

# INSPECTION REPORT

**ST MARTIN'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Brighton

LEA area: Brighton and Hove

Unique reference number: 114539

Headteacher: Mrs L McMillan

Lead inspector: David G Collard

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> March 2005

Inspection number: 267860

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	251
School address:	Hartington Road Brighton East Sussex
Postcode:	BN2 3LJ
Telephone number:	(01273) 707114
Fax number:	(01273) 230774
Appropriate authority:	The governing body
Name of chair of governors:	Canon Beaumont Brandie
Date of previous inspection:	21 <sup>st</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

St Martin's Church of England Primary School is in the city of Brighton and Hove. There are 251 pupils on roll. Children start in the nursery class at three years of age and may continue to the end of Year 6. The diverse local area has changed over the last five years and now includes a high proportion of rented and bed-sitter accommodation. Pupils' socio-economic background is mixed.

The proportion of pupils eligible for free school meals (21.6 per cent) is in line with the national average. One pupil who speaks English as an additional language has joined the school very recently. The proportion of pupils from ethnic minority groups is lower than the national average. The proportion of pupils with special educational needs (25.9 per cent) is above the national average, but the number with statements of special educational needs (2.4 per cent) is broadly in line. Pupils' attainment on entry is below that expected nationally for their age and a significant minority have limited social and literacy skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11122	David Collard	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Special educational needs English as an additional language
8991	Pamela Goldsack	Lay inspector	
27667	Carolyn Renault	Team inspector	Science Music Physical education Foundation Stage
27602	Richard Perkins	Team inspector	English Geography History

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10 - 15</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15 - 17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18 - 30</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** with the potential to improve further. Children enter school with standards below, and a significant number well below, those expected nationally. Although standards are below those expected by the end of Year 2, pupils have achieved well by the end of Year 6. Teaching is good and moreover it is consistently good. The very good quality of leadership and management has been central in moving the school forward. As a result, the school provides very good value for money.

#### The school's main strengths and weaknesses are:

- Achievement is good through the school, although standards at the end of the Foundation Stage and Year 2 are below those expected nationally.
- Leadership and management are very good; the headteacher is very highly effective.
- Good teaching and learning are consistent throughout the school.
- Assessment is used very well to ensure all pupils are fully challenged.
- Attendance is below the national average and affects the learning of those who are frequently absent.

Improvement since the last inspection has been very good. Teaching is now good and often very good. Standards have improved in information and communication technology (ICT). Teacher expectations about what pupils can achieve have been raised considerably and are at the centre of school improvement. Standards in national tests have risen faster than expected and areas considered good at the last inspection have been maintained. The very good assessment procedures have been used particularly well to raise achievement.

### STANDARDS ACHIEVED

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

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

**Achievement through the school is good.** Children enter the school with standards below those expected nationally. A number have poorly developed social, literacy and numeracy skills. Achievement through the Foundation Stage is good because learning is focused well. Despite this, by the end of Reception Year, only a small proportion of children have achieved the Early Learning Goals<sup>1</sup>. Throughout the infants, pupils are taught the skills they will need for later learning and they make good progress. Nevertheless, by the end of Year 2, a number have not yet reached the levels expected for their age even though their achievement is good. Reading and writing levels are below those expected but in line with expected levels in mathematics. This is reflected in the Year 2 national tests where standards were well below average when measured against all schools and below average when measured against schools of a similar type. However, all the earlier good practices begin to come to fruition during the juniors and pupils are beginning to use their acquired skills in unfamiliar situations. This helps develop their understanding and so raise standards. In the national tests in 2004, pupils gained average results in English and mathematics although, because pupils are still finding difficulty in using more abstract concepts, they were just below average in science. More importantly, they made very good progress when comparing their results between Year 2 and Year 6 in both English and mathematics. Results in Year 2 and 6 have risen faster than

<sup>1</sup> Early Learning Goals are a set of national standards, which, it is expected most children will reach by the end of the Foundation Stage. They are set out into six different areas of learning: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

those nationally. Pupils in the present Year 6 will not do as well because of the high proportion of pupils with lower capability. Standards here are below those expected in English but in line with those expected for their age in mathematics and science. Standards in ICT are in line with those expected, a significant rise since the last inspection. In all other subjects, achievement is at least good. It has improved in music and physical education. Pupils with special educational needs make good progress and a number are achieving more than might be expected for their capability.

**Personal development, including that for moral, social and cultural development, is good and spiritual development is very good.** Behaviour is good because of the well-established procedures, the interesting and motivating teaching and the high levels of support that are provided. Pupils enjoy school, concentrate well and work happily together. Through the varied opportunities, they learn about the diverse world around them and how to be tolerant of others. They understand right from wrong and what they can do to become mature and purposeful members of their society. Attendance is below the national average although the school works hard to make sure children are at school. Continual absence affects the continuity in learning.

### **QUALITY OF EDUCATION**

**The school provides a good quality of education. Teaching is good,** partly because of the shared approach to good practice. No unsatisfactory teaching was seen and eight in ten lessons were good or better. The school works hard to ensure pupils are fully challenged. There is a realistic view that these pupils need time to gain firm foundations for their future learning and so this is carefully planned and reinforced. The benefits can be seen as pupils move through the junior years and become more confident in their own ability to question and think about their work. Assessment is used very well to check pupils are achieving at least as well as they should but often to challenge them to do even better. Many and varied methods are used to interest and motivate. These include good quality resources, an extensive use of visits, specialist teaching and practical activities. As a result, pupils learn well whatever their capability. The curriculum is very well balanced and all subjects are given a suitable priority. The care, welfare and safety of pupils are very well addressed. Parents are generally supportive of the school.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides a very highly effective lead to the work of the school and is very ably supported by the senior management team. There is an excellent clarity of vision, which is being translated into very effective improvement strategies. Planning centres on an understanding of the school's position and how to get the best from those involved. At the core of this work is a desire to provide the best opportunities for the pupils, enabling them to achieve their full potential. The governing body is very effective. Governors provide a high level of support and are able to challenge decisions from their comprehensive knowledge of the school. They fulfil all statutory requirements. Day-to-day management is very good. The school runs smoothly and staff feel confident about their work. This is because they understand the priorities, know what is expected and work effectively.

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

Parents are generally supportive of the school but a small number feel that they do not receive enough information and that behaviour should be better. This is not supported by inspection evidence as there are very positive procedures in place. Pupils enjoy school and are excited by the many and varied activities on offer.

### **IMPROVEMENTS NEEDED**

**As fully identified in the school improvement plan the most important things the school should do to improve are:**

- Continue the drive to raise standards in English, mathematics, science, history and geography.
- Continue working with parents to improve attendance.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

The standards pupils reach by the end of Year 2 are **below** those expected for the age of the pupils but **in line** with those expected by the end of Year 6. This represents good progress and pupils achieve **well** through the school.

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

- Achievement throughout the school is good for all levels of ability.
- Pupils make good progress by the time they leave the school and very good progress in national tests between Year 2 and Year 6 in which results have risen faster than those nationally.
- The basic skills of literacy and numeracy are given a high priority but no other subjects are neglected.
- Standards have improved since the last inspection.

#### **Commentary**

1. The majority of children enter the school with ability levels below those expected for their age but they achieve well through the Nursery and Reception classes. There are few children who have higher ability. The social and language skills of a significant minority of children in the nursery are well below those expected. They are unable to dress and undress independently and a small number cannot use the toilet unaided. The good teaching through the Foundation Stage quickly moves the learning on in all six areas of the Early Learning Goals<sup>2</sup>. Children settle and the very good relationships ensure that children learn how to take turns and play together. The development of speech and language and the rudiments of reading and writing are encouraged through interesting and varied activities. Many children in the Reception class are beginning to form recognisable letters although approximately a third can only trace these from templates supplied by the teacher. A high priority is placed on increasing the range of vocabulary to help with speaking and reading. The practical work in mathematics is helping to ensure that children count, sort and weigh and can recognise different shapes. The outdoor areas are used well throughout the day. The good use of visits and visitors means that children experience the world around them despite starting with poor general knowledge. They happily use the computers with confidence. Despite the wide range of activities and opportunities, the good teaching and the intensive learning, only a small number of children achieve the expectations of the Early Learning Goals by the end of the Reception Year.
2. Throughout the infants, pupils build upon the good foundations that have been laid in the Nursery and Reception classes. All levels of ability achieve well. Much of the work in Year 1 is concentrated on ensuring that pupils learn the basic skills of speaking, reading, writing and numeracy. This is developed by providing extensive first-hand experience. Teachers encourage pupils to discuss their ideas and so widen their vocabulary. In subjects such as history and geography they record their work carefully and use their increasing mathematical skills in practical situations such as when designing and making models. Even so, by the end of Year 2, pupils still have standards that are below those expected for their age although the basis skills are secure enough to make a rapid difference through the juniors. Here, the good work that has gone before starts to demonstrate signs of success. Pupils are learning to think for themselves, have an interest in learning and the skills to develop their understanding.

