

INSPECTION REPORT

ST ANDREW'S C OF E INFANTS' SCHOOL

Eastbourne

LEA area: East Sussex

Unique reference number: 114534

Headteacher: Mrs Rosalind Padfield

Lead inspector: Mr Paul Edwards

Dates of inspection: 10th – 12th May 2005

Inspection number: 267726

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant school
School category: Voluntary controlled
Age range of pupils: 5 – 7 years
Gender of pupils: Mixed
Number on roll: 270

School address: Winchelsea Road
Eastbourne
East Sussex
Postcode: BN22 7PP

Telephone number: 01323 724749
Fax number: 01323 410309

Appropriate authority: The governing body
Name of chair of Mrs Jackie Bignell
governors:

Date of previous 1st March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St Andrew's Infants' School is larger than other schools with 269 pupils on roll, 131 boys and 138 girls. Almost all pupils are from white, United Kingdom ethnic backgrounds and there are a very small number who are learning English as an additional language. The percentage of pupils eligible for free school meals is in line with the national average. The percentage of the pupils having been identified as having special educational needs is well below the national average. There are no pupils with a Statement of Special Educational Need. Although pupil mobility is generally low, the past year has shown an increase with 15 pupils leaving and 21 pupils starting the school at times other than the usual starting and leaving times. The school gained an Activemark Gold Award in 2001, an Artsmark Gold Award in 2002 and a Healthy Schools' Award in 2004. It was awarded a Bishop's Commendation in 2003. The pupils' attainment on entry to the school is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	Mathematics, information and communication technology, music, physical education, special educational needs, English as an additional language, personal, social and health education and citizenship
31754	Charlotte Roberson	Lay inspector	
18498	Denise Morris	Team inspector	The Foundation Stage, science, history, geography
10611	Martin James	Team inspector	English, Religious education, art and design, design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Andrew's C of E Infants' School provides a **very good** standard of education and provides very good value for money. In the key areas of reading, writing, mathematics and science, the pupils attain standards that are well above average. Teaching and learning are very good overall and the provision for the pupils' personal development is very good.

The school's main strengths and weaknesses are:

- Pupils achieve very well by the end of Year 2.
- The headteacher provides very good leadership and manages the school very well.
- Teaching and learning are very good.
- The very good behaviour and personal development of pupils helps to develop a very positive ethos.
- The school provides a very good range of activities for the pupils.
- A good level of care is provided for the pupils although training for child protection procedures needs to be updated.
- There are very good links between the school and parents.

The school has made very good improvements since the previous inspection. Standards have improved in English and physical education. The improved quality of teaching is helping to improve standards and more challenging work is provided for the more able pupils which was the only key issue identified in the previous inspection.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	A	A
writing	A	A	A	A
mathematics	A	A	A	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' achievement is **very good** overall. By the end of the Foundation Stage, achievement is good. Most children attain standards that are in line with what is expected for their age. Inspection evidence indicates that pupils in Years 1 and 2 achieve very well in relation to their prior attainment in English, mathematics and science. The pupils' literacy and numeracy skills are well above average and they use them very well in other subjects. The pupils achieve well in religious education and information and communication technology and standards are above those expected for their age in both of these subjects. Pupils with special educational

needs achieve very well as do those pupils who are learning English as an additional language.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good** and help to promote their very good attitudes and behaviour. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The teaching and learning are **very good** overall. The quality is good in the Foundation Stage and very good in Years 1 and 2. Procedures for assessing the pupils' work are very good overall, particularly in the core subjects of English, mathematics and science. The teachers mark the pupils' work very well, ensuring that the pupils have a good understanding of what they have to do to improve. In all classes, there are high expectations of pupils' behaviour and of what they are capable of achieving and pupils regularly try to do their best. Assessment information is used very effectively and the teachers plan work that is very well matched to the needs of the pupils' differing abilities. This ensures that those pupils with special educational needs and the more able, including those who are gifted and talented, make very good progress. The small number of pupils learning English as an additional language make very good progress because of the provision of effective support. Learning support assistants are used very effectively to support not only the less able pupils but also the more able, enabling most pupils to achieve their potential.

All areas of the National Curriculum are taught in depth and this provides the pupils with a very good range of learning opportunities. A wide range of visits, visitors and learning activities, significantly enrich the curriculum and a very good range of clubs also enhances the pupils' experiences. The pupils receive good care although, despite the effort of the school, it has been unable to provide staff with up to date Child Protection training. The monitoring and support the pupils receive are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher has a very clear understanding of the strengths and weaknesses in the school and how to improve things. Her very good leadership has at its core the continued raising of standards and the pupils' personal development. Together, with very effective support from her deputy and other senior staff she has created a very positive ethos where pupils are encouraged to succeed. Subject co-ordinators make a good contribution to raising standards through their effective monitoring of teaching and learning. There are very effective procedures in place for evaluating the quality of its work. The excellent school improvement plan provides a firm basis for identifying its priorities. The governance of the school is good. The governors have a clear understanding of the strengths of the school. The school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The overwhelming majority of parents are very supportive of the school. They feel that the school provides their children with a good quality of education and that there is a good range of extra-curricular activities.

The pupils have very positive views of the school. Discussions with pupils indicate that they enjoy school and that they have to work hard. Most feel that the behaviour of other pupils is very good and that the teachers are approachable and helpful.

IMPROVEMENTS NEEDED

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

- Ensure all staff are provided with up to date Child Protection training.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The standards attained by the pupils are **well above average** in the key areas of reading, writing, mathematics and science by the end of Year 2. Pupils achieve **very well** by the time they leave the school.

Main strengths and weaknesses

- The good standards in English seen at the time of the previous inspection have been improved further and very good standards have been maintained in mathematics and science.
- Children make good progress in the Reception classes.
- In most lessons, pupils make at least good progress.
- Standards attained by the pupils in religious education are above those expected and they achieve well.

Commentary

1. Children enter the Reception classes with skills that are below average in communication, language and literacy and personal, social and emotional development. Skills in other areas are what are expected for children of this age. Overall, the children achieve well and by the time they enter Year 1, most are attaining the nationally expected standards in communication, language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world, physical and creative development.

