

INSPECTION REPORT

STANFORD JUNIOR SCHOOL

Brighton

LEA area: Brighton and Hove

Unique reference number: 114376

Headteacher: Mr Martin Thorn

Lead inspector: David Westall

Dates of inspection: 4th – 6th July 2005

Inspection number: 267978

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7 – 11
Gender of pupils: Mixed
Number on roll: 354

School address: Stanford Road
Brighton
East Sussex
Postcode: BN1 5PR

Telephone number: (01273) 565 570
Fax number: (01273) 565 570

Appropriate authority: The governing body
Name of chair of Mrs Angela Moore
governors:

Dates of previous 11th - 15th January 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

There are 354 pupils on roll, aged between 7 and 11 years, and they are taught in 12 classes. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average, while the percentage identified as having special educational needs is below the national average. Three pupils have statements of special educational need, and a small number of pupils speak English as an additional language. The school is situated in an area that is relatively advantaged, both socially and economically, and pupils' standards on entry to Year 3 are generally a little above national expectations.

The school received the Schools Achievement Award in 2001 and the Eco Schools Award in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science Art and design Design and technology
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English Religious education Special educational needs English as an additional language Personal, social and health education and citizenship
19302	Chris Perrett	Team inspector	Information and communication technology History Physical education
22840	Sarah Foulkes	Team inspector	Mathematics Geography Music

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It benefits from an able and committed staff and from the good leadership and management skills of the headteacher. The quality of teaching is good and enables pupils to do well. Pupils' personal as well as academic development is fostered effectively, and the school is a caring community where everyone matters. The school provides good value for money.

The school's main strengths and weaknesses are listed below:

- Pupils achieve well in the key subjects of English, mathematics and science, as a result of good teaching. Standards are also above national expectations in Year 6 in art and design and design and technology, and reflect pupils' good achievement.
- The quality of teaching and learning are good, overall.
- The headteacher has good leadership and management skills, and other key staff and the governors also fulfil their roles well.
- Pupils with special educational needs make good progress as a result of effective support.
- Pupils' attitudes and behaviour are good, and the school fosters their spiritual, moral, social and cultural development well.
- The curriculum is broad and relevant, and pupils benefit from a good range of extra-curricular and other activities that further enrich their learning.
- Assessment procedures are not securely established in some subjects, and the quality of teachers' marking is too variable.
- The school is a caring community where pupils' welfare is a high priority.
- Statutory requirements are not fully met in relation to the information provided for parents.

Overall, the school has made good progress since its last inspection in 1999. Standards are no longer below national expectations in writing and in information and communication technology (ICT) in Year 6, and the teaching has improved in English, mathematics, science and ICT. Deficiencies in the provision for pupils' spiritual development have been rectified, and the school improvement plan is more focused and properly costed. However, while some improvements have been made to assessment procedures and teachers' marking, weaknesses still exist.

STANDARDS ACHIEVED

Pupils' achievement is good, and is reflected in their standards, which are mainly above national expectations in Year 6.

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

The table above shows that the mathematics results in 2004, although above the national average, were below the results of similar schools. The school attributes the slower progress made by some pupils in mathematics to a reduction in the effectiveness of its strategies to boost the achievement of a group of pupils who needed extra help to reach the expected standard in Year 6. Inspection findings show that the school has successfully rectified the situation in the current education year and standards have risen.

Current standards in English, mathematics and science are above national expectations in Year 6, and reflect pupils' good achievement. In ICT, pupils' standards are in line with national expectations in Year 6 and represent satisfactory achievement. However, as a result of recent improvements in resources and teachers' expertise, standards are now rising rapidly in the subject across the school. In art and design and in design and technology, pupils achieve well and their standards are consequently above national expectations in Year 6. In geography and history, pupils' standards in Year 6 match national expectations and represent satisfactory achievement. Insufficient evidence was collected to make judgements about standards in other subjects.

Pupils with special educational needs make good progress in relation to the targets in their individual education plans, as a result of well-focused teaching. The most capable pupils also do well, in common with the few pupils who are learning English as an additional language. No significant differences between the achievement of boys and girls were evident during the inspection.

Pupils' attitudes, values and behaviour are good, and the school makes good provision for their spiritual, moral, social and cultural development. Relationships between pupils and between pupils and adults are positive, and the school's programme for personal, social and health education and citizenship makes a strong contribution to pupils' development.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The teaching is mainly good, and means that pupils generally make good progress in their learning, including in English, mathematics, science and ICT. Assessment procedures are good for pupils with special educational needs and in English, and are sound in mathematics, science and music. However, they are underdeveloped in other subjects. In addition, the quality of marking is too variable, with pupils in some classes benefiting from good feedback and others receiving limited written guidance. The curriculum provides a broad range of worthwhile learning opportunities, and pupils' learning is considerably enriched by extra-curricular provision, visits and visitors. The pupils are well cared for and the school has sound links with parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher monitors and evaluates the school's work carefully, promotes teamwork effectively and provides a clear sense of direction. Other key staff, including the deputy headteacher and year group leaders, fulfil their roles well. School governance is good. However, statutory requirements are not fully met because the governors' annual report to parents and the school prospectus do not include the national results for comparison with the school's results in the statutory tests in Year 6.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy school and parents generally have positive views about its work.

IMPROVEMENTS NEEDED

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

- Establish coherent whole-school procedures for assessment in subjects other than English, mathematics, science and music, and ensure that teachers' marking provides pupils with consistently useful feedback that benefits their future learning.
- Ensure that statutory requirements are met in relation to the information included in the governors' annual report to parents and in the school prospectus.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall, pupils' standards are above national expectations in Year 6, and reflect their **good achievement**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well in the key subjects of English, mathematics and science, as a result of good teaching. Standards are also above national expectations in art and design and design and technology, and reflect pupils' good achievement.
- Pupils are making good progress in information and communication technology (ICT) and standards are rising in the subject.
- Pupils with special educational needs make good progress in relation to the targets in their individual education plans.