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<sup>2</sup> Early Learning Goals are a set of national standards, which, it is expected most children will reach by the end of the Foundation Stage. They are set out into six different areas of learning: personal, social and emotional development communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.



3. Results in national tests generally reinforce the inspection findings. In 2004, pupils then in Year 2 scored well below average results in reading and writing when compared to all schools and below average in mathematics. This is because a low number of pupils achieved the above-average Level 3. This was particularly the case in writing where no pupils achieved above the average level. Results were slightly better when compared to schools of a similar type. They were below average in reading and writing and average in mathematics. Test results by the end of Year 6 are much more encouraging. In English and mathematics, pupils gained average levels when compared to all schools nationally and above average when compared to similar schools. Results were below the national average in science although average when compared to similar schools. This is because the pupils do not have a wide understanding of the world around them. Significantly, when comparing the test results of these pupils from when they were in Year 2, progress against their prior attainment was well above average. The total numbers in each year group are small but the trend of improvement in both Year 2 and Year 6 over the last five years has been above that nationally.

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

Standards in:	School results	National results
English	26.8 (26.1)	26.9 (26.8)
mathematics	26.8 (26.8)	27.0 (26.8)
science	28.0 (27.4)	28.6 (28.6)

*There were 31 pupils in the year group. Figures in brackets are for the previous year.*

4. Standards in speaking and listening are below average at the end of Year 2 and average by Year 6. Achievement, however, is good because of the many opportunities to use language that are offered and so pupils gain a better understanding of the more varied use of vocabulary. A small number of more able pupils can speak confidently and use a wide vocabulary. However, a number, even in the juniors, have difficulty expressing their ideas and articulating their thoughts. Reading standards are below average in Year 2 and for those in Year 6. This is due to the particularly high numbers of pupils with special educational needs in this year group. Nearly half of the present Year 6 have been identified as needing intensive support. This also affects writing, where standards are well below average in Year 2 and below average in Year 6. There has been an intensive programme to help raise the quality of writing, and its effectiveness can be seen in the improvement in written work as pupils move through the school.
5. In mathematics, standards are equally low when children enter the school. However, pupils achieve well and make good progress through the school. By the end of Year 2, standards are still below average because of the intensive work that has to be done to reinforce simple number rules and pupils' confidence. Through the juniors, the improvement means that standards by Year 6 are close to those expected for pupils' ages. Pupils can confidently use their knowledge in a range of different situations such as in science and design and technology.
6. Standards have steadily risen in science over the last few years and are now beginning to reach the national average. For pupils in Year 2 and Year 6 they are in line with those expected for their age. Achievement is good as the progress pupils make through the school gains momentum. Again, practical and first-hand activities have been key factors in teachers' planning. This has allowed pupils to talk about their findings and to understand why things happen as they do. A good emphasis is placed on recording and hypothesising as a way of further challenging the thinking processes.
7. Standards in information and communication technology have substantially improved since the last inspection. By the end of Year 2 and Year 6, they are close to those expected for their age and a number are now starting to show levels above this. This is due to a concentrated

effort to provide more intensive lessons and to ensure that all the aspects of the subject are covered in depth year on year.

8. The school recognises that pupils at St Martin's need a very wide range of different experiences to enhance their knowledge and understanding. As a result, staff ensure work includes regular visits, visitors, specialists and themed weeks. These are working successfully but inevitably take time to have a full impact. For instance, in history and geography, pupils achieve satisfactorily although standards are below average because pupils, particularly in the younger years, have difficulty in understanding abstract concepts such as those linking past events to their own. In contrast, they are able to talk enthusiastically about what they have witnessed, such as a visit to Hampton Court. The provision in music has been carefully thought out and ensures that pupils achieve well. Pupils enjoy singing and opportunities to perform. Practical music lessons include elements of composing and listening. Provision in physical education includes the use of a specialist teacher from a local secondary school who has been able to provide an excellent role model for other teachers and to help develop better quality learning, resulting in good achievement. Similarly, in art and design, achievement is good. Pupils learn new skills but are also able to experiment and practise new techniques. Design and technology has a good profile as it is used to provide a way of improving pupils' thinking skills and to help them with decision-making and abstract thought. Achievement here is also good.
9. Pupils with special educational needs are catered for well and they make good progress towards achieving in line with their peers. Individual education plans are of good quality and develop the necessary small steps in learning. Assessments indicate that many of these pupils achieve above the level that might be expected of them. The number of pupils with English as an additional language is small in comparison with other schools but they also achieve as well as others. One pupil is at an early stage of learning English and had joined the school just prior to the inspection. Already her needs are being assessed and the local language service is in the process of identifying any specific support that will be needed.
10. The very wide-ranging assessment data firmly reinforces the good progress that pupils make through the school and shows that there is no complacency about ensuring pupils continue to do better. Teachers and pupils are given challenging targets based on a thorough understanding of how each individual is achieving. An example of this is the way that the school tracks progress in each subject and the headteacher then sets targets for the following year.

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

Pupils' attitudes to school are **good**. Behaviour throughout the school is **good**. Pupils' personal development including their moral, social and cultural development is **good** and their spiritual development is **very good**. Pupils' rate of attendance is **unsatisfactory**. Punctuality is **good**.

### **Main strengths and weaknesses**

- Very good procedures ensure a friendly and supportive school environment.
- Pupils' appreciation for learning and empathy for others are developed very well.
- Attendance is well below the national figure.

### **Commentary**

11. Pupils work hard and enjoy school. Their good attitudes have been maintained since the last inspection and they respond well to the good lessons and interesting activities the school consistently offers. Teachers have high expectations so pupils listen well and work productively. The school's very wide range of clubs and extra-curricular activities are well attended. All pupils of whatever ability, race or gender are fully included in all aspects of the school.

12. Pupils are well behaved throughout the school. The good provision for moral development is reflected in the school's behaviour policy, high expectations and the pupils' support for the rules in place. Pupils clearly know right from wrong and work hard to earn team points for good behaviour and best efforts. Because of individual problems, a significant minority of parents expressed negative views regarding the standard of behaviour. The findings of the inspection team do not support this opinion. The school is an orderly community with a good atmosphere for learning. It is noteworthy that pupils behave sensibly when moving around this three-storey building. Racial harmony is very good. Bullying occurs occasionally and the school responds quickly according to the guidance in its anti-bullying policy. This is generally effective but if there are more complex issues, the school seeks support from outside professionals. There were seven exclusions for poor behaviour over the last reporting year. The issues related to the very small number of difficult pupils were handled using a wide range of tactics. When all other avenues had been explored, exclusion was then used effectively. This resulted in successful outcomes to the problems.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	167	5	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	3	1	0
Mixed – any other mixed background	4	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	7	1	0

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

13. The spiritual development of pupils is addressed very well and pupils are able to reflect very often on what they have seen and done. The school places a very high emphasis on Christian values and expects pupils to follow a well-defined moral code of behaviour based around Anglo-Catholic traditions. Assemblies provide very worthwhile themes and pupils readily contribute their ideas here and in lessons. Pupils are very caring towards those less fortunate and take part in fundraising projects on a regular basis. They are well aware of world events and upon their return from the Christmas holiday pupils, parents and the staff quickly organised a fundraising drive for victims of the tsunami.
14. Pupils' social skills are developed well and parents agree that the school does a good job in encouraging pupils to become more mature. All adults are good role models and relationships throughout the school are good. Pupils relate to each other well in lessons when they discuss learning activities in pairs. Each class has two representatives in the School Council and they take their roles seriously. Pupils benefit from an interesting range of class trips to support the curriculum and extend social skills. The annual residential trip to Sayer's Croft provides opportunities for Year 6 pupils to become more independent and responsible.
15. Through the study of famous artists, famous people and different religions, for example, pupils' cultural development is good. The interesting range of trips and visitors to the school also provides opportunities for cultural enrichment. Each year the school participates in either the Brighton Festival or its own Art Week. The school has embarked on promoting pupils' awareness of cultural and ethnic diversity in Great Britain. There is good use of local places of interest and individuals to support these learning activities.

16. The rate of attendance is below what it was at the last inspection when it was judged to be satisfactory. The school's action to promote prompt, regular attendance is good and the most recent rate of attendance shows some improvement. Pupils are rewarded for good attendance and parents are regularly reminded of their responsibilities. The school works closely with the education welfare officer to support families. However, due to strained family circumstances and recurring illnesses, some parents have difficulties bringing pupils to school every day. Holiday absence during term also contributes to the authorised absence rate. Consequently, the learning of those involved is adversely affected, as they have to catch up on work that is missed. There is no truancy and the unauthorised absences result from parents who ignore the school's enquiries and fail to explain absences.