Key Stage 1

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

Standards in:	School results	National results
reading	17.6 (17.8)	15.8 (15.7)
writing	16.0 (16.0)	14.6 (14.6)
mathematics	17.4 (18.0)	16.2 (16.3)

There were 90 pupils in the year group. Figures in brackets are for the previous year

2. As can be seen from the table above, the pupils do consistently well in the National Curriculum tests at the end of Year 2. Inspection evidence confirms this strong picture. Pupils make very good progress in the key areas of English, mathematics and science and achieve very well. The analysis of pupils' work and lesson observations show that standards in these three subjects are well above average. The school has worked hard to raise standards further in literacy and to maintain the very good standards in mathematics and science. The trend in standards since the previous inspection is in line with the national

trend. There has been a particularly good improvement in the quality of the pupils' writing and reading. Pupils attain above national expectations in information and communication technology, religious education, physical education and art and design.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **very good**. Their behaviour is **very good**. Spiritual, moral, social and cultural development is also **very good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Exceptionally positive relationships between staff, pupils, governors and parents help to promote the very good attitudes and behaviour of the pupils.
- Pupils show curiosity and great interest in the world around them and very much enjoy learning new and exciting things.
- Bullying or unkindness among the pupils is never tolerated and moral values are very strongly promoted.

Commentary

3. Over the last ten years, staff at the school, under the direction of the headteacher, have worked hard and successfully to provide many extra opportunities and experiences which promote each child's personal and social development. Work in this area has been widely recognised and highly commended – for example in the Activemark Gold and Artsmark Gold Awards as well as the Bishop's Commendation. The very imaginative way in which the school environment both inside and out has been reorganised and redecorated to provide a stimulating environment for work and play is exceptional and contributes to the very good provision. Very high expectations for behaviour are well established and pupils respond well to the clear direction they are consistently given by all adults. Many incidents were observed during the inspection of very sensitive listening by adults who always respond to pupils with respect and consideration and are very good role models who follow school aims. The warm and supportive relationships evident across the school enable boys and girls to feel valued and so they too get along well with each other and make the most of what is offered. They love singing the school song and join in happily about "doing their best at St Andrew's".
4. Pupils are very polite and friendly; they are becoming mature and independent as they progress through the school. They are learning to listen very well and enjoy stories during assembly which encourage values such as kindness and helpfulness. They love being praised for their efforts and adults do this very well. Older pupils work especially hard in many lessons and co-operate very well with each other in numeracy and literacy lessons. They take on responsibilities happily, for example when they take turns in the school council or have special jobs throughout the day. The very youngest pupils are still learning to share and take turns and are making good progress in adjusting to school routines and expectations. Pupils told inspectors they "love doing art" and they "love singing" and "they love the playground". They celebrate religious

events as well as special festivals associated with other countries and faiths. Displays of work across the school are of an excellent standard. This attention to provision contributes to very high standards of personal, social, spiritual and cultural development. Boys and girls really enjoy their day in school and thrive there because learning is made fun and interesting.

- Behaviour is very good throughout the day and playground behaviour is generally very calm and orderly. Pupils talk about school rules, which are displayed around school and referred to on occasions. They speak very sensibly about what is wrong and what is right and are developing into thoughtful and caring individuals. Tolerance and understanding are strongly promoted. Pupils were often seen helping each other for example during dinner and on the playground as well as during lessons. Any misbehaviour or naughtiness is very well handled by adults. The very rare occasions when older pupils have been unkind is quickly sorted by teachers with the co-operation of parents. By the time pupils leave they are confident children and well prepared for their time in junior school. There have been no exclusions in recent years.

Attendance

- Attendance levels are satisfactory overall and very similar to schools nationally and to similar infant schools. Regular attendance is always promoted and encouraged and most parents are very supportive of this policy. Good monitoring and careful recording enable staff to keep a watchful eye on the few pupils who may cause concern and support from the education welfare service is effective. This school year the school is following new guidance from East Sussex local authority and recording all holidays as unauthorised absences which will affect reported levels significantly. Punctuality is good and pupils are very rarely late for school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.1
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Teaching and learning are **very good**. A **very good** curriculum in place is enhanced by a **very good** range of enrichment activities. The school provides a **good** level of care for its pupils and links with parents are **very good**.

Teaching and learning

Teaching and learning are **very good**. The procedures for assessing the pupils' work are **very good**.

Main strengths and weaknesses

- Teaching and learning are very good in English, mathematics and science.
- Occasionally, numeracy sessions are too long.
- Assessment procedures are very good in the core subjects and work is well matched to the pupils' differing needs.
- The children in the Foundation Stage are provided with a good start to their education.
- Teaching assistants provide very effective support and enhance the pupils' learning well.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (35)	18 (56)	3 (9)	0	0	0

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

7. There has been a good improvement in teaching and learning since the previous inspection. The teachers plan their work effectively and use a good range of strategies to make lessons more interesting. Whole class introductions and individual and group activities in English, mathematics and science provide the pupils with a variety of approaches that stimulate the pupils and make them want to learn. Occasionally, numeracy sessions go on too long and in these instances, the pupils' interest wanes. However, in the overwhelming majority of lessons, time is well managed and the pace of lessons is brisk with no time wasted. Lessons are well organised with resources to hand, and pupils have a clear understanding of what they are to do. Very effective use is made of skilled support staff to help and guide pupils. Pupils enjoy learning mainly because the teachers are enthusiastic and have high expectations of what all pupils are capable of achieving. The pupils behave very well and have very good attitudes towards learning because of the teachers' very effective management strategies but also because of the very good relationships that exist between staff and pupils. The teachers have very good subject knowledge. The good emphasis on teaching the basic skills in literacy and numeracy provides the firm foundation for the more challenging work that is provided as the pupils move through the school.
8. The teachers make very effective use of assessment procedures to plan further work in English, mathematics and science. The pupils' work is assessed thoroughly and the teachers use the assessment information to plan work for the differing needs. This helps to ensure that the pupils are doing work that is sufficiently challenging. In both English and mathematics, the detailed information that is collated is used to group pupils according to their ability and this enables the teachers to provide additional support for those pupils who need it. The teachers' marking of pupils work is good and the written comments are appropriate to the age of the pupils. Individual learning objectives in the front of books are referred to so that the pupils are clear about what they have to do to improve their work.
9. Teaching for children in the Reception classes is consistently good and this has a positive effect on their learning. The staff quickly develop very good relationships with the children and this helps to establish a good learning environment. There are clearly established routines and resources are well organised. The staff praise the children's achievements and this helps to improve the children's confidence and makes them more willing to have a go. The basic skills are taught well with high expectations of what the children are capable of achieving. The staff make good use of the assessment to track what

