Pupils use their skills well to support learning in other subjects such as mathematics, English, art and design, history and science. They use word processing skills to draft and edit their work. Older pupils consolidate their knowledge and understanding of graphs, linked with recording the results of scientific investigations, using sensors. The Internet supports work effectively across a wide range of subjects.

### **HUMANITIES**

78. Geography and history were not inspected in depth and the limited amount of evidence available means that no judgement can be made about the quality of provision or standards.
79. No **geography** lessons were seen. The scrutiny of a sample of pupils' past work, displays around the school and a discussion with the co-ordinator indicate good standards and achievement and show that pupils study a broad, interesting curriculum that is well supported by visits and visitors. For example, as part of a local study pupils explore first hand the geographical features of the immediate locality and of Brighton. They compare the features of a coastal resort with nearby and distant locations, for example Lewes, St Lucia and France. Displayed work shows that, where relevant, geography is well linked to their work in other subjects, including history, ICT and numeracy.
80. In **history**, the curriculum is made both relevant and interesting through well-selected resources and the good range of first-hand experiences that are planned to accompany each unit of work. A good emphasis is placed on developing historical skills. The quality of teaching and learning seen is good. Teachers' enthusiasm for the subject brings

learning alive for pupils as was seen in a very good lesson in Year 2 on the Great Fire of London. History continues to be used very effectively as a vehicle for developing pupils' literacy and research skills. Year 2 pupils achieved high standards in their accounts written as a person actually experiencing the fire. Similarly, in their study of the Second World War, Year 6 pupils not only demonstrated good knowledge and understanding of what it was like for all those involved in evacuation, but also produced a body of written work of a high standard, writing for a variety of purposes. The subject also makes good links with art and design and design and technology, enabling pupils to express their knowledge and understanding in a variety of ways. Leadership is good. Assessment procedures are good and have improved with the introduction of meaningful assessment tasks at the end of each unit of work. The co-ordinator has made a start in compiling a portfolio of pupils' work to provide evidence of the quality of the curriculum and standards throughout the school.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- The subject is central to pupils' personal development.
- The subject is led and managed very well.
- Quality visits to places of worship bring learning alive.
- The curriculum is ordered well, effectively balanced with units of work planned in depth.
- Literacy skills are promoted well.
- Teachers do not always make their expectations of good behaviour clear enough.
- Shared accommodation affects the quality of teaching and learning in the infants.

### Commentary

81. Pupils of all abilities achieve well throughout the school. Standards are in line with the expectations of the locally agreed syllabus at the end of Year 2 and above expectations at the end of Year 6. This indicates good improvement since the last inspection when standards were in line at the end of both key stages and progress was judged to be satisfactory.
82. The staff have given considerable thought to the development of the curriculum, how it complements planned work in personal and social development and where they can make meaningful links to other subjects. Sufficient time is allocated to ensure that each unit of work is tackled in depth and that time is built in for reflection. The headteacher takes care that assembly themes support the curriculum well and, when appropriate, pick up on social and moral issues that have been raised in lessons.
83. Teaching and learning are good overall. Teachers have good subject knowledge and enthusiasm for the subject. They are skilful in providing activities that enable pupils to learn from religion alongside developing knowledge and understanding of a number of religions. Teachers make very good use of a wide range of resources to stimulate pupils' interest and to make learning meaningful. Visits to places of worship in the local community are carefully planned and relate well to the work that both precedes and follows, enabling pupils to focus in depth over a short period of time. Respect for others' beliefs is successfully engendered. Pupils learn how to handle religious artefacts from a young age as was evident in a good lesson in Year 2 where pupils were fascinated to learn about the importance of the Torah scrolls to members of the Jewish faith. Older pupils respond well to challenging questions relating to moral dilemmas and demonstrate in their written work a good understanding of how the beliefs of Christian saints have influenced their actions in the past.
84. Teachers plan effectively to develop pupils' literacy skills through focused discussions and extended written assignments where they are encouraged to reflect on how religious beliefs affect the way people of different faiths live their lives. On occasions during the inspection, teachers' did not fully make clear their expectations of behaviour in whole class discussions. This sometimes led to pupils speaking at the same time and made it difficult for them to hear what each other had to say. Sometimes working noise from adjacent classrooms and activities can hamper concentration. This is most noticeable in the shared Years 1 and 2 classroom,