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

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.6
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 provided by the school is **good**. Teaching and learning are both **good**. The curriculum is **good**. The care, welfare and safety of pupils are **very good** and parents generally appreciate the **good** procedures to support them. There are **very effective** links with the local community and **good** links with other schools.

**Teaching and learning**

Teaching and learning are **good**. Assessment is **very good**.

**Main strengths and weaknesses**

- Good teaching is consistent throughout the school; pupils learn well.
- Planning is adapted well to the needs of individuals.
- Behaviour management is good, despite the views of a small number of parents suggesting otherwise.
- Pupils with special educational needs are provided for well.
- Very good assessment procedures are at the centre of the work in lessons.

**Commentary**

17. Teaching throughout the school is good and moreover it is consistent. This is one of the reasons why pupils learn well. Improvement from the last inspection, when there was a significant level of unsatisfactory teaching, has been very good. During this inspection, no unsatisfactory teaching was seen and over eight in ten lessons were good or better. Nearly three in ten were very good or excellent. Specialist teachers taught both of the best lessons. This is a testament to the intensive and successful professional development that has taken place over the last four years. Teachers are enthusiastic about what they do and there is an air of confidence amongst the teaching staff about the challenge and opportunities that are offered to pupils.

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	6	18	3	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

18. Teachers have good subject knowledge and it is very good in the Foundation Stage. The management team have worked hard to identify individual weaknesses and to provide professional development where it is necessary. In ICT, for instance, this has involved a review of the capability of each teacher and learning assistant, and a concentrated programme of training linked well to the subject improvement plan. It has resulted in much better teaching and the achievement of pupils has risen.
19. Planning for lessons is very comprehensive. The school recognises the low starting point of many pupils and the wide range of capability. Through discussion, various initiatives have been introduced to ensure lessons are challenging and provide first-hand experiences. There is a balance between using the nationally-agreed subject guidelines suggested for each year group and adapting these to the needs of pupils. Teachers set realistic levels of challenge because they have made good use of the assessment information. Planning is thorough. In one Year 1 lesson, for example, the work on ordinal numbers, designed using the national numeracy unit plan, started with an intensive mental starter to reinforce the knowledge that had been learnt from the previous lesson. This was followed by an introduction on the new skills identified in the planning and then independent tasks were set. The teacher, aware that a significant group of pupils would need to visualise the rather abstract concept of first, second and third, then provided a learning assistant to take this group outside to play games and discuss the order of the numbers. The higher ability pupils were given written problems, designed from other material, that would move their learning on at a much faster rate. By the end, the progress made by all pupils was high. Teachers have worked hard to ensure that as pupils move through the school, they are given the chance to use the knowledge they have gained. They are encouraged to think for themselves and to make their own decisions. The range of resources is very good. There is high quality equipment available, such as in art and design where the pupils working on batik have used tjanting tools to make their wax-resist designs. Visits, visitors and specialists are encouraged to work with the classes and the school actively and successfully seeks extra funding to further widen these opportunities.
20. Lessons start on time, there is an urgency to get through the work and teachers ensure that the pupils know what is expected. For instance, teachers make sure that the objective for that day is shared with the class. Novel methods are used to gauge understanding as the lesson progresses. This can include a thumbs up or down or by showing one to five fingers. When independent work is introduced, teachers will often say *"I expect you to have completed this by the end of the lesson"*. This all results in classes that work hard, concentrate well and know what they are doing. Behaviour is rarely a problem during lessons, despite there being a number of pupils who would challenge the authority of the teacher. However, the school is equally realistic that they need to have a variety of different approaches for when there is misbehaviour. A small number of parents feel that behaviour in the school is not managed well, but this is not so. There are firm and comprehensive policies in place, which all teachers fully understand. This might include high levels of learning support, intervention by senior members of staff or structured behavioural programmes. In a small number of cases where extreme and inappropriate behaviour has happened, then exclusion has been successfully used to defuse the potentially difficult situation. As a result, lessons have continued to be orderly, well managed and interesting. However, parents often hear about the initial incidents but are not kept fully informed about how they are resolved.
21. Homework is used well and, particularly in the juniors, the tasks are very relevant and provide a further enhancement to what is learnt at school. Parents understand what is expected and say that teachers encourage and actively value the work when it is returned. Pupils with

special educational needs have good levels of support where individual needs are closely identified. The co-ordinator spends much time within the Reception and Nursery classes to check on children's progress so that intervention can be given at an early stage. As pupils progress through the school they continue to be monitored and the support adapted as they improve. This might involve separate work linked to the class lesson, specialists from outside agencies or more innovative methods such as the programme used to develop better physical skills. Two lessons seen involved learning better co-ordination through balancing, walking correctly and making small animals out of putty. The advantage of these activities, designed to improve the skills of pupils, were benefiting the presentation of work and general body co-ordination as well as improving overall learning ability.

22. Assessment throughout the school is very good, and is much improved since the last inspection. Teachers mark work thoroughly and understand its importance in moving on achievement. Different systems are trialled to test their effectiveness. All subjects are assessed and the information collated and analysed. In the core subjects of English, mathematics and science, this is combined with national and local data to provide a balanced view about the school's progress as well as individual achievement. It is used each term to set targets for groups of different abilities. These are displayed in books and on the wall and pupils are expected to check their own progress. These are readjusted in light of further ongoing information. At the end of each academic year, all teachers make final assessments. The headteacher analyses these in detail and, with her knowledge of each pupil, can check the levels of progress. Targets for the following year are based on this comprehensive information and further discussions take place where it is felt that a particular pupil could do better. This enables extra support to be given and thus all pupils, whatever their capability, make good progress. At a whole-school level, assessments are the backbone of moving the school forward because they are linked well to planning, better teaching and the achievement of pupils. They are compared carefully to ensure that the school is able to place itself in a national and local context. In addition, the work of each teacher is also analysed to help inform the systems for professional development.
23. These strong aspects of teaching, along with the thorough assessments seen in all classes, are the reason why pupils learn well. There is an expectation that pupils will always do their best, they will present work neatly and teachers, for their part, make sure that lessons provide challenge, with exciting displays adding to the intensive learning environment.

### **The curriculum**

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

### **Main strengths and weaknesses**

- There is an appropriate priority placed on developing communication skills and personal, social and behavioural skills throughout the school.
- Links with the community, visits, visitors and the very good range of lunchtime and after-school activities all enhance pupils' learning very effectively.
- Innovative partnerships with the Brighton and Hove Music Service and the Youth Sports Trust have enriched provision for sport and music and also enhance pupils' attitudes and self-esteem.
- Teachers are making increasingly good links between work in different subjects to make learning relevant and interesting.
- Children in the Reception class have more limited access to outdoor play because there is insufficient covered space for use during wet weather.

### **Commentary**

24. Good improvements have been made to the curriculum since the last inspection. There has been very good improvement in ICT and physical education (PE) since the last inspection.

Provision is now good for all subjects and very good arrangements have been made to develop pupils' sporting skills in spite of the lack of a school field.

25. The curriculum in Years 1 to 6 meets statutory requirements and is well planned to cover all National Curriculum subjects, religious education, sex and drugs education and personal, social and health education. Appropriate emphasis is placed on consistent reinforcement of high expectations for good behaviour and respect for others in personal and social education, which creates a very good environment for learning. Daily provision of fruit, carrots and water encourages healthy eating habits.
26. The basic skills in literacy, numeracy and ICT are given good attention and are applied and incorporated well into other subjects. There has been good improvement in science since the last inspection, with pupils now having good opportunities to develop investigative skills through practical activities. Extra "booster" support is offered to prepare for national tests at the end of Year 6.
27. The Foundation Stage curriculum has been developed to ensure that it is based securely on national guidelines. It provides a good balance between the six different areas of learning and is well planned to match children's needs. Children in the Foundation Stage are given very good encouragement to develop social skills. The provision of carrots, fruit and water as healthy snacks emphasises the importance of healthy eating and pupils are encouraged to develop good personal hygiene habits by washing their hands before eating and learning about brushing their teeth regularly. Children achieve very well in this area because of the consistent teaching and encouragement they receive. A difficulty with the provision is that children in the Reception class do not have continuous access to an outdoor area and the full range of outdoor activities because of the lack of a covered play area for this class. As a result, outdoor work has to be highly organised rather than being spontaneous. There are very good arrangements made to ensure that children are helped to settle down quickly and become confident and happy when they first start school.
28. Curriculum enrichment opportunities are very good. The school has a growing reputation for success in sporting competitions such as football, netball and athletics and pupils benefit from having regular access to a swimming pool. The school regularly invites local artists and musicians to work with the pupils and provide inspiration, for example in producing the decorative tiles displayed in the corridor. Participation in local arts events is good and cultural diversity is addressed appropriately.
29. There is a very good variety of clubs, with every teacher contributing to at least one after-school activity. These include sports, chess and board games, drama and choir. Participation in these activities contributes well to the pupils' personal development as well as enriching their sporting and musical achievement and providing the opportunity for performance.
30. Very good links exist with the church and the wider community, including other schools and colleges. The parish priest is a regular and welcome visitor and pupils regularly participate in church services. Pupils are well prepared for transfer to their local secondary schools.
31. The school is well resourced to meet the needs of the curriculum and a good match of staff expertise to the curriculum has been achieved. Accommodation is satisfactory overall, although the different levels of the school make access difficult for some. This is recognised in the school's accessibility plan and plans are being put in place to improve the situation. The school has made good arrangements to use a local field for sport, thus overcoming the lack of a school field. The school is clean and well maintained and good efforts are made to make the limited outdoor space attractive with a mural, flower tubs and hanging baskets.