the children are doing and to plan the next steps in their learning. The staff spend more time on developing the children's communication, language and literacy skills and personal, emotional and social development, which are areas of learning which need greater attention. Learning support staff are well deployed and make a significant contribution to the children's learning.

10. Pupils with special educational needs are taught very well. The school has a range of strategies to ensure these pupils make the progress of which they are capable. For example, the assessment information is used very effectively to identify pupils who would benefit from additional support. Sometimes this is provided in class by knowledgeable and effective learning support assistants. On other occasions, very effective teaching is provided during withdrawal sessions for groups of pupils. Discussions and planning between classroom teachers and special educational needs staff ensure that the work undertaken during withdrawal sessions mirrors what is being taught in class. A key feature of this teaching is the effort of staff in raising the pupils' self esteem and confidence and this was seen to be successful. The effectiveness of the various strategies ensures pupils' requirements for additional support are kept to the minimum. The small number of pupils who are learning English as an additional language are provided with good support, enabling them to quickly participate in all areas of the National Curriculum. Gifted and talented pupils are identified early and the support staff and teachers make every effort to provide them with work and opportunities that challenge them.

The curriculum

The provision for children in the Foundation Stage is **good**, and the provision for pupils in Years 1 and 2 is **very good**. Extra-curricular provision is **very good**. The overall provision for staffing, accommodation and learning resources is **good**. The curriculum has shown good improvement since the time of the previous inspection.

Main strengths and weaknesses

- The school has developed a rich and stimulating curriculum for pupils in Years 1 and 2, where links between subjects are used well.
- The overall provision made for English, mathematics and science is very good.
- The school makes certain that all pupils learn and succeed.
- The provision for pupils with special educational needs is very good.
- Teachers and teaching assistants complement each other well in supporting the pupils.
- The building and outdoor accommodation have many features that benefit pupils' overall learning.

Commentary.

11. The provision for Foundation Stage children is good. The curriculum is coherently planned to provide a wide range of interesting and relevant activities, which are well matched to the children's needs. There is a good balance between activities selected by teachers that give opportunities for exploration and extension of knowledge and understanding, and activities chosen by the children. There is a good emphasis placed

on developing the children's personal, emotional and social development and on improving their basic literacy and numeracy skills.

12. All subjects of the curriculum, for pupils in Years 1 and 2, are most carefully planned, and all statutory requirements are met. The school has taken care to provide a wide variety of activities and experiences within each subject, and has also linked subjects together whenever possible. For example, art and design is used well to enhance the work in geography. The school currently makes very good provision for the development of English, mathematics and science, and English, mathematics and information and communication technology are used very well in other subjects. Much emphasis is laid in the school on the performing and creative arts, and the school is justly proud of the standards being achieved in art and design in particular. The staff have taken every care to produce a curriculum that is innovative, with the result that the provision for pupils is rich and stimulating. The school also makes every effort to involve all pupils in the full range of school work and activities. As a result, very good provision is made for the equality of opportunity for all pupils, and in so doing the school allows them to achieve as well as they can.
13. Throughout the school, the curriculum has been very well adapted to meet the needs of pupils with special educational needs. Individual education plans are of a very good quality; they are reviewed and amended regularly and the staff make good reference to meeting specific targets in their planning. The teachers and support staff work well together to ensure learning opportunities are consistently challenging and stimulating. Additional support provided by a teacher during group activities enables the pupils to make rapid progress and is an excellent use of staffing time. The school also makes very good provision for pupils identified as gifted and talented. A specialist teacher provides pupils who are learning English as an additional language with a small amount of time. However, these pupils quickly settle into school life and teachers ensure they take a full part in lessons, enabling them to make progress in line with their peers.
14. The school provides a very good range of extra-curricular activities for its pupils, which include football, chess, games, French, choir, cricket and fabric and thread clubs, as well as the popular discoverers group. These activities are very well supported by teachers and teaching assistants alike, with many pupils being involved. The school welcomes many visitors, including artists, writers, dog breeders, puppeteers, police, clergy, fire fighters, the Bishop of Lewes and the local Member of Parliament, as well as drama and music groups. A wide range of educational visits is arranged to places such as Hever Castle, Knockhatch, Blackberry Farm and Herstmonceux. The school also makes good use of the local area of Eastbourne for various studies in, for example, geography and art and design. These activities make a most significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum subjects.
15. The school's accommodation, overall, is good, with a number of improvements having been made since the previous inspection. These include the meeting room, the information and communication technology suite and the multi-sensory comfort zone. The pupils' toilets have also been significantly improved. Classrooms are adequate in size, although the shape of the building means

that classrooms often have to be accessed through other rooms. The library is a large, comfortable and well-used area, and the school also has additional space, for instance, for small-group activities and design and technology. The hall provides a useful central area for a number of activities. Rooms throughout the school are clean and very well maintained, and displays of pupils' work greatly enhance their appearance.

16. Outside play-areas are both pleasant and exciting, with suitable activity areas and quiet areas to suit the needs of different pupils. The environment is greatly enhanced by additions such as the stage, the 'Secret Garden' and the outdoor area for the reception children. This is a considerable improvement since the previous inspection. Resources are good, overall, in number, and are also of good quality. The school is currently awaiting the installation of interactive whiteboards in all the classrooms. Storage space is at a premium, but staff work wonders in keeping items stored neatly and tidily, whilst at the same time keeping them available to both themselves and to pupils. The school is well staffed, by a dedicated and well-informed group of teachers and support staff. They work together very well, providing very effective support and guidance for the pupils.