85. The subject is very well led and managed by the headteacher who maintains a good grasp on standards and the quality of education through regular monitoring using a wide range of strategies. As part of the school's priority to develop the role of co-ordinators, the compilation of a portfolio of work provides good guidance to staff and indicates clearly how the work in each age group builds on what has gone before. Assessment is good and developing well. Challenging questions pitched at different levels enable staff to gauge how much pupils know and understand about different religions. As a result of recent monitoring, the co-ordinator has correctly identified the need to establish better ways of assessing how well pupils learn from religion. The quality of education has improved through more focused planning, better consistency in teaching and the introduction of regular assessment assignments that take into account the needs of all pupils.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

86. Insufficient design and technology and physical education lessons were seen in order to report fully. Subsequently there is insufficient evidence to make an overall judgement on provision, especially teaching and learning. As well as the few lessons observed, inspectors looked at pupils' work and teachers' planning and talked to pupils in Year 6. Over the course of the year pupils are taught all elements of these subjects.

87. No **design and technology** lessons were seen during the inspection. Photographic evidence and samples of work on display show that the school provides a rich and meaningful range of learning opportunities. Pupils select materials to manufacture a range of models, some for use in the Brighton Festival Parade, being of a large scale and of high quality and using conventional construction methods for this type of figure. The subject co-ordinator has had this responsibility for a year and has supported the implementation of national curriculum guidance well.

88. Only two **physical education** lessons were seen during the inspection, one in Year 2 and one in Years 5 and 6. In the lessons seen, standards were above those nationally expected for pupils of this age. The good standards seen were as a direct result of good and very good teaching. Good subject knowledge and the teachers' own personal physical skills enable high quality demonstration and role modelling. Pace and challenge are both good. A very good level of praise and encouragement ensures all pupils are confident to have a go and this ensures a high level of inclusion, with all pupils taking a full and active part in lessons. Good behaviour and attitudes support the good quality learning of pupils at all levels of attainment. As a result, pupils move with good levels of control and co-ordination and develop the competence to acquire good athletic skills. All pupils are confident. The curriculum is good and fully meets national curriculum statutory requirements, an improvement since the previous inspection. It is enriched by a good provision for extra-curricular activities, including a good range of sports, competitive games and athletics. The school maintains very good links with the local education authority school sports co-ordinator programme, which has a significant impact on curriculum development and staff expertise through professional development and a specialist working alongside teachers in class.

## Art and design

Provision for art and design is very good.

### Main strengths and weaknesses

- Teaching and learning are very good and standards are therefore well above those expected nationally.
- The subject is very well led and managed.
- The curriculum is very broad, interesting and exciting and it is supported very well by links with parents, visits and visitors.
- Art and design makes an excellent contribution to pupils' personal development.
- Pupils really enjoy their work and show very good attitudes to learning.

### Commentary

89. The very good standards in art and design found at the time of the previous inspection have been maintained. Standards in the lower school have improved from good to very good. Across the school pupils' sketches, drawings, collage work, sculptures, textiles and paintings are all of a very high standard. Pupils' work shows very well developed skills, individuality and high levels of creativity. Pupils of all ages and capabilities achieve very well in this subject.
90. The quality of pupils' completed work clearly indicates very good teaching and learning, confirmed by the teaching seen in lessons. The basic skills are taught very well and teachers have very high expectations of pupils. They cover a very wide range of topics and introduce pupils to an excellent range of work produced by other artists, both local and from further afield. This enables pupils to develop preferences and an appreciation of a wide range of art, as well as providing a stimulus for pupils' own work and encouraging them to aim high.
91. The school has developed a good scheme of work of its own and work in art and design is linked well to pupils' work in all other subjects, including ICT. The art and design co-ordinator leads and manages the subject very well. Her own expertise adds considerably to the quality of teaching and she provides very good advice and support for other staff. Over the years she has developed very strong links with the local art college and with visiting artists, which include parents. Such links are used very well to enhance the provision so that pupils benefit greatly from opportunities to visit and contribute to exhibitions, create life size murals and models, for example. Preparation for the Brighton Festival is an important annual event that involves both parents and pupils in workshops held after school and at weekends and contributes significantly to pupils' art and design skills.
92. Pupils take enormous pride in their work and achievements, work very hard in lessons and show very good attitudes. They are keen to talk about their work. They show initiative and behave very well in lessons. Work in art and design makes an excellent contribution to pupils' spiritual, moral, social and cultural development. Pupils have numerous opportunities to express themselves creatively, to work with others and to celebrate their own and others' achievements. They develop a strong appreciation of their own and others' cultural traditions. Improvement since the previous inspection is very good.