### **Care, guidance and support**

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

## **Main strengths and weaknesses**

- All members of staff are committed to very high standards of health and safety, and routines are followed consistently.
- The academic and personal development of all pupils is very well monitored and the results used to extend learning very well.

## **Commentary**

32. This is a very caring school where the safety and well-being of all pupils has a very high priority. Provision in this area is even better than it was during the last inspection. The governors' premises, health and safety committee takes the lead in making sure that risk assessments are up to date and carried out regularly. The school benefits from their professional expertise. Risk assessments are carried out before pupils depart for trips and outside activities. The headteacher is the named teacher responsible for child protection. Arrangements to provide for child protection are very good and all staff members are sure of their roles. The headteacher is very experienced and maintains very good links with outside support agencies. There is an ample number of staff trained to administer first aid. Pupils are well supervised at all times. The needs of pupils with particular allergies or ailments are well known to staff responsible for their care. The school involves outside agencies very well so that pupils and their families can receive expert individual help when needed.
33. The whole-school approach to assessing pupils' academic progress is very effective and has improved significantly since the last inspection. The school monitors pupils' personal development very well so that support and guidance are based on very good knowledge of the individual. Parents are kept informed about personal and academic development during informal meetings, consultation meetings and in the pupils' end-of-year reports. Displays highlight pupils' own work, and assemblies and the Special Mention Book celebrate their best efforts.
34. The school values its pupils' ideas well and the school council is a good forum for them to express themselves. Each councillor surveys the views of his or her classmates and they meet every half-term to discuss ways of improving the school community. Pupils are pleased that the school acts on their ideas. The school most recently acted on their suggestions regarding fixtures and fittings in the new lavatories and installed a 'buddy bench' in the playground. The Student Council and Circle Time provide pupils with opportunities to discuss relevant issues such as methods to discourage bullying. Pupils feel they can confide in at least one member of staff either directly or privately by writing a note and putting it into the classroom 'Feelings Box'.

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

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

## **Main strengths and weaknesses**

- Parents are provided with very good information about school life and how well their children are doing.
- Very good links with the community enhance learning opportunities.
- Very good links with other schools help to enrich the curriculum.

## **Commentary**

35. The good partnership between the school and parents has been maintained since the last inspection. The quality of information provided for parents is very good and helps to support the partnership between home and school very well. The prospectus and governors' annual



reports contain all of the required information in an attractive and parent-friendly format. The headteacher's weekly newsletter is very informative and helps to support the school community by making sure all parents are fully briefed about events and in good time. The outdoor display board is regularly updated with school and community information. A significant minority of parents feel they are not well informed about their children's progress. The inspection findings do not support this view. There is good attendance by parents at the regular consultation meetings with teachers. Pupils' end-of-year reports meet requirements, are well written and fully inform parents about pupils' progress in each subject. Targets for improvement are relevant and clearly expressed. An overview of the curriculum for each class is distributed to parents each term.

36. The school values its link with parents and welcomes their opinions. The school surveys parents' views and considers them when making decisions. The school increased the number of clubs and sports activities in response to parents' wishes. All members of the staff are friendly and easy to approach. Questionnaire results confirm that parents are comfortable about approaching the school. Parents provide good support for learning by ensuring that their children complete their homework and by reading at home and helping with projects. Many parents take advantage of the different workshops for helping with specific subjects that the school organises regularly. The PTA is led by a small group of dedicated volunteers. Their events such as the Christmas and Summer Fairs and social activities receive good support from other parents and the local business community. Their activities are successful and provide valuable extra resources such as large outdoor play equipment and items for individual classrooms. Parents and grandparents volunteer to help in school with reading, arts and crafts and working parties for special projects. As a result of a parents' link, a large company located nearby agreed to decorate classrooms.
37. The very good links with the community and other schools reflects improvement since the last inspection. The headteacher draws upon a wide range of organisations to help secure resources and extend learning for all pupils. Her approach is innovative and successful. For example, one member of staff was supported well in producing an outdoor mural in the playground. This teacher was able to bring together a local construction company for materials, an electricity company for extra funding and local artists to help pupils with the painting. All pupils in Year 5 receive specialist music tuition on brass instruments as part of the link with a government-funded scheme. Pupils receive extra coaching from local sports specialists.
38. There is a well-planned induction for Year 6 pupils to prepare them for transferring to secondary school. The school has an established programme of induction with seven schools in the area. The school helps parents to organise their visits to open days with their children. The headteacher works closely with parents to work out alternatives if pupils do not secure a place at their first choice of school. Teachers from the secondary schools visit pupils and there is regular liaison between schools to make sure pupils are well supported in Year 7.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The work of the governing body is **very good**. The headteacher provides **excellent** leadership.

### **Main strengths and weaknesses**

- The headteacher's leadership style is very highly effective and key members of staff provide good support.
- The governors' strategic view and understanding of strengths and weaknesses enable them to provide a very high level of support and challenge.
- School self-evaluation is very comprehensive and well tuned to school needs.
- School improvement planning is very effectively linked to performance management practices.
- Induction, development and support for staff are of a very high quality.

## Commentary

39. The central reasons for the good achievement of children by the end of Year 6 from a low base on entry are the quality of leadership and management and the very good progress that has been made since the last inspection. The school's performance has been especially impressive since the appointment of the current headteacher five years ago when there were a number of substantial barriers to be overcome. Behaviour was not as good as it should have been and some teaching was mediocre. In addition, the changing socio-economic circumstances of the surrounding area had lowered standards of attainment on entry. The absence of a playing field and the restricted nature of outdoor play space could have curtailed elements of the physical education curriculum. The headteacher has shown resolute and very well focused leadership in her development of a high quality team of teachers. This highly dynamic approach has succeeded very well in creating a shared commitment to the continual raising of standards among all concerned. Effective leaders, who share the headteacher's vision and dedication, contribute well to the development of curriculum, teaching and learning. In 2000, an audit by the local education authority helped the headteacher to implement a series of changes that would subsequently shape the school improvement plan over the next four years. This has directly linked the improvement of teaching to the school's priorities for raising standards. Staff who have found difficulty in implementing the high ideals have been given concentrated support. As a result, the quality of the school's overall provision has substantially improved and pupils' achievement has risen.
40. Subject leadership is good overall and co-ordinators have the skills to raise standards in their subjects. This is particularly so for English, maths, science and ICT, where the school's priorities have been focused on raising standards. Other subjects have not yet had the same amount of effort dedicated to them but there is evidence that an impending revision of the curriculum will rectify this. Curriculum development is a very thorough and systematic process. The school improvement plan is seen as a very valuable management tool, and as a working document, it receives a high profile. It demonstrates a thorough and very well researched understanding of the school's trends and current status. Subject leaders are well organised and produce effective action plans, which are integral parts of the planning process. School leaders and governors monitor the central plan very closely. The new deputy head was appointed very recently and, after being subject to the school's very supportive induction programme, has recently begun to have the opportunity to contribute in a significant way to school development.
41. Teachers and support staff co-operate well. They work hard and are very enthusiastic, following the headteacher's example. They are keen to raise standards. Teaching and learning and children's achievements are monitored closely. The school's performance is monitored with much attention to detail and as a result, the rate of children's achievement increases as they progress through the school. This is done through examination of teachers' subject plans, scrutiny of children's work and the observation of lessons. Senior staff monitor teaching and learning thoroughly in the core subjects and consequently are well aware of strengths and weaknesses. The personal development of classroom staff is closely focused on improving classroom practice. Performance data are examined meticulously to track pupil progress and set targets for future improvement.
42. The governing body is very well led and provides very good levels of challenge and support. Governors are well trained and have a well-balanced range of interests and skills, including the ability to provide critical friendship to the headteacher and senior staff. They are very committed to, and supportive of, every aspect of school life and ensure that all statutory duties are met. Terms of office have been carefully arranged so that there is continuity and knowledge over time. Governors have a very well tuned understanding of strengths and weaknesses, in part due to the very well developed partnership between the headteacher and the chairman. The governing body and its committees closely monitor policies and practices. They too have a very well refined understanding of the school. Governors are very closely associated with school life, which they see as a vibrant heart in the local community. They

provide invaluable support for the headteacher and have very effectively helped to guide the school through all its challenges.