Commentary

Standards on entry to the school

1. There is some variation in pupils' overall standards on entry, from year to year, but they are generally a little above national expectations.

The school's results in national tests

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

Standards in:	School results	National results
English	28.3 (29.3)	26.9 (26.8)
mathematics	28.1 (29.4)	27.0 (26.8)
science	30.0 (31.3)	28.6 (26.8)

There were 73 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that the results of the national tests in Year 6 in 2004 were above the national average in English and mathematics and were well above the national average in science. The school has achieved results that were above or well above the national average in all of these subjects since 2001, and the trend in the overall results was above the national trend from 2000 to 2004. When the results in 2004 were compared with those from schools where pupils achieved similarly when in Year 2, they were average in English and science but below average in mathematics. The school attributes the slower progress made by pupils in mathematics to a reduction in the effectiveness of the teaching of the group of pupils who needed extra help in order to reach the expected standard in Year 6. The school met its statutory target in English, in relation to the percentage of pupils reaching or exceeding the nationally expected standard, but just missed its target in mathematics.
3. At the time of the inspection, the school had just received the results of statutory testing in Year 6 in 2005. In English, the results were broadly similar to those reached in 2004, while the results in mathematics and science were an improvement on last year's results. The results confirm that the school has taken effective action to remedy deficiencies which resulted in a slowing of the progress made by some lower attaining

pupils in mathematics in the last academic year, and maintain the positive trend in the school's overall results.

Standards at the time of the last inspection

4. When the school was last inspected, in 1999, pupils' standards on entry to Year 3 were lower, and were in line with national expectations. The inspection found that pupils achieved well in speaking and listening and in reading, and that their standards were above national expectations in these aspects of English in Year 6. However, pupils underachieved in writing, and their standards in this key skill were consequently below national expectations in Year 6. Pupils' achievement was satisfactory in mathematics and science, and pupils' standards were in line with national expectations in Year 6. However, pupils made unsatisfactory progress in ICT, and their standards were below national expectations in Year 6. Pupils' standards in religious education matched the expectations of the locally agreed syllabus, and reflected pupils' satisfactory progress in the subject. Standards were above national expectations in art, geography and history, and were in line with national expectations in design and technology and physical education. No judgement was made about pupils' standards in music.

Inspection findings

5. Overall, pupils achieve well, as a result of good teaching. Pupils' standards are now above national expectations in all aspects of English in Year 6, and the weaknesses in writing which were identified in the last inspection have been fully rectified. Standards have also risen in mathematics and science since the last inspection. Pupils now achieve well in these subjects and their standards are above national expectations in Year 6. In ICT, there has also been good improvement since the last inspection and standards in Year 6 are now in line with national expectations. These standards reflect the satisfactory achievement of Year 6 pupils and the fact that there were still weaknesses in elements of ICT provision when these pupils were in their early years in the school. However, standards in ICT are rising rapidly across the school as a result of the good teaching and recently improved resources for the subject. Indeed, pupils in Year 5 are already matching the standards reached by those in the current Year 6 classes.
6. The school has maintained the strength in art and design which was identified in the last inspection. This is reflected in pupils' good achievement and in their standards in Year 6, which are above national expectations. Standards have risen in design and technology and are also above national expectations in Year 6, reflecting good achievement. In geography and history, pupils' achievement is satisfactory and standards are in line with national expectations in Year 6. They have fallen since the last inspection, probably because pupils now have less regular teaching in these subjects and their learning is more spasmodic, as a result. In their personal, social and health education, all pupils achieve well. Insufficient evidence was collected to judge pupils' standards and achievement in other subjects.

The achievement of different groups

7. Pupils with special educational needs make good progress in relation to the targets in their individual education plans, as a result of well-focused teaching. The most capable pupils also do well, in common with the few pupils who are at an early stage of learning English as an additional language. The relatively small number of pupils from minority ethnic backgrounds do as well as their peers. No significant differences between the overall achievement of boys and girls were evident during the inspection.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes, values and behaviour are **good**. The school makes **good** provision for pupils' spiritual, moral, social and cultural development. The attendance rate is satisfactory.

Main strengths and weaknesses

- Pupils have positive attitudes to learning, and their behaviour is generally good.
- Good provision is made for pupils' spiritual, moral, social and cultural development; they respond well.
- Pupils establish good relationships with others.
- Pupils of all ages respond very well to the opportunities they are given to exercise responsibility.
- A few pupils are inattentive in some lessons and assemblies.
- Some pupils are too often late for school.

Commentary

Attitudes and behaviour

8. Most pupils say they enjoy school. They find it a friendly place and like their teachers. They particularly appreciate the clubs and extra-curricular opportunities provided, and the help that staff give them when they find aspects of their work difficult. Pupils generally enjoy their lessons, although many of the older pupils find assemblies rather unexciting. Nevertheless, they acknowledge that the messages conveyed through assemblies are 'the right ones'. In this respect, the pupils show themselves to be mature, with a well-developed sense of what is right and what is fair, not merely within their own environment, but also on a worldwide scale. This was evident when Year 6 discussed the G8 summit and the 'Long March to Justice' which were topical issues at the time of the inspection. Most pupils of all ages understand that they are expected to behave well in school, and they do so in all circumstances. Very occasionally, however, a few pupils sometimes let their attention wander in assemblies, most notably those held for older pupils. In the vast majority of lessons, pupils of all capabilities apply themselves well to learning. They use the time available to them productively when required to work independently of the teacher as well as when they are very directly supervised. Pupils with special educational needs show great perseverance, approaching each new challenge with a positive attitude and working well both with their teachers and with support staff. They are often helped to contribute to class discussions by the staff who support them, and they clearly take pride in their achievements.
9. Pupils of all ages respond very well to the opportunities they are given to exercise responsibility. They enjoy being trusted with routine jobs that help the school to run smoothly, and they take seriously more challenging roles such as the membership of the school council.
10. Almost all pupils establish good relationships with their peers and with all the adults who work with them. Incidents involving harassment or bullying are very rare. There were no exclusions in the year prior to this inspection, and none in the current educational year.