Care, guidance and support

Provision for pupils' care and welfare is consistently **good**. Support and guidance are **very good**. Pupils' views are valued and acted upon **well**.

Main strengths and weaknesses

- Very good monitoring of personal development helps pupils flourish and enables their confidence and self-esteem to grow.
- Regularly reviewed policies guide many well-established systems and routines in the school which support pupil welfare effectively.
- Pupils' views are sought in school council meetings and also informally, throughout the day, by all adults who support and guide pupils equally.
- Despite its efforts, the school has been unable, as yet, to ensure that all staff have received proper training in child protection.

Commentary

17. Systems to track and assess academic achievement are thorough and constructive and are consistently applied. Likewise, the way staff monitor and assess each individual's personal and social needs is very good. In addition, there is much informal discussion every day and in timetabled meetings which means that difficulties and issues are aired and addressed. Pupils' access to this well-informed guidance is very good. This means that over time each child becomes very well known by staff who are able to then work together to support them very well. This is a strength not always seen so explicitly in primary schools and stems from the strong aims of the school which include the nurturing of each individual.
18. Policies, which guide standards of care and welfare, are of very good quality. Governors are involved in overseeing standards of health and safety and take their responsibilities seriously and effectively. Risk assessments are carried out termly as are audits and reviews in many areas of school life. The buildings and playgrounds are kept very clean and are very well organised and routines well established all of which help promote high standards of well-being for all those in the school community – pupils and adults. The school has a Healthy Schools Award and pupils enjoy eating mid-morning fruit in every class. Links with many outside professional organisations are effective in meeting the needs of pupils especially those with specific needs. Training in first aid is up to date. Current procedures for child protection are appropriately in place and policy follows locally agreed guidelines. The named person for child protection is due to have her training needs updated this summer. It is, however, a recognised weakness that to date the school has been unable to find suitable providers or trainers to meet the needs of the whole staff in this important area.
19. Two pupils from each class in Year 1 and Year 2 are chosen by their teachers every term to represent their friends on the school council. Meetings are held in the meeting room every Monday. Pupils themselves see their 'main job' as one of "tidying up equipment after play and to look after one another too". They are indeed very good at both these tasks. But recently their views have been sought when for example they were reorganising classroom furniture and when redecorating the toilets. They love the extra responsibilities of being councillors although sometimes notice their friends forget to go to meetings! Pupils are also getting more used by the time they are in Year 2 to self assessment and in getting involved when targets are reviewed. This aspect of school life is good.

Partnership with parents, other schools and the community

Partnerships with parents and the church are **very good**. Links with other schools and the community are **good**.

Main strengths and weaknesses

- Parents have very good views of the school and recognise many strengths.
- They are kept very well informed about what is going on, including what is being taught and learnt and how well their children are doing.
- A very close friendship exists with the church and the school is very well supported by the vicar.
- Good community links are evident as well as good partnerships with other schools and colleges.

Commentary

20. Parents have great confidence in the school. They responded very positively to the pre- inspection questionnaire and several were spoken to during the week. They know this is a happy, very well organised and well run school where their children do very well. They really appreciate the way they are kept informed. They speak particularly highly of the manner with which the headteacher manages the school and the extra activities including clubs that are organised. They know that children are treated fairly and that they behave very well. Parents also like the way Christian as well as strong moral values are promoted. They can see for themselves the many improvements which have been made to the buildings and playgrounds and know staff work hard and are committed in striving to provide the best.
21. Links with parents have further improved since the time of the previous inspection. An enthusiastic member of staff is promoting very good communication and strong links as a parent link co-ordinator in the school. She oversees the “Finding out Friday” events, which began as a way to support parents help their children at home. Parents are questioned and consulted to arrange a programme, which addresses their wishes and for example have recently joined in a reading day. In addition many get involved as voluntary helpers on a regular basis or work hard to support through the Parent Teacher Association. All written information is very well presented, clear and purposeful. The small diary of events is very effective and popular. Newsletters are very regular and detailed. Annual written reports are also very good. Any concerns raised with staff or the headteacher are always addressed promptly.
22. Over the years the vicar has been very closely involved with the school. He is a very regular and very welcome visitor as well as a governor. Assemblies he leads are much enjoyed and contribute much to the life of the school. Pupils visit the church, and services are held every term to which parents and friends are invited. Strong church links are well established and very effectively contribute to spiritual and moral development of all pupils.
23. Good links are fostered within the community and with local schools. Pupils compete in sporting events and join in dance festivals and special events held in Eastbourne. Good links exist with local playgroups and with the junior school where professional links are well established. Transition is well handled because these links are good. Students regularly complete teaching placements in the school which has partnership arrangements with the university and colleges. Many activities and visits take place within the locality for example pupils visit museums, parks and the sea front itself when they investigate and explore the world around them in for example geography, history and art.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. Leadership and management of the headteacher are **very good**. The leadership of other key staff is **good**. Governance is **good**.

Main strengths and weaknesses

- The headteacher has maintained the very good leadership since the last inspection and has a very clear vision for the school's future, resulting in an excellent improvement plan.
- High standards have been maintained because of the good leadership of the senior management team, the deputy headteacher and core subject leaders.
- The management of special educational needs is very good.
- The school manages its budget very well.

Commentary

24. During the past few years, the headteacher has provided very strong leadership and a clear sense of purpose that has resulted in the high standards seen at the last inspection being maintained. The school's improvement plan is an excellent tool for guiding the changes that have kept standards high, particularly in English, mathematics and science. The strong leadership of senior managers, along with the deputy headteacher and subject leaders, has led to a very positive ethos in all areas of the school, helping to provide a very stimulating environment. Recent decoration of the internal accommodation by an artist has added to the inspirational atmosphere that encourages staff and pupils alike to give of their best.
25. The school's provision for those pupils with special educational needs and for the small number of pupils learning English as an additional language is very well organised by the headteacher and the teacher with specific responsibility. There is close co-operation between class teachers and the specialist teacher who has an in-depth knowledge of these pupils. Between them, they provide very good support, maintain the pupils' records to a high standard and ensure that the school makes very good provision for meeting the needs of the pupils identified with special educational needs and those who need extra help.
26. Effective monitoring procedures have led to a clear overview of what each child achieves and have played a significant role in promoting good teaching and learning across the school. Foundation subject leaders provide clear direction and support for other teachers and are working hard to develop new assessment procedures to ensure that standards continue to improve.
27. Financial planning and monitoring of the school's finances are very good. Finances are carefully monitored and the headteacher, along with the administration staff, looks carefully at the options available.