#### **Financial information for the year 2003-4**

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

Income and expenditure (£)		Balances (£)	
Total income	627,285	Balance from previous year	37,094
Total expenditure	631,458	Balance carried forward to the next	32,921
Expenditure per pupil	2,410		

43. The office staff are very welcoming and provide good levels of administrative support for the headteacher and others. The financial management of the school is good. The governing body has been increasingly successful at managing budgets over the years. The budget supports the provision of a good number of classroom support staff, who contribute well to teaching and learning. The school's income per pupil is below average. Governors seek to ensure that the principles of best value inform their spending decision. They compare the school's performance with similar schools, consult parents and provide appropriate challenge for school improvement. The carry-forward has been cleverly earmarked for future spending requirements. Taking into account pupils' good achievements and the good quality of education provided, the school gives very good value for money.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is **good**. The school has made **good** progress since the last inspection, with improvements in outdoor provision and shared use of space and resources between the Nursery and Reception classes. Very good arrangements are made to help children settle into the Nursery and Reception classes when they first start school.

- Good teaching ensures that children achieve very well, particularly in developing personal and social skills and speaking and listening.
- Very good management and good leadership by the Foundation Stage co-ordinator has improved the collaboration and planning between Nursery and Reception.
- There is good planning, record keeping and use of assessment to identify the next step in children's learning.
- Very good attention is paid to children's care, health, welfare and safety.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**, as it was at the time of the last inspection.

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

- Good routines are established to ensure children are settled and secure in school.
- Relationships are very good between children and adults and between the children themselves, so that they learn to be caring and to share and take turns.
- Good attention is given to developing children's independence in dressing and undressing and personal hygiene and establishing the importance of healthy eating.

#### **Commentary**

44. Standards are below national average levels overall. Most children enter Nursery with standards well below national average levels. Many are unable to dress or undress independently or use the toilet and most children do not readily initiate interactions with other people. However, with good teaching, they rapidly grow in self-confidence and independence, forming good relationships with adults and peers and developing awareness of the needs of others. Although achievement is good, only a minority of children are likely to attain the national goal for this area by the end of the Foundation Stage.
45. Both the Nursery and Reception classrooms are well organised to encourage the development of independence in accessing activities and resources with minimum adult intervention. The adults model and encourage polite social language, saying "please", "thank you", "excuse me" and "sorry", for example, during snack and drink times and during free play. Good planning and collaboration between all the teachers and teaching assistants in the Foundation Stage mean that children have lots of opportunity to work alongside others in a whole-class situation or in small groups as well as individually, thus learning how to share and play together. In the Nursery most children show enjoyment in playing alongside others. By the time they are in Reception, they begin to interact more with one another, sharing toys and taking turns on larger toys such as trikes and the climbing frame. They also show more sustained concentration on chosen activities. Good links with parents and carers help children prepare well for Nursery and Reception classes and children settle well because the teachers provide regular routines and a structured day.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** as it was at the last inspection.

### Main strengths and weaknesses

- Good planning provides an interesting range of activities, which promote the development of speaking, listening, reading and writing across the curriculum.
- Good use is made of opportunities to practise and develop language for communication.
- Supporting adults need to focus more deliberately on speech and language development opportunities.

### Commentary

46. Most children begin nursery with speaking and communication skills well below national averages. Even though teaching and achievement is good, only a small minority of children are likely to meet the national goals in this area.
47. Good teaching, using a mixture of whole-class and guided group work and learning through play, means that children have good opportunities to develop speech and language. In the best teaching seen during the inspection, every opportunity was taken to increase children's vocabulary. For example, in a Reception class PE lesson, the teacher introduced words such as "galloping" and "hopping" and while they were changing after PE, the children were encouraged to use complete sentences as they told the teacher about things that had happened to them at the weekend. Good questioning by the nursery teacher during group-work encouraged the development of language for thinking. Some of the other adults working alongside the children during group work missed this opportunity and so children did not develop as well as they could have done. This is an area highlighted as an area for development across the Foundation Stage.
48. There are planned opportunities throughout the day for children to write for a purpose and develop and practise their reading and writing skills. Attractive paper, envelopes, stickers and pencils encourage independent writing. Most children in the Reception class are beginning to form some recognisable letters and compose simple sentences. Approximately one-third of the class are still only able to trace over words scribed by an adult but the more able children can write their own names and know that names start with capital letters. They enjoy listening to stories and looking at books and can retell simple stories. The most able children in Reception class know the names of favourite authors and use terms correctly. Teachers use good strategies to track individual children's achievement and ensure that children of all abilities are appropriately challenged in their learning.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**, as it was at the last inspection.

### Main strengths and weaknesses

- Good teaching provides opportunities for children to develop counting skills and learn mathematical vocabulary in a variety of activities.

### Commentary

49. Standards in mathematics are satisfactory overall. Teaching and learning are good and achievement is also good, although there is a very wide range of ability and only the more able children are expected to achieve the national goals at the end of the Foundation Stage.

50. Opportunities are taken throughout the day to encourage children to count and develop mathematical vocabulary and skills. For example, the children's working groups in the Reception class were named after mathematical shapes, so that all the children knew the name and shape of circle, square, triangle, pentagon, oblong and hexagon. The emphasis is on children gaining understanding through practical experience, so that they learn to count orally through rhymes and songs and play activities. Most children are able to count accurately from 1 to 10 and some able children count and recognise numbers to 20. The outside area is well used for numbered hopscotch and other investigative activities such as sorting, weighing and measuring each other's height using sticks. They develop good understanding of vocabulary such as "longer than" and "shorter than". They enjoy the activities and develop positive attitudes towards mathematics.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**, as it was at the last inspection.

### **Main strengths and weaknesses**

- Activities are well planned to engage children's interest and broaden children's experiences.
- Adults provide good support and encouragement for children to develop their skills of observation.

### **Commentary**

51. Standards overall are below national average levels. The good leadership of the Foundation Stage co-ordinator has resulted in interesting first-hand experiences to widen the children's knowledge and understanding of the world. Teaching and learning in this area is good and the children's achievement is good, although most pupils will not attain the national goal at the end of the Foundation Stage because of their poor language skills and poor general knowledge.
52. Very good use is made of visitors from the local community, such as mothers and babies. The Lollipop man and school cleaners and caretaker talk to the children about their jobs. A good range of visits is also organised, such as recent trips to Stanmer Park and Preston Park, the Nursery visit to the Post Office and the Reception class visit to a garden centre. Visits and visitors stimulate the interest and curiosity of the children.
53. Design and making skills are developed through using a range of tools and equipment such as card, scissors, glue and crayons. The computer is used readily to support learning, and children have appropriate ICT skills, for example manipulating the mouse to move shapes on the screen. Links with the local church help the children develop an awareness of their culture and belief.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The outdoor classroom has been well resourced and now provides good opportunity for pupils to move with increasing self-control and co-ordination.
- Good opportunities are provided to develop confidence and control in handling natural materials, equipment, tools, and construction toys, which helps develop manipulative skills.

## Commentary

54. There has been good improvement since the last inspection. Standards in this area are satisfactory. Teaching and learning are good and children's achievement is also good. Children make good progress in this area and the majority are expected to reach the national goals at the end of the Foundation Stage. Good planning and teaching mean that the outdoor classroom is used throughout the day, although the lack of a grassed space is still a limitation. It has become a natural extension of the two main classrooms and its use has been well planned to provide opportunities for the development of children's physical skills. Wheeled toys, a small trampoline and fixed climbing equipment offer good opportunities for children to climb, jump and move freely and safely, developing their skills of balance and control. The Nursery class benefits from a covered area so that the outdoor space can be used in all weathers, but the Reception class lacks this facility and this limits the continuous use of the outdoor space for physical development.
55. During the inspection, a PE lesson in the hall was observed, during which the children in Reception class developed skills of hopping and balancing and moved with consideration of others and a good sense of space. The teacher's high expectations and good teaching ensured the children learnt well and enjoyed the lesson.
56. Children have lots of opportunities to handle small tools, equipment and toys, developing their manipulative skills. Good teamwork between the teachers and teaching assistants enables the children to develop fine and gross motor skills. Most children are in line to attain the national goal in this area.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**, as it was at the last inspection.

### Main strengths and weaknesses

- Children are given good opportunities to experiment with a range of materials and ideas through creative play and guided activities.
- There is a good balance between the teaching of skills and knowledge and the provision of opportunities for children to experiment and reinforce their skills.