Attendance

11. The attendance rate is broadly in line with the national median, and is satisfactory. Registers are carefully completed and regularly monitored. Pupils' punctuality is satisfactory overall, but there is scope for improvement. Most pupils arrive in good time for school but a small minority are regularly late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.2
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.

Spiritual, moral, social and cultural development

12. Good provision is made for pupils' spiritual, moral, social and cultural development. At the time of the last inspection, provision for pupils' moral, social and cultural development was judged to be good, but provision for their spiritual development was unsatisfactory.
13. The school now provides well for pupils' spiritual development. Through assemblies, religious education lessons and personal, social and health education and citizenship (PSHEC), the school gives all pupils the chance to develop their own spiritual and moral values, to learn to respect others, and to appreciate the examples set by those whose sense of social justice or whose religious faith has inspired them to extraordinary acts of bravery and altruism. Assembly themes such as 'Mystery' and 'The Beauty of Creation' focus pupils' attention on the wonders and complexity of life and provide suitable contexts for the consideration of questions about life's deeper meanings. Pupils' spiritual development is fostered effectively through work across the curriculum. For example: in art and design, pupils are encouraged to identify with the feelings of the artists whose work they study and to express their own feelings in creative ways; in mathematics, they are encouraged to wonder at the mathematical patterns that they find in the natural world; and in religious education, pupils in Year 6 are helped to see that the complex geometrical patterns of Islamic artists are inspired by their faith. Pupils respond well to these opportunities and express their views in ways that demonstrate their growing awareness of the wonder of the world in which they live. At the time of the last inspection, assemblies did not meet statutory requirements and pupils had too few opportunities for reflection. This is no longer the case.
14. Provision for pupils' moral and social development is good. A strong behaviour policy, simple school rules and a clear system of sanctions and rewards make the school's expectations of pupils quite clear. A 'Children's Prospectus' given to every pupil entering Year 3 reinforces these high expectations, as do recurring assembly themes, lessons in PSHEC, and special events such as an 'anti-bullying week'. Throughout their time in school, the pupils are taught to respect others, to understand other people's views, to recognise right from wrong, and to make the right choices in life. Pupils respond well and this is evident in the good relationships which exist across the school and in pupils' positive attitudes, values and behaviour. They are involved, each year, in drawing up rules to govern conduct in their own classes, while the school council also plays a role in resolving issues to do with behaviour in the school. The public award of certificates during achievement assemblies serves as a further incentive to good behaviour as well as to good deeds and special achievements. In their own interactions with their pupils, the staff present themselves as positive role models. In their turn, pupils in Year 6 are given a very clear understanding of the responsibilities that accompany the privileges they earn as the oldest pupils in the school, and are expected to provide good role models for the younger pupils. Through whole-school initiatives such as recycling and other eco-friendly activities, through links with schools in Africa and fund-raising for charities, pupils are encouraged to

understand mankind's moral and social responsibility to care for the environment and for others less fortunate than themselves.

15. Group work in lessons, and clubs, drama productions, musical events, sporting activities, residential visits and school-based workshops all provide the pupils with good opportunities for social interaction and teamwork. Pupils in all year groups have opportunities to take responsibility for routine jobs and to help pupils younger than themselves. The school council offers good experience of collective responsibility and leadership to those who serve on it, and stands as a good working model of democracy for their peers.
16. Good provision is made for pupils' cultural development. A wide variety of clubs gives pupils opportunities to participate in team sports and in musical, recreational and cultural pursuits. Pupils in Years 3 and 6 took part in 'Dance at the Dome' with pupils from other Brighton schools earlier this year and, during the inspection, Year 6 pupils were busy rehearsing for a lively show based on World War 2. Visits by theatre groups who run workshops for the pupils are a regular feature of school life, while visits by pupils to places of historical, geographical and artistic interest enhance pupils' knowledge and understanding of the different subjects. In music, pupils are encouraged to listen to music from a number of different cultures and to create music of their own using instruments as diverse as the didgeridoo and Zimbabwean drums. Fiction in the school and stories told in assemblies include the work of authors from a number of different cultures, and the festivals of major world religions are acknowledged. In PSHEC, pupils are taught to respect cultural differences and to recognise cultural similarities, while pupils' work in religious education is enhanced by the study of major world religions, visits to places of worship such as a Buddhist centre and a mosque, as well as Christian churches. Contacts with distant communities are forged by pupils in Year 5 who have e-mail links with a school in Australia, while the school's links with a number of villages in Africa have helped the pupils to understand the very different circumstances in which some people live their daily lives.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. The teaching is mainly good and means that pupils generally make good progress in their learning, including in the key subjects of English, mathematics, science and ICT. The curriculum provides a broad range of worthwhile learning opportunities, and pupils' learning is considerably enriched by extra-curricular provision, visits and visitors. The school provides well for pupils with special educational needs and effectively promotes pupils' personal as well as academic development.

TEACHING AND LEARNING

The teaching is mainly **good** and pupils generally learn well. Assessment procedures are satisfactory, overall, but are not securely established in some subjects.

Main strengths and weaknesses

- Teaching and learning are good in the key subjects of English, mathematics, science and ICT.
- Pupils with special educational needs are taught well, and make good progress as a result.