28. Day-to-day management of finance is very thorough and long-term financial management is very effective. The office staff are welcoming to visitors, pupils and parents, and help to ensure the smooth running of the school. Taking into account the very good quality of education, the very strong leadership and management and the high standards achieved by the pupils, the school is providing very good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	619 222
Total expenditure	618 459
Expenditure per pupil	2 396

Balances (£)	
Balance from previous year	27 725
Balance carried forward to the next	28 488

29. The governance of the school is good. The governing body is supportive and kept well informed by the headteacher. It brings together a wide range of expertise and experience to give good support across many areas. It is ably led by a committed chair who regularly visits and works within the school. Termly governing body meetings are held and discussions and decisions clearly recorded. Most governors are fully aware of the strengths and weaknesses facing the school and have a developing understanding of their role in monitoring and evaluating the school's performance. The governors' role in influencing and challenging the work of the school is evolving through regular visits and effective involvement in the construction and monitoring of the school improvement plan. The governors have been effective in supporting the headteacher in securing additional grants. The governing body effectively fulfils its statutory responsibilities through a wide range of policies that are regularly reviewed. It regularly appraises the work of the headteacher and successfully sets and monitors performance targets.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. The department is welcoming and well presented so that children enjoy coming to school and have fun while they learn and explore. On entry, standards are below those expected in communication, language and literacy, in personal, social and emotional development and in children's knowledge and understanding of the world. Standards in the other three areas of learning, mathematical development, physical and creative development, are in line with those expected of children of this age. Children make good progress during their reception year because of good provision and exciting activities. The accommodation has improved since the time of the last inspection, and the outdoor area is particularly exciting. The Foundation department is well led and managed, and the good system for joint planning ensures that all children have equal opportunities to all the activities on offer.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave well and relationships are very positive.
- Teachers and assistants are very kind and supportive so that children are confident in their learning.
- Sometimes the pace of learning is slow so that children do not always do enough in the time allowed.

Commentary

30. Teaching is good and, overall, children achieve well in personal, social and emotional development so that standards are in line with those expected by the time they enter Year 1. Children behave well in and around the school and enjoy their lessons. They benefit from the very positive relationships across the Foundation department, which help them to learn right from wrong and how to work well together. Staff are very supportive and encourage children to express themselves and talk about their feelings. This helps to improve their skills and develop their confidence. Just occasionally, too much turn-taking in lessons means that children do not have enough opportunity, or time, to talk and contribute their own ideas. This sometimes reduces their overall achievement.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The good focus on the teaching of phonics helps children to achieve well in literacy.
- Language and communication skills are promoted effectively in all lessons.
- Plenary sessions are not always used well enough to consolidate children's learning.

Commentary

31. Teaching is good and children achieve well in this area of learning so that by the time they enter Year 1, most achieve within expected levels and will have attained the early learning goals. A good focus on the teaching of phonics helps children to quickly learn initial sounds and begin to build unknown words. A good range of strategies is used in all classes to improve children's skills. Children's communication and language skills are well promoted in all lessons throughout the school day. They benefit from good questioning and from good attention by adults who listen carefully to each child's contribution. During literacy lessons, teachers do not always make the best use of the discussions at the end of lessons to help consolidate what children have been learning. As a result, some children quickly forget what they have learned.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good practical activities ensure that children achieve well.
- Children learn good mathematical language because of good models by staff.
- Sessions at the end of lessons are not always as effective as they could be in reinforcing mathematical skills.

Commentary

32. Teaching in mathematics is good, leading to good achievement. Practical counting activities are a major focus of most lessons and children join in with enthusiasm as they count to 10 and beyond. Many can work confidently with numbers beyond 10, and are beginning to undertake simple addition and counting on. Children are consequently on track to exceed the goals in mathematics by the end of the reception year.
33. Good modelling of mathematical language helps children to understand different concepts, such as 'bigger', 'narrower', 'wider', 'heavier'. They use these words well when comparing two quantities. Sessions at the end of lessons are not always used well enough to extend or consolidate skills learned. Consequently, learning is not always remembered and this limits overall achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of children's knowledge and understanding of the world around them is **good**.

Main strengths and weaknesses

- The good range of activities promotes good learning.
- Sometimes there are not enough adults in lessons to extend knowledge further.

Commentary

34. Teaching is good in this area of learning, leading to good achievement. The good range of activities helps to extend children's enquiry of the world around them. Children were investigating 'ice' in one lesson and benefited from good questioning which helped them to think about how ice is formed. Just occasionally, the lack of an additional adult in the classroom limits the development of children's language and thinking skills, although most are on track to achieve the early learning goals by the end of their reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children really enjoy creative activities and behave very well.
- Their sense of awe and wonder is very well promoted in creative sessions.
- Sometimes children are not given enough independence in their creative activities.

Commentary

35. Teaching is good and children achieve well so that the majority are on track to exceed the early learning goals by the time they complete their reception year. Children really enjoy creating models, painting, drawing and making music. They are enthusiastic in lessons and behave very well. Their sense of awe and wonder is stimulated by some very good teaching, which promotes an atmosphere in which children's imaginations are stimulated. Sometimes, there are too few opportunities for independence, and learning becomes too directed with little evidence of the children initiating their own learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The good outdoor area has a positive impact on the development of physical skills.
- Good use of resources encourages children to experiment and have fun as they learn.