## Commentary

57. Teaching and learning are good and because of this, the achievement of children is also good. Because of the good provision, many of the children are in line to attain the national goal at the end of the Foundation Stage. Good planning by the teachers links ideas across several areas. For example, during a recent topic on transport, children in Reception were able to paint and make models of cars and vehicles, dance "The Locomotion" and role-play travelling on planes and trains. Children are able to experiment freely with materials such as paints and crayons, glue and fabrics to explore colour, texture and shape in making pictures and models. During the inspection, the Reception children worked in groups to make a large junk model dinosaur whilst children in nursery enjoyed exploring different textures and media using chalk and wax crayons to make brick rubbings and chalk pictures on the playground surface. The children learn lots of songs and rhymes, such as the "Are you ready?" song and "Thank you prayer" in nursery and enjoy exploring the different sounds of percussion instruments.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils achieve well as they progress through the school, from a low base on entry.
- Subject leadership is very effective.
- The quality of teaching and learning is good.
- Assessment practices are very well developed.
- Standards of attainment continue to be below average throughout.
- The attitudes and behaviour of pupils are good.

#### Commentary

58. Children make good progress through the school due to the focus on improvement, and standards have been gradually rising. This is evident in national tests over the last few years despite variations due to the make-up of certain year groups. National test data from 2004 shows that in Year 2, standards in reading and writing continued to be well below the national average but were average in Year 6. This represents very good achievement from entry when attainment is below average. It is expected that the current Year 6 children will temporarily interrupt the trend of improvement, as they were the pupils whose performance dipped at Year 2 in 2001. This year group has 42 per cent of its pupils on the special needs register. In 2004, standards in both reading and writing tests at Year 2 were well below average when compared with similar schools but the outstanding value the school adds to children's achievement enabled Year 6 pupils to achieve very high standards compared with these schools.
59. The inspection found that pupils achieve well, including those with learning difficulties, the small numbers of bilingual children and higher attainers. Pupils with learning and behavioural difficulties are well supported and every effort is made by staff to raise their attainment by very carefully planned work, good support and encouragement. In all year groups, there is a wide span of ability. Boys have done better than girls in tests but the inspection found that this difference was not apparent during lessons. The school is working hard to raise all children's achievement.
60. Standards in speaking and listening are below average at the end of Year 2 and barely reach average by Year 6. More able pupils speak confidently and make themselves understood but other pupils are limited by a restricted vocabulary. Consequently, less articulate pupils' understanding and ability to communicate across the curriculum is hampered.
61. Pupils achieve well in reading, from a low base. Standards are below average in Years 1 and 2 and progress has been modest recently due to the drive for improvements in writing. Progress by older pupils has been satisfactory but standards at the time of the inspection were below average. The guided reading lesson has been timetabled separately from the literacy hour in order to give greater focus to the skills of reading. During this session, pupils have the opportunity to read individually, or in groups with support. All pupils are encouraged to read with parents at home, although there was some evidence to show that this does not happen for some, particularly the less able. Most are clear about the strategies they require to work out how to read words and sentences and most tackle their books confidently. About half the pupils have developed preferences for their preferred reading material. Book areas are well organised and presented, with books in good condition and there are many displays of books linked to work being undertaken, around classrooms. There is an attractive reference library, mainly used by older children, with a modest collection of well-displayed and accessible books. Reference books for Years 1 and 2 are kept in topic boxes near the



classrooms. Library skills are reasonably well developed by Year 6, with most pupils able to access books and their contents using a menu system.

62. Teachers are working hard to drive up standards in writing. In Years 1 and 2, performance continues to be well below average but there is a trend of improvement over time and it is here that the effort by staff to raise standards begins to take effect. Pupils' achievement continues to gather momentum towards Year 6 due to the high quality of teaching and support they receive. As part of the effort for improving standards, increasing emphasis is placed on writing, which has a relevance through links with other subjects. Pupils are provided with well-planned opportunities for writing in a variety of styles and their work is celebrated in displays. Very good examples of this were found, from a lesson on re-telling a story in Year 1 using simple sentences, to the development of balanced arguments using exemplification at Year 6. Standards of handwriting improve noticeably through the school and there is clear evidence of a systematic approach to the teaching of spelling and grammar, although standards in all three are below average overall.
63. In the lessons seen, teaching ranged from satisfactory to very good and was good overall. It is evident from lessons and work seen that some of the teaching is of a very high quality. Here there is an emphasis on helping pupils to develop their literacy skills through very effective assessment and analysis of performance and very good planning. Good use is made of group and individual targets. Tracking of pupil progress is very comprehensive, enabling teachers to modify lesson plans and provide suitably differentiated work. In Year 3, pupils were able to develop an understanding of the meaning of character in stories. This was due to the teacher's high expectations, good level of pupil knowledge and careful questioning about comparisons with Little Red Riding Hood. Pupils concentrate well in lessons throughout and work hard. Children receive good quality feedback about their work because teachers adhere to the school's marking policy of formative and constructive criticism.
64. The subject leader has a very clear view of what needs to be improved and has worked very well to put improvement strategies in place. She has a high level of personal literary knowledge and skill and sets a very good example of practice for her colleagues. Pupils' work, teachers' planning and assessment results are monitored very closely, in order for advice to be offered to teachers and to inform the high quality target-setting procedures.

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

Pupils are increasingly being provided with opportunities for using their language and literacy skills in other subjects. In a Year 5 lesson about recycling, children were required to find different ways, according to their level of ability, to communicate to people the benefits of recycling. Opportunities for practising literacy skills using computers were only seen to a limited degree in lessons but there was evidence around school and in pupils' work of them being provided.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- From a low starting point, the pupils achieve well by the time they leave the school and results in national tests in Year 6 are good.
- Teaching and learning are consistently good.
- There is strong leadership of the subject by two experienced co-ordinators.

### **Commentary**

65. Children enter Year 1 with standards below, and often well below, those expected for their age but all make good progress. Although standards at the end of Year 2 are still below those expected for the age of the pupils, they have increased their knowledge well and have built good foundations upon which they are able to extend their mathematical understanding during the juniors. As a consequence, standards are in line with those expected for their age by the end of Year 6. Achievement is good through the school. The subject has improved well since the last inspection and particularly in the last two years.
66. In the national tests in 2004, standards for pupils in Year 2 were well below average when measured against all schools but below average when measured against similar schools. This was an improvement on the 2003 figures and, if the school's target is reached, is likely to be further improved in this year's tests. Pupils in Year 6 gained average results when measured against all schools and above average when measured against similar schools. This further demonstrates the consistent progress that pupils make through the school. In both Year 2 and Year 6, girls did not do as well as boys. The school has spent some time analysing these differences and, whilst it is not clear what the reasons are, they have rightly concluded that this is not due to the quality of teaching. However, in an attempt to resolve this issue, work is now being started on examining the dynamics of each year group and whether boys are more demanding of teachers' time during discussions or within the groupwork.
67. In the infants, pupils are given a good balance between learning new facts and practising those that have been learnt in previous years. This has proved particularly valuable as the pupils find difficulty in remembering what has gone before and in then applying this numeracy knowledge. In Year 1, there is a wide range of ability. A number of pupils have very low understanding of numeracy as well as literacy. Despite the comprehensive approach to teaching, a significant minority of these pupils have not yet reached the requirements of the Early Learning Goals used in the Foundation Stage until well into the autumn term. The higher ability pupils only form a small proportion of the total yeargroup and so work is carefully tailored to ensure that all pupils will make progress. The books show good levels of improvement for all abilities through the last two terms. By Year 2, more basic numeracy concepts are understood and the more able, whilst being fewer in number, are beginning to work within the above average Level 3. Pupils of all abilities make good progress and achieve well.
68. Through the juniors, the building blocks of mathematical learning have been established well and pupils start to use the skills and knowledge they have and develop better understanding in unfamiliar situations. Pupils seen in Year 4, for example, could talk about why fractions had a top and bottom number and that this was "*a whole one*" if both numbers were the same. In each of the classes, there are more pupils capable of higher-level work and this continuous progress is the reason why pupils gain better standards by the end of Year 6.
69. Teaching and learning are good throughout the school. This consistency is a major strength in ensuring that pupils make good progress. Teachers have good subject knowledge. They plan lessons very well, combining the national guidelines with other relevant material. This is particularly useful in ensuring that all levels of ability have a good level of challenge throughout the lesson. A variety of methods are used to interest and motivate the pupils. Quick mental starters set the lessons off and enable pupils to focus more closely on the main part of the session. This is usually followed by independent or group exercises. During these times, the pupils settle quickly and are encouraged to work quietly on their own or in pairs. Even when the teachers are not working directly with a group, the pupils work conscientiously because the teachers expect an amount of work to be completed and lay out their expectations clearly. Learning assistants support other groups, often those with special educational needs. They are fully briefed before the start of the lesson and, in general, provide good questioning. A particularly strong element of the teaching is the good quality marking. With younger pupils, this is often conducted during the lesson, giving pupils a chance to self-correct any mistakes and to learn or reinforce the objective of the lesson. With older pupils, good quality comments are added that help pupils understand how well they have done and to give some indication of what needs to be done next.