- Assessment procedures are good and are used well in English and for pupils with special educational needs.
- Assessment procedures are not securely established in subjects other than English, mathematics, science and music.
- The quality of teachers' marking is too variable.
- There are common areas for improvement in lessons which are satisfactory, rather than better.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	7 (16%)	18 (42%)	18 (42%)	0 (0%)	0 (0%)	0 (0%)

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

- The table above shows that the teaching observed during the inspection was good, and occasionally very good, in six out of every ten lessons. As a result, pupils make good overall progress in their learning, including in English, mathematics, science and ICT. No unsatisfactory lessons were seen, in contrast to the situation when the school was last inspected, and one in every ten lessons was unsatisfactorily taught. In addition, significant improvements have been made to the quality of teaching in English, mathematics and science, which was satisfactory in each of these key subjects at the time of the last inspection, and in ICT where the teaching was unsatisfactory in 1999. On balance, the teaching is a little more effective in Years 5 and 6 than in the younger classes, and the best teaching is currently in Year 5, where nearly all lessons observed were good or better.
- Across the school, teaching is characterised by good relationships between teachers and pupils. Pupils like and respect their teachers and it is clear that these feelings are reciprocated. All teachers set high expectations for pupils' behaviour, and nearly all pupils respond well by demonstrating positive attitudes and concentrating on their tasks. In all classes, teachers make effective use of interactive whiteboards to aid their teaching and to benefit pupils' learning. Teachers' planning is thorough and well focused, and shows that they know exactly what they expect pupils to learn. Overall, teachers' knowledge about the subjects they teach is good, including in English, mathematics, science and ICT. In the most effective lessons, teachers make very good use of questions to probe pupils' understanding and to challenge their thinking. This is particularly evident in Year 5. In these lessons, very good use is made of time and many pupils are working at the edge of their current capabilities. Some lessons, which are satisfactory, overall, have common areas for improvement. Sometimes, teachers' questions are not used effectively to check pupils' grasp of new ideas or to extend their thinking, and teachers do not always provide pupils with enough focused support and guidance as they work on the tasks that have been set. In addition, the pace of learning is often rather leisurely in satisfactory lessons.
- In English, mathematics and science, the teaching is good and enables pupils to achieve well. In ICT, improvements in teachers' expertise and confidence since the last inspection are clearly evident. As a consequence, the teaching is now good, and standards are rising in the subject. In geography, the quality of teaching is satisfactory, overall, but there is evidence of good teaching in some classes in Years 4 and 5. Although the last inspection did not make a judgement about the quality of teaching in

geography, pupils' standards are now lower than in 1999, which suggests that the teaching is now less effective. However, as is noted elsewhere in this report, the subject is taught less regularly and this has a negative impact on pupils' progress. Insufficient evidence was collected to make secure overall judgments about the quality of teaching in other subjects. However, a careful analysis of pupils' completed work in art and design and design and technology provides secure evidence that the teaching is enabling pupils to make good progress in these subjects. Teachers have high expectations for pupils' achievement in art and design and design and technology, and ensure that pupils learn key skills in a thorough and systematic manner. In addition, it is clear that all teachers provide well for the development of pupils' personal, social and health education and for citizenship. This is evident in pupils' good achievement in this important element of their learning.

20. Various groupings and teaching arrangements ensure that pupils with special educational needs are given the help they need to make good progress. The special needs co-ordinator (SENCO) and well-trained teaching assistants support these pupils well in mainstream lessons, particularly in literacy and numeracy, and also in small groups outside mainstream lessons where pupils' more complex and very specific needs can be addressed. When teaching assistants are not available to help the pupils, class teachers plan suitable activities and support them effectively. Pupils for whom English is an additional language are helped to master all aspects of the English language. Where appropriate, provision is extended beyond the early stages of language acquisition. For example, one pupil is currently being helped to understand idiomatic and figurative language.

Assessing pupils' progress

21. Assessment procedures are satisfactory overall. However, in common with the situation when the school was last inspected, there are weaknesses. Some improvements have been made since 1999; there is now, for example, a more systematic collection of centrally held test data in English and mathematics. While this enables the school to track pupils' achievement from the end of Year 2 to Year 6 in both subjects, it is not always used with sufficient rigour to identify and tackle underachievement in mathematics. Assessment is best in English and for pupils with special educational needs where early identification of issues and subsequent intervention have clearly made a positive impact on achievement. Coherent and consistent procedures for assessing pupils in subjects other than English, mathematics, science and music are not established, as was the case at the time of the last inspection. In addition, inconsistencies in marking are also still in evidence. For example, while pupils in some classes benefit from marking which clearly identifies what they need to do to improve, other pupils get very limited feedback from marking. However, evidence from planning and lessons show that the majority of teachers make effective use of day-to-day assessment to inform their teaching. In the best lessons, teachers use very skilful and targeted questioning to assess and develop pupils' learning and support pupils to achieve their personal targets.

The curriculum

Curriculum provision is **good** and pupils' learning is enhanced by **good** enrichment opportunities. The accommodation is satisfactory and learning resources are good.

MAIN STRENGTHS AND WEAKNESSES

- Pupils benefit from a wide range of worthwhile learning opportunities, in relation to both their academic and personal development.
- Provision for pupils with special educational needs is good.
- A good range of enrichment and extra-curricular activities is provided and benefits pupils' learning.
- Pupils' language, literacy and ICT skills are promoted well in work across the curriculum.
- The irregular blocks of curriculum time allocated to geography and history mean that progress in pupils' learning is not developed continuously.
- Aspects of the school's historic building restrict access for the disabled and deficiencies in the outside space have a negative impact on provision for physical education.