Commentary

36. Good teaching leads to good achievement, so that by the time children complete their reception year, they will have achieved the early learning goals in this area. The good outdoor accommodation and use of resources are very positive aspects of the provision and promote enthusiasm and enjoyment from children. Children show that they are confident movers, can work very well together and successfully manoeuvre small apparatus. They take turns well on the outdoor toys and help each other to succeed.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in all aspects of the subject are well above average at Year 2. Pupils' achievement is very good.
- Teachers use a good range of strategies to help pupils learn.
- The use made of literacy in other subjects of the curriculum is very good.
- Pupils' attitudes and behaviour are very good, with many really enjoying tackling the range of tasks presented.
- The role played by the subject co-ordinator is very good, especially in relation to the improved standards now being seen.

Commentary

37. In the national tests in 2004, at Year 2, standards were well above the national average in reading and in writing. Inspection findings show that the pupils' attainment in reading and writing is well above average. The pupils' speaking skills are also well above average. Since the previous inspection, standards have improved very well as a result of improved teaching and the very effective leadership provided by the subject co-ordinator. Pupils are achieving very well. Pupils with special educational needs achieve very well because they are supported well by their teachers and teaching assistants. This results in many of these pupils not needing long-term support.
38. The overall quality of teaching and learning has improved, and is now very good. Teachers have very good subject knowledge overall. Lessons are well planned and organised, with teachers making careful allowance for the requirements of the national literacy strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they ensure pupils speak at length, which helps them to develop these skills. Teachers are careful to provide reading books for pupils that are well matched and suitable to their needs. They are provided with very good reading sessions, and suitable support and encouragement is provided by teachers and teaching assistants. Pupils are keen to read, and clearly enjoy this activity.
39. Teachers throughout the school provide a very good range of writing activities for their pupils. They also provide detailed help and support for pupils with spelling and handwriting, as well as clear advice on improving and developing the content of their written work. Further, teachers assess pupils' work regularly, with the result that the new work that is given is well suited to their particular needs. Teachers are keen to provide challenging activities, and they have high expectations of their pupils. Pupils respond very well to challenges provided, in all aspects of the subject, and they work well for extended periods. As a result, pupils achieve very well. Very good relationships are developed between teachers and pupils, and teachers encourage and praise pupils at

every opportunity. Pupils' attitudes to English are very good. They work well on their own, and in groups when required, and they work hard to complete their work. Most pupils are keen to produce a neat and careful standard of presentation in their books, especially in relation to handwriting. Teachers regularly add helpful words of advice and praise to pupils' work, and this helps pupils recognise how to develop their work further.

40. Leadership and management are very good. The subject co-ordinator supports her colleagues well with advice, when necessary, and she observes lessons to see for herself the standards being produced in the classroom. She is keen, enthusiastic and a very good practitioner, and through studying samples of pupils' work, and their performance in the national tests, she is able to identify any minor weaknesses in their knowledge and skills. In this way she has contributed well in maintaining the current high standards, and in improving standards since the last inspection, and her leadership role is very good.

Language and literacy across the curriculum

41. The school is keen to develop pupils' language and literacy skills, both within English and in other subjects of the curriculum. Significant amounts of writing are produced in, for example, history, geography and science, and these subjects are used very well to enhance pupils' literacy skills. Pupils are also provided with regular opportunities to develop their speaking skills in many curriculum areas. For instance, pupils in Year 2 developed their own ideas on the Ten Commandments by carrying out drama activities during a lesson in religious education. Reading skills are well developed through opportunities to read about historical and geographical topics they are learning about.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The pupils perform very well in National Curriculum tests.
- Teachers use their subject knowledge well although some lessons are too long.
- The co-ordinator is keen to try new methods to improve standards further.
- Numeracy is promoted well across the curriculum.

Commentary

42. By the end of Year 2, inspection findings indicate that standards are above the national average and very good when compared with similar schools. This is reflected in the standards attained in the 2004 National Curriculum tests and those in previous years. Evidence shows that the school has maintained the very good standards seen at the time of the previous inspection and that the pupils achieve very well. The standards have been maintained because of the consistency in teaching and effective leadership that has focused on pupils' high achievement.

43. Pupils with special educational needs make very good progress because the work is very well matched to their level of ability. The school adopts a wide variety of strategies to ensure this is the case. For example, small groups of pupils are taught by a specialist teacher, and there are booster groups that enable pupils to make significant advances in their learning. The small number of pupils who are learning English as an additional language are provided with sufficient support to enable them to make progress in line with their classmates. A teacher from the local education authority provides both support and advice for these pupils.
44. The teachers are particularly good at questioning the pupils and involving them in their own learning. In lessons involving shape and space, the pupils made significant progress because teachers and support assistants, helped the pupils to fully understand their work on two-dimensional and three-dimensional shapes through detailed questioning and explanations. Many pupils are given work that is well above that expected for pupils of their age. This ensures that they achieve their best.
45. Although the teachers implement the National Numeracy Strategy effectively, some of the lessons are too long, resulting in a lack of pace during the introductory sessions. However, the teachers' very strong subject knowledge enables them to respond very well to pupils' questions or to their lack of understanding. Almost all of the teachers make learning enjoyable and this results in most pupils thoroughly enjoying mathematics.
46. The co-ordinator provides good leadership and manages the subject well. He is keen to take on board new ideas to accelerate the pupils' learning. The quality of teaching and learning are monitored systematically by the headteacher, co-ordinator and local authority inspectors. This ensures that the co-ordinator has a detailed knowledge of how well the pupils are achieving, the quality of teaching and what must be done to improve the work further. Assessment procedures are well embedded and the information is used very effectively to plan future work and to set targets for individuals and year groups.

Mathematics across the curriculum

47. The teachers provide the pupils with good opportunities for speaking and listening and encourage them to use the correct mathematical vocabulary. Numeracy is used effectively in other subjects including English, design and technology, science and information and communication technology. In science, the pupils produce graphs to illustrate their conclusions and they make good use of computers to research their work in history and geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and attain high standards in all aspects of science due to very good teaching and support.
- Some excellent challenges extend pupils' scientific skills.
- Science is well led and very well managed.