70. Leadership and management of the subject are very good. The co-ordinators have a very realistic understanding about the strengths and weaknesses of the subject. They are able to talk confidently about why they have focused on making better links with other subjects such as science and ICT and how this fits in with an overall improvement plan. As part of this development, they organised a maths week with a variety of different practical activities, trying to make links between learning mathematics and its use in everyday life. Primary advisors have been appointed to work on numeracy and further improve teachers' expertise. The co-ordinators regularly check planning, ensuring that all areas of the subject are covered. Assessment is a strong feature of the self-evaluation. There is now a very wide array of data that has been analysed in detail to discover any weaknesses. This systematic and effective work has been used well to set realistic and challenging targets for the future.

### **Mathematics across the curriculum**

Mathematics is used well throughout the curriculum. Besides the obvious links that are made in science, data-handling and ICT, there are also indications that numeracy skills have been used to help work in history and geography and design and technology. All these opportunities have helped the pupils understand the relevance of mathematics in their daily lives and to apply and investigate with increasing independence.

### **SCIENCE**

Provision for science is **good**.

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

- Good teaching enables pupils of all ages to achieve well.
- Pupils have good opportunities to carry out simple investigations and practical work.
- There are very good procedures for assessment which enable teachers to identify the next step in pupils' learning.
- Monitoring and evaluating the impact of curriculum development is very good.

#### **Commentary**

71. The results of national tests in Year 6 over the past few years show standards have risen steadily, although they still remain just below national average levels when compared with all schools. The number of more able pupils attaining the higher levels in national tests is below average. Judging from work seen in lessons and the analysis of work in pupils' books during this inspection, standards are broadly in line with national average levels. The achievement of pupils is generally good and for some pupils it is very good. Pupils achieve well in relation to their prior attainment because most pupils enter school with below average understanding of the world about them. By the time they reach the end of Year 2, they attain the expected levels in most areas in science. This good achievement is maintained so that by the end of Year 6 most pupils attain the average level in national tests.
72. Improvement since the last inspection is good because there is now an emphasis on pupils having the opportunity to carry out simple investigations to develop their scientific skills. Pupils with special educational needs are well supported in lessons by support staff and by structured recording sheets. They make good progress in line with their ability.
73. Teaching and learning are good throughout the school. Some very good teaching was observed in Year 1, which enabled the pupils to carry out their own investigations into sound. Through a good balance between first-hand experiments, very good questioning and direct teaching, the pupils were helped to develop good understanding about how sound moves in waves and travels by vibrations through water and air. By the time the pupils reach Year 6, they have a good understanding of setting up a fair test and use scientific vocabulary with

increasing confidence and understanding. For example, all Year 6 pupils know that some materials dissolve and some are insoluble and they were able to set up a simple experiment, making careful observation of changes in materials when different liquids were added, making suggestions about why the changes occurred. The more able pupils in Year 6 used systematic methods to test and record their results. Their recording showed good understanding and application of knowledge. However, most pupils showed below average skills in recording and applying scientific method to their practical work. Homework is used effectively to extend and support pupils' scientific knowledge and understanding. Pupils have good attitudes to work in science, showing interest, working collaboratively and trying hard during lessons.

74. The science co-ordinator offers very good subject leadership. She has made significant improvements in the provision for science since her appointment by reviewing the scheme of work and introducing a very good record sheet which uses the information from science assessments to plan targets for the next step in learning for pupils. She has prioritised the need to improve the opportunities for practical work across the school and has monitored teaching through scrutinising pupils' work and lesson observation. She has offered support to colleagues in developing good strategies for teaching scientific skills and knowledge to pupils whose language and literacy skills are weak and this has helped to raise the standards in science across the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been a considerable improvement in standards, progress and resources since the last inspection.
- Pupils achieve well through the school because of the consistently good teaching, challenge and opportunities to use ICT across a wide range of subjects.
- The subject is led and managed well; the correct priorities in teaching have been addressed and monitored well.
- There is a good capacity for the subject to continue to improve.

### **Commentary**

75. Pupils in Year 2 and Year 6 achieve standards that are in line with those expected for their age. This represents good progress through the school as pupils start in the Reception class with skills that are, at best, below the national average. Improvement in provision since the last inspection has been very good. At that time, standards were below those expected, progress was unsatisfactory through both the infants and the juniors and the quality of resources was much poorer. Since then, a major training and refurbishment programme has taken place. In addition, all teachers have been given performance targets linked to competence in ICT.
76. Children entering Year 1 know the rudiments of the skills necessary for using the technological equipment but are not confident. Through Years 1 and 2, the teachers plan activities that will teach both skills and how to apply them and so improve pupils' understanding. For instance in Year 1, the pupils have used word banks to help them write narratives, whilst in Year 2, pupils have been taught how to correct their work by deleting and replacing wrongly spelled words. They have researched information about Brighton using the Internet as part of their history work. Through Years 3 to 6, these skills are sequentially built upon through the comprehensive planning linked very well to the national guidelines. There are good examples of work showing Year 3 pupils using a database to help them study types of skin and healthy eating. By Year 6, pupils have experienced work using spreadsheets developing formulae for areas and perimeter and have been able to write simple programs to control a 'buggy'. By the time they leave school pupils have followed all the necessary

aspects of the National Curriculum guidelines and are confident users of computers and other resources.

77. Teaching and learning are good. Following an extensive training programme, the co-ordinator has ensured that the planning is integrated well into as many lessons as possible and that the computer suite is used efficiently. Teachers plan lessons that will enhance the skill level of their class as well as demonstrating how technology is an integral part of learning. For instance, in Year 6, the teacher highlights any ICT opportunities such as using word problems in numeracy lessons. Here, the teacher allowed two more able pupils to design their own spreadsheet for a sleepover party. They had to plan a three-course menu with a budget and had to ensure that three vegetarian party-goers had something to eat. The ensuing discussions also meant that the pupils, in line with the major objective of the lesson, had to think hard and use their mathematical skills to the full. The use of the computer suite is restricted to half a class at a time. The school has very carefully thought out how to ensure that those left in the classroom waste no time. The advantage is that there is a high level of teaching being conducted with a smaller group and so more individual attention can be given. The pace of these lessons is high. Usually an initial input is given but plenty of time is allowed for pupils to practise essential computer skills. In this way they quickly build up their confidence and ability. Although previously criticised in the last inspection report, teachers' subject knowledge is now good. This is because skills have been identified and specific and highly focused training has been provided. In addition, teaching assistants have been provided with an intensive ten-week training programme to help build up their confidence and to guide the work they do in classes. Pupils are fully challenged throughout lessons. They show high levels of concentration, work well together and support each other. On occasions there are high levels of excitement and interest because the teaching encourages this. Pupils with special educational needs develop their skills well. They are provided with appropriate activities and are given the chance to show how good their computer skills are and so improve their self-esteem. They are also given extra support through the use of laptops and spellcheckers designed with specific vocabulary for the work being undertaken.
78. The curriculum is now fully secure. Pupils have good access to ICT through the use of the newly-introduced interactive whiteboards, the modern and fully refurbished computer suite and through a range of good quality hardware and software. Extra-curricular activities include the use of group presentations such as that from a visit to Cuckmere Haven as part of a geological field trip. Assessment procedures have radically improved. Pupils' work is regularly marked and helpful suggestions given about how to improve. Progress is monitored through the year by teachers assessing work against the nationally-recognised level descriptors. There is good leadership of the subject. The co-ordinator not only analyses test results in detail to determine whether pupils are achieving well enough but also the planning to ensure teachers are providing classes with enough challenge. In this way the school is confident in its own self-evaluation of the provision and the areas that still need to be addressed. For instance, the splitting of classes for ICT lessons is being carefully monitored and the school is attempting to find better ways of using the classroom computers during the day. Both these priorities demonstrate that the management and leadership of the subject has a very good capacity to continue the improvements that have already been made.

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

79. ICT is used very well across the curriculum. There are examples in portfolios of links to almost every subject of the curriculum. Some innovative uses of computers and technology include the use of composing programs to help pupils with musical notation, presentations both to other pupils and adults and the use of interactive whiteboards in every class. In discussion, pupils really do understand how technology forms an integral part of our everyday life and how they need to identify the resources that should be used in different situations.