Commentary

22. The curriculum is broadly based and provides good opportunities for pupils to develop their personal, social and academic skills and understanding. Statutory requirements are met, including those for religious education and collective worship. This is an improvement since the last inspection when assemblies did not meet statutory requirements. Provision in the key subjects of English, mathematics, science and ICT is good and prepares pupils well for the next stage of their education. Pupils' language and literacy and ICT skills are used and developed well in work in other subjects, while pupils' mathematical skills are promoted soundly in work across the curriculum. The time allocated for different subjects is generally appropriate. However, while most subjects receive regular coverage, the irregular blocks of time allocated to geography and history mean that pupils' progress is more spasmodic in these subjects.
23. Good provision is made for pupils' personal, social and health education and citizenship (PSHEC). There are separate policies for sex and relationships, drugs and alcohol misuse and citizenship; and these are well integrated into a scheme of work to ensure clear progression. In support of this policy, Year 4 pupils benefit from a visiting theatre group every year when the focus is on anti-bullying or drug related issues. Two Year 6 members of the school council also benefit from external training and are able to disseminate this to other members, with the support of a teacher. There are sound policies for equal opportunities, racial harmony and inclusion, and the school successfully ensures equality of access for all current pupils. The school works hard and effectively to integrate pupils with sensory difficulties but would be challenged if faced with adults or pupils with physical disabilities because of constraints in the building.
24. The school works well to improve the curriculum through involvement in local innovative projects. For example, the school is part of the Modern Foreign Languages MFL Pathfinder Project. A local secondary school with specialist sports status provides additional outreach and enrichment opportunities for pupils, including athletics, football and cross-country events, and trains the physical education co-ordinator and all teachers on a class-by-class basis. From September, the school will also work on a mathematics and gender project across six local schools, as a participant in the national Primary Strategy Learning Network project.

25. The school provides good curriculum enrichment opportunities, which include a wide range of extra-curricular clubs. Pupils also benefit from regular visits and visitors to bring the curriculum alive, and from residential visits in Years 4 and 6. Throughout the year, pupils are able to participate in many local sports and arts events, including visits to the local university art degree show, a dance performance in The Dome, music and choir concerts, and the Children's Parade. There is an independently run after-school club on the premises.
26. The level of teaching staff is good and teachers are well qualified and experienced. The number of support staff is satisfactory and they support pupils well. Overall, learning resources are good and are used effectively to support pupils' learning. This is an improvement since the last inspection when resources were judged to be satisfactory.
27. The overall quality of the accommodation is satisfactory. As identified earlier, the historic nature of the building provides some constraints on access for the disabled and also has a negative impact on outdoor physical education because of the limited and awkward playground space. However, with the exception of the few smaller classrooms, the internal teaching spaces are generous and there are two good halls. The current music room, in the basement, is cramped and damp but there are plans for a new room to be completed by the autumn. The building is well maintained by the conscientious caretaker and the cleaning staff, and teachers ensure that learning spaces are attractively presented.

Care, guidance and support

The care, welfare, health and safety of the pupils are **good**. Pupils are given sound support and guidance. The school involves pupils well by seeking, valuing and acting on their views about its work.

MAIN STRENGTHS AND WEAKNESSES

- All adults play their part in providing good pastoral care.
- Staff are very well briefed about child protection procedures.
- Induction arrangements for pupils are good.
- Pupils' views are sought and listened to about many aspects of school life.

COMMENTARY

28. The school is a happy and vibrant community where all adults and pupils are valued and pastoral needs are recognised and met. There are good relationships between pupils and staff, based on caring attitudes and an awareness of pupils' particular needs. A 'lunchtime club' is run for selected pupils who might benefit from having quieter activities in small groups, and this exemplifies the care that the school takes of its pupils. Parents and staff are happy to share matters of concern that might be having an impact on pupils' learning or well-being, so that appropriate and sensitive support can be given. Support staff, as well as teachers, are particularly valued by pupils as adults they can trust to listen to their concerns sympathetically. This consistent and comprehensive approach to pastoral care makes a positive contribution to the

development of pupils' high self-esteem and ensures that they all feel that the school is a safe and secure environment for them.

29. Child protection procedures are given a high profile in the school and are well handled. All adults are reminded every year of the part they are expected to play in being vigilant and reporting concerns when necessary. The popular after-school club provides good care for pupils whose parents have working commitments.
30. The headteacher and staff know their pupils well and are perceptive in the guidance they give to promote their personal development. For example, teaching assistants give good support through nurture groups for those pupils who might need extra help to deal with their feelings. Guidance for pupils on their academic progress is sound, overall, with some examples of good practice. However, there are variations in the quality of teachers' marking which mean that some pupils receive very well focused advice about how to improve and others receive little guidance.
31. Appropriate procedures are in place for the storage and administration of medicines and for first aid. Clear guidelines are given to pupils about safe practice in moving around the building and playgrounds and, despite the challenging site, very few accidents occur. The governors, teachers and the caretaker take their responsibilities for health and safety very seriously and any concerns noted in their regular monitoring programme are dealt with promptly. Within the constraints of listed building status, improvements to the fabric and layout of the buildings take good account of potential hazards.
32. Induction arrangements for pupils from the feeder infant school are well planned and comprehensive. Infants have several opportunities to visit the school before they start, and they are given opportunities to use the computer suite. Their new teachers are well briefed about each child's particular needs and both teachers and teaching assistants meet them before the transfer. This ensures that pupils feel confident about moving up and settle quickly into school. In Year 6, teachers use the transition teaching units in English and mathematics to aid transfer; pupils visit their new school and use the local 'Moving On' booklet for support; and Year 7 teachers visit the school.
33. There is a good range of opportunities for pupils to express their views about the school, which results in improvements to school routines and teaching and learning. The school council works effectively as the main channel for discussions and consultations. The training given for school council members and the time allocated to gather ideas and report back decisions reflect the value placed on the work of the council by staff and pupils alike. As well as asking for improvements, such as better cutlery for school dinners and more playground equipment, pupils are also consulted about initiatives or changes. The school council decides which charities should be supported and the form of activity the fundraising should take. This gives pupils a real feeling of ownership and commitment, and encourages their initiative.

Partnership with parents, other schools and the community

The partnership with parents is **sound**. Links with the community and other schools are **good**.

Main strengths and weaknesses

- Links with the community are good and enrich pupils' learning.
- Links with other schools benefit pupils and staff.
- Parents' concerns or complaints are dealt with effectively.
- The governors' annual report to parents and the school prospectus do not fully meet statutory requirements.