Commentary

48. Results of the most recent standardised assessments in 2004 showed that pupils at the end of Year 2 attained standards well above average in science. Results were also above those found in similar schools. Inspection evidence found that standards in science remain well above average and that pupils' achievement is very good. This is similar to the last inspection.
49. Pupils in both Year 1 and Year 2 achieve very well in their science lessons. They enjoy the practical nature of the subject and thrive on the many exciting tasks set for them.
50. Teaching and learning in science are very good. Teachers have very good scientific knowledge and make very good use of resources to promote pupils' understanding. The practical approaches to finding answers lead to high levels of enthusiasm and a desire to succeed. Consequently, standards remain high.
51. Very good challenges are set for all pupils and those of higher attainment are extended very well with additional research. For example, in Year 2, higher attaining pupils were challenged through additional questioning which required them to think carefully about 'why a solid is a solid'. Animated discussion and investigation followed, leading to many interesting and varied answers.
52. Marking of pupils' work is very thorough and books are very well presented with some good use of literacy and information and communication technology skills to support pupils' work.
53. Science is well led. Monitoring is regular and has led to a clear awareness of the strengths in teaching and learning. Management is very good so that analysis of pupils' achievements has resulted in a careful focus on the promotion of thinking skills. This is helping to extend scientific understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

54. It is not possible to make a judgement about provision in the subject as too little teaching was observed. Inspectors spoke with the co-ordinator, staff and pupils, examined pupils' work and displays and the portfolio of pupils' work. By the end of Year 2, standards are above national expectations and all pupils, including those with special educational needs and those learning English as an additional language, make good progress. Resources have improved since the previous inspection and, together with continued staff training, this has enabled

the school to make good progress and maintain the standards seen at the time of the last inspection.

55. The co-ordinator provides good leadership and management for the subject and there are clear guidelines in place to help teachers to build on the pupils' previous learning. In addition, a very useful portfolio of pupils' work helps all of the staff to recognise what can be achieved by the pupils. There are good assessment procedures in place that help the teachers and learning support assistants to match the work to the pupils' different needs. This is particularly useful for the sessions where the pupils are taught in small groups in the computer suite and helps the pupils to develop good levels of skills. In addition, a computer club held at lunchtimes helps to improve the pupils' understanding and confidence.

56. There is good development of the pupils' information and communication technology skills through their work in other subjects. In literacy, pupils in Year 2 write poems and then illustrate them by cutting and pasting a picture linked to their poem. Graphs are produced after the pupils have collected data on different types of shoes, favourite fruits, musical instruments and the colour of eyes. Pupils are introduced to more advanced work in information and communication technology, for example Year 2 pupils have learned how information could be presented using a multi-media program. Overall, the evidence shows that the pupils are making good progress and attaining standards that are above what might be expected for their age.

HUMANITIES

57. No overall judgement is being made about provision in history and geography, as there was too little evidence. However, from the one **history** lesson observed and from scrutiny of work and discussions with staff, it is evident that a good and varied range of exciting historical activities is planned and taught. For example, pupils were keen to talk about a recent 'Victorian' focus in which they had dressed up, acted out different roles, and learned about the lives of Victorian children. During the inspection, Year 2 pupils undertook a day visit to Hever Castle. They showed very high levels of enthusiasm for all that they had learned during the day. History is well led and managed and the co-ordinator is very aware of the strengths of the subject and the areas for development. Some high quality displays of past work show that history contributes very well to pupils' literacy, information and communication technology and artistic skills.
58. From the scrutiny of pupils' work and from discussions, it is evident that **geography** meets requirements and that a good and varied range of activities takes place. Pupils make effective use of the local environment to develop their geographical skills, knowledge and understanding. Year 2 pupils are studying Tocuaro, a village in Mexico. They showed very high levels of enthusiasm as they made tortillas, observed pictures of life in the village, listened to Mexican music and gathered information from books. Their geographical skills were extended because of some very good teaching and provision of high quality resources. The very positive relationships in the class impacted strongly on pupils' very good levels of achievement, and they understood well the differences between the village and their own town. Geography is well led and managed, and assessment is developing well.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards by Year 2 are higher than those expected
- By the end of Year 2 pupils have a clear knowledge of Christianity, Hinduism and Judaism.
- Pupils have a good understanding of the need to be tolerant of others.
- The teaching provides the pupils with a good variety of learning experiences.
- The attitudes of pupils towards the subject are very good.
- The co-ordinator provides a clear direction for the subject.

Commentary

59. By the end of Year 2, pupils are attaining standards that are above those expected for pupils of their age and they achieve well. They are familiar with three major world faiths, the Christian, Hindu and Jewish faiths and are able to relate some of the stories of famous religious figures, such as those of Jesus and Moses. Pupils explain clearly that religions have different religious buildings, and books that are special to them and they can readily name and

describe the Bible and the Torah. Pupils understand that religions have various ceremonies and special occasions, and those in Year 2 describe in detail why Diwali is so important to Hindus and Hanukkah is important to Jews. Pupils achieve well because they are provided with a good range of opportunities to study different religions.

60. The quality of teaching and learning is good. Lessons throughout the school are well planned, and interesting ideas and information are presented to pupils. Teachers have good subject knowledge and, as a result of their planning of very suitable activities, all pupils, including those with special educational needs, make good gains in their knowledge and understanding. Teachers ensure the pupils' interest through a most thoughtful variety of learning experiences, such as asking thought-provoking questions, making good use of religious artefacts, providing drama activities and giving pupils the opportunity to express their thoughts and ideas at length through writing, sometimes using computers.
61. Pupils enjoy the range of activities and experiences provided, especially handling religious items and taking part in drama. They work well with other pupils when necessary, and they are keen to complete the tasks set. They readily offer their views and opinions when asked. Discussions with pupils show a considerable interest in the subject, and their attitudes are clearly very good. Pupils take care with the presentation of their work.
62. The subject co-ordinator is enthusiastic, and her leadership and management of the subject are good. She has had the opportunity to observe lessons; she has collected an array of pupils' work to illustrate the tasks being covered and has a clear understanding of the standards being achieved. This has enabled her to support her colleagues when required, such as in providing a suitably improving range of resources with which to enhance lessons, and she has contributed well to the maintenance of good standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. There was insufficient evidence to make a judgement about the overall provision in design and technology and music. A study of plans and samples of pupils' work in **design and technology** show that there is good coverage throughout the school, and the items produced are of a higher standard than expected. For example, Year 1 pupils make pictures with moving features, playground rides and purses, and pupils in Year 2 make post vans, castles, with a pulley drawer-bridge, and fruit salads. Components are carefully produced, and the items are most suitably finished. Teachers provide pupils with the opportunity to both plan and evaluate their work, and on occasions they also take apart commercially produced items to help pupils identify the components they need for their own product. Suitable materials and tools are also provided. Pupils talk enthusiastically about the work they produce, and they readily point out the need for working carefully and safely. Their attitudes are very good. Overall provision for the subject has been maintained since the last inspection, and the co-ordinator has contributed much towards this.