## Music

Provision in music is **very good**

### Main strengths and weaknesses

- The enthusiastic leaders promote music well throughout the school and provides very good role models for other teachers and pupils.
- Standards are very good, especially in singing.
- There is a rich curriculum, which adds significantly to the school's promotion of the arts.
- There are very good opportunities for pupils to perform.

### Commentary

93. By the end of Year 2 and Year 6, standards are very good in singing, performing and for evaluating and appreciating others' work. Pupils' achievements are good. They enjoy singing together. In singing practices as well as in class music work they take care to sing in tune, listen carefully to the melody and show a good sense of rhythm and dynamics. They control the volume of their singing well, taking care to provide a pleasing performance from their well-organised practice sessions. Pupils also enjoy the opportunity to learn percussion instruments, providing accompaniment to their class singing, and make good progress as a result. Throughout their lessons they are challenged to try hard to improve their personal performing skills. Activities are challenging, such as the two and three-part songs attempted by Years 3 and 4. They were very successful in this activity and finished together, with very good timing.
94. The quality of teaching is good. The subject leaders have put together a high quality curriculum that combined with specialist teachers and their personal musical skills ensures that pupils work with enthusiasm and enjoyment on all activities and their learning is consequently good. In class and year group lessons, pupils are managed well. They are challenged to work hard to improve their skills and they respond keenly. Teachers have a very clear structure to their lessons, using an evaluation of previous work to take learning forward while reinforcing that covered previously. In singing practices, for instance, pupils know that the songs they are learning now will be used in assemblies and other performances in the future. The teachers make very good use of all the time available within music lessons. They settle pupils very well with a range of warm-up activities, making a prompt start and maintaining a brisk pace. They provide good singing role models through demonstration and lead. Pupils have good opportunities to learn a range of musical instruments with specialist teachers within and outside the school day.
95. The subject leaders manage the subject well. They have good skills and lead by example, taking singing lessons and supporting teachers in Key Stage 1 effectively. They are enthusiastic and promote music well throughout the school. Music makes a significant contribution to the school's very good promotion of the arts and is used well to support community events. The choirs, choral groups and the Samba band perform regularly for Christmas and summer events and in the Brighton Festival. There are very high levels of inclusion for all pupils. The school puts on an annual performance and every pupil in the school takes part. Music from different cultures is promoted effectively and those pupils with English as an additional language feel that their culture is valued. These planned opportunities ensure that music makes a very good contribution to pupils' spiritual, social

and cultural development. Improvement since the previous inspection is satisfactory as very good standards and provision have been maintained.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

The provision for pupils' personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve well throughout the school and standards are high.
- The quality of teaching and learning is good and encourages a balanced view of personal issues.
- Leadership and management is very good.
- The curriculum is very good and links positive relationships to community responsibility.
- Personal, social and health education makes a very good contribution to pupils' personal development and pupils have very positive attitudes to the subject.
- The school council is well established and helps develop pupils' social skills.

### **Commentary**

96. Across the school, all teachers have very good knowledge of the carefully constructed and supportive curriculum and plan lessons to meet their pupils' needs with sensitivity. This is as a direct result of the very good leadership and management of the subject, which promotes the high profile attached to personal, social and health education by the school. The curriculum is very well designed to help all pupils develop the confidence to make the most of the skills and abilities they possess and to raise their social awareness and knowledge of personal issues. Because of the care taken by teachers with their lesson planning, pupils are especially 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. Their achievements are good. The policy and scheme of work are subject to frequent review by the subject leader and the senior management team. Evaluations and developments are included in the school development plan.
97. The school is successful in promoting pupils' social awareness. Pupils achieve well and standards are high. Good provision takes place both in and out of class. Good social skills are encouraged very well through the school's approaches to behaviour management, including playground support. A very good range of extra-curricular activities provides pupils with the opportunities to work, less formally, alongside pupils with whom they do not normally have in-class contact and therefore develop their social skills. There are a number of initiatives such as the 'playground friends' and the school council which support the development of pupils' personal skills. The school council makes a positive contribution to life in school and nearly all pupils listen carefully when council members feed back their discussions. Those pupils who wish to be on the council or to become playground friends are required to consider their reasons, apply in writing, be interviewed and undergo training. These responsibilities are taken very seriously.
98. Teaching is good. In lessons, teachers carefully set the scene for personal, social and health education work. Teachers take great care to provide a balanced view, such as relationships being two way and each party being required to give as well as take. They are careful to ensure that each pupil has the opportunity to take part in the discussion while others learn the skill of listening carefully. Pupils show good levels of sensitivity

when they carefully discuss different feelings and what they consider to be the most important features of relationships. Teachers ensure that pupils at all levels of attainment are fully involved.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