Commentary

34. Stanford is an open school which encourages parents to be supportive. Parents generally have positive views about the school and value the care provided. For example, in their questionnaire returns, only three per cent of parents stated that they did not believe that the teaching was good and that their children were making good progress. Parents find the staff easy to talk to and are confident that any concerns or complaints they raise will be taken seriously and dealt with promptly and effectively. Parents receive regular newsletters and information about what is to be taught each term. The informative prospectus and annual governors' report make clear the school's aims. However, while they include the school's results in the national tests in Year 6, they do not provide the figures to compare these results with the national results. As a consequence, statutory requirements are not met.
35. Parents have a sound range of formal and informal opportunities to discuss their children's progress through the year. They know that staff will take the initiative to talk to them if there have been significant changes to their children's progress or attitudes. Annual reports are sound and most include clear targets for improvement in English and mathematics. Although overall parental support for learning is satisfactory, a significant minority of parents do not ensure that their children arrive on time or remember their physical education kits – this has a negative impact on pupils' learning. Parental support in classrooms is not common, although some parents help by running clubs, accompanying educational visits, or promoting healthy eating and recycling initiatives. The Parent Teacher Association organises successful events which provide substantial additional funds for school improvements, such as an adventure playground area.
36. Pupils benefit from a good range of community links which help to broaden their horizons. As well as using the local area for first hand experience in history and geography work, pupils also participate in various arts activities organised in Brighton. Representatives from various faith groups share their ideas in assemblies and pupils visit their places of worship. Pupils also contribute to the improvement of their local area through helping the community association with litter collection and bulb planting. This helps to foster citizenship. Pupils are eager to take the initiative to raise money for a variety of charities through the year for those less fortunate than themselves.
37. Partnerships with other schools benefit pupils and staff alike. Very good links with the feeder infant school include a well-planned induction programme and regular shared training sessions for staff. For example, the staff from both schools have recently worked together on a design and technology workshop, organised by the co-ordinators for the subject from each school. Pupils meet pupils from other schools through sporting links and a variety of musical and artistic events. The links with the two main secondary schools provide specialist teaching or training in physical education and languages. The pupils benefit from the use of playing fields at the nearby sixth form college for games lessons.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher has **good** leadership and management skills, and other key staff fulfil their roles well. School governance is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher monitors and evaluates the school's work very carefully and provides a clear sense of direction.
- The leadership and management of the key subjects of English, mathematics, science and ICT are good.
- The deputy headteacher fulfils her role well, and the leadership and management of provision for pupils with special educational needs are good.
- The governors are well informed and make a valuable contribution to the leadership and management of the school.
- Statutory requirements are not fully met due to omissions in the governors' report to parents and in the school prospectus.

COMMENTARY

38. The leadership and management of the school were good when the school was last inspected, and this is still the case. The headteacher, who has been in post since 2001, has high expectations for pupils' personal and academic achievement and communicates these clearly to all those in the school community. He leads by example and provides a positive role model through his tenacious work to secure school improvement. Teamwork is promoted strongly, and all staff have a firm commitment to agreed school priorities. The headteacher knows his staff well and works with them effectively, recognising and praising their achievements and providing well-focused advice and support when they are required. As a result, staff morale is good, and each staff member knows that they have an important and valued role to play in the school's development. The headteacher is firmly committed to running a school where each individual matters, and this is evident in the care that is taken to support pupils and staff.
39. The headteacher keeps his finger firmly on the pulse of the school through rigorous monitoring and evaluation procedures. He analyses the results of statutory and non-statutory testing carefully, examines examples of pupils' work and teachers' planning, and very regularly observes lessons to judge the quality of teaching and learning. These procedures have a beneficial impact on teachers' professional development and on pupils' progress. For example, a recent focus on planning has ensured that all teachers are now absolutely clear about what they expect pupils to learn, and this has helped to sharpen the focus of some lessons. In addition, following the headteacher's analysis of test results in reading in Autumn 2004, he ensured that funds were made available for the implementation of a well-planned intensive support programme for a group of Year 3 pupils who appeared to be underachieving. This programme led to the vast majority of these pupils improving their reading skills rapidly.
40. The headteacher has worked closely with staff and governors to formulate a school improvement plan in 2002, which runs until the end of the summer term 2005. This plan is properly costed and includes clear success criteria for each initiative, in contrast to the situation when the school was last inspected. However, it is a little difficult to identify the main priorities for each year within the many initiatives that are covered in this three-year plan. This situation has been rectified in the new plan, which clearly identifies the key priorities for September 2005 for one year, with detailed planning to show how these will be addressed, and includes priorities for a further three years in sensible, brief outline.

41. Whilst maintaining a firm steer to the school's work, the headteacher delegates responsibility wisely to the staff. This contributes well to the quality of leadership and management and to the unity of purpose that characterises the school's work. The deputy headteacher works closely with the headteacher on strategic planning, and provides a good role model for her colleagues through her effective leadership and management of English, and her positive attitudes to change and development. Year group leaders fulfil their roles well. They ensure that their teams meet very regularly, and include lesson planning in their discussion so that the best ideas are adopted and that all pupils benefit from equal opportunities. The work of subject co-ordinators is mainly good and never less than sound. In common with the situation in English, leadership and management are good in mathematics, science, ICT, art and design, design and technology, and in PSHEC. These co-ordinators have a particularly beneficial impact on the quality of teaching and learning, and this is reflected in the good progress made by pupils in all of these subjects.
42. The special needs co-ordinator (SENCO), the headteacher and the governor with specific oversight of special needs work together well to provide effective leadership and management of special needs provision. The SENCO is on a temporary contract covering the extended leave of a permanent member of staff. She has been able to sustain and build on the good procedures and practices already in place when she took over the role. She has monitored and evaluated the work of class teachers and teaching assistants involved in special needs support and has monitored the progress of each pupil. Her observations and assessments have led to a wider range of provision than was previously the case, and also to adjustments in the deployment of teaching assistants so that their time and expertise are now more closely matched to pupils' needs. Her management of day-to-day operations and her strategic planning are both efficient and effective.
43. The school's policy for performance management is being implemented well. Targets properly reflect both whole-school priorities and individual needs, and all staff have sufficient opportunities to benefit from training courses. Provision for the induction of staff is good, including that for newly qualified teachers, and reflects the caring and supportive ethos of the school.
44. Financial planning is good. The school improvement plan is carefully costed, the annual budget is debated rigorously at governors' meetings and the principles of best value are applied well when financial decisions are made. Overall, the school makes efficient use of its resources and provides good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	916,203
Total expenditure	891,348
Expenditure per pupil	2,497