64. In **music**, evidence from hearing pupils in assembly and on a CD show that their singing skills are above average and it is evident that they thoroughly enjoy this aspect of the subject. The school takes every opportunity for the pupils to perform for parents and there are regular services held in Church which provide the pupils with opportunities for singing and playing instruments. A good number of pupils in Year 2 sing in the school choir which meets regularly and pupils are given the opportunity to learn to play the recorder. The evidence indicates that standards have been maintained since the previous inspection.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards are well above those expected by the end of Year 2 and the pupils achieve very well.
- The standard of pupils' observational drawing is a particular strength.
- Teachers provide very good clear advice and demonstration for pupils.
- Pupils show very good attitudes towards the subject, and take pride in their work.
- The co-ordinator has contributed very significantly towards the maintenance of the high standards.

Commentary

65. Pupils show skills that are consistently well above those expected in all aspects of their work. They produce most suitable work in three-dimensions, such as South American pottery in Year 2, they work well from their imagination, and they carefully produce work in the style of a variety of famous artists. However, they show particularly good skills in their observational drawing, either from the real items or from photographs. They take great care to study the subjects of their work very closely, often then producing minute detail in their own work. They show great care in their use of different types of pencils and considerable skill in producing realistic and well-proportioned images. Pupils in Year 1, for example, have produced detailed drawings of animals and landmarks in or near Eastbourne. Year 2 pupils have drawn most accurate pictures of street scenes and buildings in London.
66. The quality of teaching and learning is very good. Teachers' planning is very good, their subject knowledge is secure, they are confident in the subject and their expectations of the pupils are high. Teachers provide a wide variety of activities and experiences for pupils, organise sessions well and provide them with much support and advice. A wide range of resources is available, and teachers give clear and helpful demonstrations of all the techniques to be used. This helps to ensure that all pupils, including those with special needs, achieve very well. Teachers take great pleasure in producing displays of pupils' work that greatly enhance the learning environment.
67. Pupils' attitudes to their work are very good, and this contributes significantly to the very good progress that they make. They take their artwork very seriously, they are keen to master all the techniques and skills presented to them and they produce work of quality. They take great care with all aspects of their work, such as with the fine detail added to their pencil drawings, and the accuracy of their work when working in the style of others. They behave very well, and they collaborate successfully with other pupils when required to do so. They readily and confidently discuss work with both their teachers and with each other. This helps them identify particular features in the pictures and artefacts that they

study, as well as enabling them to spot ways in which they might further improve their own work.

68. The co-ordinator, who is currently away from school, supports her colleagues very well with advice, joins in lessons to see for herself the standards being achieved and has assembled a detailed portfolio of work. The co-ordinator has high expectations, and she is most keen that the school maintains its present high standards, where the emphasis is on quality. The contribution she has made to the subject's high standards and high profile show clearly that her leadership and management are very good.

Physical education

The provision in physical education is **good**.

Main strengths and weaknesses

- Teachers build effectively on what the pupils have previously learned.
- Pupils thoroughly enjoy lessons.
- There is a very good range of enrichment activities.

Commentary

69. In all classes the pupils achieve well and by the end of Year 2 they are attaining standards that are above national expectations. There is no significant difference in the standards attained by boys or girls and pupils with special educational needs, and those learning English as an additional language, attain in line with their peers. Good progress has been made since the previous inspection to maintain the above average standards.
70. Teaching and learning are good overall. The teachers make good use of the school grounds and the limited space in the hall for lessons. The teachers demonstrate good subject knowledge and they build effectively on the pupils' previous learning. This was seen in lessons where the pupils' ability to catch and throw a ball and to pass and dribble a ball improved. The teachers have good subject knowledge and they appreciate the importance of moving pupils from individual and paired activities to playing games in small groups, providing all pupils with good opportunities to develop their skills. The most able pupils confidently move into a space to catch and receive and teachers ensure that all pupils take a full part in lessons. The teachers help pupils to improve their performance by challenging them to stand further away when throwing and receiving.
71. The pupils are very well motivated and interested in the subject. They appreciate the importance of warming up before starting an activity and their enjoyment in being a 'jumping bean, runner bean, jelly bean', was plain to see. A particularly pleasing aspect is the way pupils support their peers, and the pleasure they show when a classmate succeeds. Their enjoyment of the subject is enhanced through their participation in the regular out of lesson sessions, for example, football and cricket.

72. The subject is well led and managed. Teachers are encouraged to take part in the training activities and participate in activities organised by local and national organisations. The school's success in physical education has been recognised by an Activemark Gold award.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The programme for personal, social and health education is very good and has a positive impact on improving pupils' personal development. The school follows the scheme of work produced by the local education authority and the school makes effective use of visits and visitors to develop the pupils' increasing awareness of their role in living in a community. Teachers plan programmes with a very good emphasis on relationships and the importance of healthy bodies through a good diet is an integral feature of the programme. The school has recently gained a Healthy School award. Circle time discussions are used for pupils to discuss a wide range of issues, for example thinking about how people help them at school. A school council has been introduced and the pupils are encouraged to put forward their view to the class representatives. The toilets were decorated and improved significantly as a result of the views expressed by the pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