## **HUMANITIES**

80. **History** and **geography** were not inspected in full but there was sufficient evidence from teachers' planning, the small number of lessons seen and discussions with children to suggest that provision in both subjects is at least satisfactory. It is likely to be better in some year groups in history, judging from displays and work seen in some classes. There are indications that standards are below average in both subjects at both Year 2 and Year 6. For example, children in Year 2 were unable to describe how we know about the past and Year 6 children, although talking enthusiastically about a visit to Hampton Court Palace, had limited ability in making comparisons between then and now. Achievement appears satisfactory but standards remain below average. Children's geographical and historical skills are somewhat hampered by the difficulty which children had in discussing historical and geographical concepts and knowledge, particularly in Year 2 although less so in Year 6. Despite this, attitudes to learning among the older children are good in both subjects. The quality of presentation is good by the time children reach Year 6.
81. In both subjects it is clear that a range of visits and visitors play an important part in making the work interesting and relevant. In a very good Year 1 lesson, the teacher utilised good quality resources, enabling children to understand some differences between life in the past and life today. A teaching assistant dressed in Victorian-style clothing provided a focus for much animated discussion in groups. The teacher introduced hand lenses so that the children could be 'Time Detectives' and examine artefacts closely such as Victorian coins. In a good lesson in Year 3, the teacher showed good techniques in developing the children's understanding of the function of temples in Ancient Greek culture with the use of illustration and with reference to the British Museum, where a trip is planned later in the year. Teaching in the three lessons seen was good. The best marking features constructive and evaluative comments, some of which were posed in the form of questions.
82. The quality of planning is good, with a short and a long topic taught annually in both subjects in each year group, providing comprehensive coverage. Assessment is underdeveloped. Although there are assessments of skills undertaken at the end of each topic, the results are not yet used by subject leaders in evaluating achievement.
83. The level of monitoring by the subject leaders is limited, with no opportunities yet for classroom observation. This limits their ability to influence and develop the subjects. Improvements in history and geography have been restricted only to maintenance in recent years due to the school's focus on the core subjects and the headteacher's wish not to overburden teachers. However, the current action plan for geography shows the improvement of medium-term plans in order to identify the development of skills. There is some evidence of a higher profile having been given to history in the past and in order to raise the profile of geography, the headteacher has made the leadership of geography separate from history.

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

84. It is not possible to make an overall judgement about standards and the quality of teaching and learning in **music** as there were few lessons taking place during the inspection. Work was sampled by listening to singing in assembly, observation of two lessons, talking with the subject leader and looking at the opportunities for extra-curricular music. All that was seen indicates that provision is good, as it was at the time of the last inspection.
85. There is a good emphasis on pupils listening carefully to music in assembly and learning about composers. Pupils enjoy singing and the choir contributes well to the school's links with the church and wider community, with regular opportunities for performance. The school has three pianos and a good range of untuned percussion instruments used throughout the school in music lessons. As yet there are few formal systems of assessment and the subject leader does not monitor the quality of provision in each class. His subject action plan identifies these as appropriate areas for development.
86. The recent innovative project to teach every Year 5 pupil to play a brass instrument has enriched overall provision considerably. An excellent lesson was observed where three

teachers from the Brighton and Hove music service and the class teacher all worked alongside Year 5 pupils, modelling correct fingering and technique on trombone, trumpet and euphonium. The lesson developed pupils' knowledge, skills and attitudes, as they were able to achieve excellent standards in playing both percussion and brass instruments. A smaller number of pupils learn to play violin and guitar as extra-curricular lessons.

87. It was only possible to observe two lessons of **physical education (PE)** during this inspection and therefore a judgement cannot be made about overall standards and the quality of teaching and learning. Judging from the work observed in Year 2 and Year 5, the scrutiny of planning, discussion with the PE co-ordinator and provision for extra-curricular sport, provision is good and there has been very good improvement since the last inspection. The weakness in games identified in the last report has been addressed and pupils achieve well in competitive sport against other schools. Sports leaders have provided good training in football, hockey, tennis and basketball.
88. The school has recently taken advantage of an opportunity provided through its links with a local secondary school to raise standards by regular support from an advanced skills specialist PE teacher. Through a mixture of direct teaching of pupils and professional development of staff, the school has successfully raised the profile of PE in school. During the inspection, the specialist teacher was observed teaching a Year 2 class. The pupils made excellent progress during the lesson because of the teacher's clear instructions, brisk pace and subject knowledge. They showed good standards in their ability to put together a sequence of movement, incorporating a balance, and they worked with very good effort and enjoyment. In a football lesson observed during the inspection, the pupils demonstrated good relationships. Pupils in Years 3, 4, 5 and 6 swim regularly and achieve very well. Pupils in Year 6 participate in outdoor pursuits during the annual residential trip. There are very good opportunities for after-school sport through clubs, tournaments and competitions.
89. The subject co-ordinator is a PE specialist and her leadership is good, providing a good role model and developing good opportunities for development of the subject. She has made good links with local schools to develop a programme of competitive sport. Staff development has been addressed well by exemplar teaching. Ideas for assessment in PE are being developed.
90. Standards in **art and design** are good. Few lessons were seen during the inspection but it is clear from the work on display and in portfolios, discussions with teachers and pupils and from an analysis of the planning that provision in the subject is at least satisfactory and the achievement of pupils is good. Most of the work links well to a range of other subjects, for instance, in a reproduction of the Bayeux Tapestry in the juniors and to work on Africa in the infants. Teaching and learning are good. They provide opportunities for pupils to learn new skills progressively through each year and also to practise and experiment with new techniques. The observational drawings in Year 3 and 4 have been developed after a study of different types of shading in sketchbooks. Pupils have tried blending, toning and shading to help them make their final drawings of corals and shells more effective. There are some fine examples of close attention to detail and, with the colour washes added, these make pleasing finished products. Year 5 pupils have used their ICT skills to link their artwork successfully to a study of Matisse at a level above that expected for their age.
91. Three-dimensional work also has a high priority. Textile collages have been produced by the juniors. Again, teachers develop specific skills and allow time in lessons to learn how to stitch correctly but then allow the pupils to decide on their own methods. This might include using beads or fancy trims. These teaching techniques link well to the school's overall aim of encouraging independence by pupils.
92. In addition to the work during lessons, pupils are given the chance for first-hand experience such as the visit to the sculpture park at Goodwood, the Year 1 visit to an art gallery and by making large displays for the Brighton Festival parade. Pupils very much enjoy these enhanced learning opportunities and can describe in detail their own preferences about how successful their own projects have been.

93. The leadership of the subject is satisfactory. The co-ordinator tries to ensure that support is given to staff should the need arise. She provides a good role model. She ensures that planning follows the nationally-agreed objectives and that a suitable balance is given to all the various aspects year on year. The subject is seen as a way of providing creative release from more academic work. Assessments are conducted to check how well pupils have completed the work and how much progress they have made. They can be used to ensure that no areas are missed and for the next teacher to know the capability of the class.
94. The provision in design and technology has been maintained at satisfactory levels since the last inspection, although the range of different skills now being offered in lessons has improved. No overall judgement can be made about the quality of teaching since very few lessons were seen but from an analysis of the work completed, the achievement of pupils is at least sound with some good examples, particularly in the juniors. The subject is monitored by the headteacher to ensure that national requirements are met and planning closely relates to these guidelines. In the portfolios of work, there are many examples of a diverse range of opportunities. These include the making of photo-frames, a project to build bridges, making and evaluating wheeled vehicles and designing puppets. Teachers conscientiously ensure that the lessons are planned to include appropriate time for studying and drawing designs, thinking about how they can improve these, the practicalities of making and then an evaluation. In this way, the pupils understand the differences between their work in design and technology to that in art and design. An example of this effectiveness is in the way that pupils looked at the stability of different objects before designing their own structures. They established the need for a wide base and had to think hard how to incorporate this into their ideas. Pupils with special educational needs are allowed to draw instead of writing their reports or to work with other, more able pupils, who can support them during the lesson. Overall, the subject, along with art and design, provides all pupils with the opportunity to excel in a more practical activity while allowing those with a particular flair to work at a more advanced level.

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

95. Provision for this area is very good. The school has placed a very high priority on ensuring that pupils learn how to be part of a culturally diverse society and the role that they have to play within their community. There are many opportunities offered in a wide variety of forms. Regular discussion times are held in all classes where pupils are able to discuss their worries and concerns. Teachers encourage methods that will develop higher self-esteem, such as by asking for positive strengths of character or by displaying particularly good ways that pupils have helped each other. The pupils are encouraged to take responsibility for their own actions by involving them when there are behavioural issues. The issues are discussed openly with each other and the groups come to decisions based upon the evidence they hear. The school council has a range of real responsibilities for the environment and pupils are encouraged to pass ideas through their own class representatives. Any ideas are taken seriously and the reasons for decisions discussed fully. The health of pupils is encouraged through science as well as by close monitoring of the pupils. They learn about healthy eating, drug misuse and how to develop a more healthy lifestyle. Many opportunities exist to become involved within the local community. These include good connections with the church, local festivals and other schools. The staff are keen to be involved in as many outside activities as possible and recent ideas have included work with a local potter and a healthy eating project funded by an outside source.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</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>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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