Balances (£)	
Balance from previous year	6,291
Balance carried forward to the next year	24,855

Governance

45. The governance of the school is good. The governors are highly committed and make a valuable contribution to the leadership and management of the school. The results of statutory testing are debated thoroughly, and governors help to guide the school's work through strategic planning which takes careful account of its aims and policies. The governors with responsibility for literacy and numeracy are taking a keen interest in the school's work in these key aspects of pupils' learning. Indeed, each governor is

linked both to a subject of the curriculum and to a particular class, and makes regular visits to discuss provision with the subject co-ordinator and to spend time with pupils. The governor with specific responsibility for pupils with special educational needs is well informed, and makes a valuable contribution to the management of provision for these pupils. The chair of governors visits the school frequently, works closely with the headteacher and ensures that governors' meetings are well focused. The relationship between the governors and the headteacher is good, and issues are debated openly and frankly. The governors are astute and, while being very supportive of the school, are able to ask the headteacher informed and challenging questions to hold him to account. Statutory requirements are met, except in relation to the content of the governors' annual report to parents and the school prospectus. These documents do not provide the national results for comparison with the school's results in the statutory tests in Year 6.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

The quality of provision in English is **good**.

Main strengths and weaknesses

- The teaching is good and pupils achieve well.
- Standards are above national expectations in all aspects of English in Year 6.
- Good provision is made for pupils with special educational needs and for those for whom English is an additional language.
- The English co-ordinator is effective in her role.
- Assessment procedures are good.
- Language and literacy are promoted well throughout the curriculum.
- Individual pupils are not always given detailed enough feedback to help them to improve, and some teachers do not expect sufficiently high standards from pupils in the presentation of their work.

Commentary

46. Standards are above national expectations in all aspects of English in Year 6, and the work of the most capable pupils is of a very high quality. These standards reflect pupils' good achievement. Pupils of all capabilities make good progress in the subject, and no significant differences between the achievement of boys and girls were evident during the inspection. Overall, standards are higher in speaking and listening and in reading than in writing, although standards in writing have improved significantly since the time of the last inspection when they were judged to be below national expectations. The school recognised writing as an area of weakness at that time and has done much to improve the quality and standard of pupils' extended and expressive writing. Indeed, the best writing seen in Year 6 is now of a very high standard. Standards in speaking and listening and in reading were also above national expectations when the school was last inspected.
47. Inspection findings broadly reflect the results of the Year 6 national tests in English in 2004, which were above the national average. These results were in line with those achieved by schools where pupils achieved similarly when in Year 2. The school's results in 2005 are similar to those reached in 2004. However, no data is currently available for comparisons to be made between these results and those from all schools or similar schools.
48. The majority of pupils in each year group listen attentively, express themselves clearly in Standard English and respond fully to questions. They have a wide general vocabulary and a specialist vocabulary that enables them to discuss their work in some detail in every subject, including English. As they progress through the school, they become increasingly confident when asked to talk about the texts they read. By the age of 11, most pupils can identify the techniques used to engage readers in fiction and information texts and can explain the characteristic features of different kinds of writing. The knowledge they have gleaned from their reading helps them when they write, and most pupils are therefore able to match the style, structure and language of

their writing to its particular audience and purpose. At the same time, thorough teaching of routine skills such as spelling and handwriting, together with an understanding of sentence structure, grammar and punctuation means that most pupils also achieve a relatively high standard of technical accuracy in their writing.

49. By the age of 11, most pupils read texts appropriate for their age both fluently and accurately, and some higher attaining pupils are already enjoying books written primarily for adults. They experience little, if any, difficulty understanding texts related to their studies, whether fiction or non-fiction, and most also enjoy obtaining information from the Internet. Most pupils have well developed preferences for particular authors and kinds of fiction, and most know exactly how to use sources of information to find things out. When required to do so, they are able to make concise and relevant notes, and can communicate their findings clearly in their own words.
50. Pupils with special educational needs make good progress towards the literacy targets outlined in their individual education plans as a result of the effective support they generally achieve. The few pupils for whom English is an additional language make good progress and achieve well. When at the early stages of learning English, they benefit from specialist support from the LEA's language support staff. Later on, where relevant, the school makes every effort to help the pupils master more complex language skills such as the use of idiom and figurative language.
51. The teaching of English is good overall, and is very good in Year 6. No unsatisfactory teaching was seen. These judgements signal a marked improvement since the time of the last inspection when the teaching of English was judged to be satisfactory overall, with some unsatisfactory teaching. Teachers now plan their lessons very well so that each lesson builds on pupils' previous learning. Their knowledge and understanding of the subject requirements are secure, and their questioning of pupils is good. In the best teaching seen, in Year 6, very effective use was made of news items downloaded from the Internet to stimulate discussion, and the development of the language of argument and persuasion. A topical issue – the G8 summit in Edinburgh – was taking place at that time and the teaching had an immediacy that engaged the interest of every pupil and contributed to the high standards attained. In these lessons, as in all lessons seen, teachers used interactive whiteboards to good effect to focus pupils' attention on the subject matter and on the use of language.
52. In the minority of the teaching which is satisfactory rather than good or better, teachers do not always give lower attaining pupils the feedback they need if they are to develop a secure grasp of the grammar, vocabulary and structure of Standard English, whether spoken or written. The marking of pupils' work lacks the detail and guidance of the best marking seen, which is of a very high standard, and pupils are not sufficiently involved in the evaluation of their own and others' work. Some teachers do not have consistently high enough expectations of pupils in relation to the care they take in presenting their written work and do not appropriately require pupils to check their own spellings by making use of the resources available to them during lessons.
53. The English co-ordinator is effective in her leadership and management of the subject. Through sustained and rigorous monitoring of teaching and learning, and through the detailed analysis of test results and other forms of assessment, she has acquired a good overview of standards and of provision. As a consequence, in consultation with the headteacher and her colleagues, she has been able to identify areas of weakness in pupils' performance and address them. With the exception of variations in the quality

of teachers' marking and feedback to pupils during a small number of lessons, assessment procedures in English are effective. The information gleaned from assessments is used to good effect, for example to track the progress of class groups and of individual pupils, and to ensure that appropriate targets and intervention programmes are put in place for those pupils who need them. Resources for English are good overall, although there remains scope to increase the quantity of up-to-date fiction for pupils' personal reading. ICT is used well to support teaching in English, and the pupils also make good use of computers to develop their language skills.

Language and literacy across the curriculum

54. Pupils' language and literacy skills are promoted well in work across the curriculum. All teachers ensure that pupils learn the technical terms relevant to their work in other subjects, and there are also very good examples of extended writing, for example in history, geography, art and design and science.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well and standards are above national expectations by the end of Year 6.
- The overall quality of teaching is good and is very good in some classes in Years 4 and 5.
- Teachers use the interactive whiteboards well to engage pupils' learning.
- There are common areas for improvement in the satisfactory lessons.
- The mathematics co-ordinator provides good leadership and management.
- The quality of marking is inconsistent across the school.
- Assessment data is not always used effectively to target underachievement at an early stage.

Commentary

55. Mathematics is a strength in the school, which is an improvement from the last inspection when pupils' achievement was satisfactory and standards were in line with national expectations in Year 6. Evidence from the work seen and the 2005 unvalidated national test results shows that standards are currently above national expectations at the end of Year 6. All pupils are now achieving well in the subject, including those with special educational needs, the most capable, and the few who are learning English as an additional language. No significant differences between the achievement of boys and girls were evident during the inspection.
56. The results of the national tests in mathematics have been consistently above or well above the national average in recent years. In 2004, the results were above the national average. However, they were below the results of schools where pupils achieved similarly when in Year 2, in contrast to the situation in 2002 and 2003 when the school's results were well above those of similar schools. The school attributes the slower progress made by pupils in 2004 to a reduction in the effectiveness of the school's strategies to 'boost' the attainment of pupils who were achieving just below

the national expectation. Inspection findings show that the school has now successfully rectified this deficiency.

57. Evidence from pupils' work and in lessons shows that, across the school, pupils develop secure calculation skills and strategies when using the four operations. They increasingly develop good mental and written methods, can apply these to solve a range of mathematical problems and use ICT well to support their learning. During the inspection, Year 6 pupils made sound progress when calculating percentages, decimals and their fractional equivalent and some were able to check their answers for accuracy using calculators. In Year 5, pupils made good progress and concentrated hard when learning to recognise where a shape will be after reflection in a mirror parallel to one side. The higher attaining Year 5 pupils made very good progress and demonstrated standards that were well above national expectations when predicting and calculating co-ordinates for right angled shapes as they rotate 90 degrees anti-clockwise about a fixed point. These pupils showed a secure understanding of co-ordinates, positive and negative numbers, quadrants and vertices. Higher attaining pupils in Year 4 also made very good progress when learning to use protractors to investigate angles of different triangles and attained standards that were above national expectations. A minority attained even higher standards when constructing and investigating quadrilaterals to within one degree of accuracy. Elsewhere in Years 3 and 4, pupils made satisfactory progress during the lessons seen and attained average or better standards when learning to add and subtract two digit numbers.
58. The majority of pupils behaved well in all the lessons seen and worked co-operatively in pairs when required. However, a small minority were not always fully attentive to each other or to their teacher during whole-class discussions. In the best lessons, pupils were very well motivated, keen to do well and worked very productively.
59. Evidence from the lessons seen and pupils' books shows that the overall quality of teaching in mathematics is good. This is an improvement since the last inspection when the teaching was mainly satisfactory. In all lessons seen, planning was accurate and teachers used interactive whiteboards well to engage pupils' interest and to enable some to model their understanding. The most effective teachers use very good questioning, provide timely and accurate interventions as pupils work, and ensure that learning moves on at a good pace. In these lessons, teachers demonstrate very sound subject knowledge and match the tasks precisely to pupils' needs. In the satisfactory lessons, time is not always used productively and some teachers do not engage sufficiently with pupils as they work independently. As a result, some pupils' errors and misconceptions are not always identified fast enough. An analysis of pupils' work also shows that there are inconsistencies in teachers' marking, as was the case at the time of the last inspection. In some classes, marking is minimal, involving ticks and sometimes a positive comment. In others, teachers' comments help pupils to know what they have achieved and how to improve.
60. The mathematics co-ordinator leads and manages the subject well. She keeps up to date through local training and uses a variety of good monitoring techniques to maintain an overview of the subject across the school. She observes teaching, analyses work and planning and has devised a good proforma to guide her discussions with pupils. The co-ordinator analyses the results of statutory and non-statutory testing, and uses the information gathered effectively to inform priorities for mathematics teaching in Years 5 and 6. The impact of mathematics intervention programmes is also checked but data is not always used as well as possible. In particular, tracking information is not evaluated with sufficient rigour to identify progress within the

individual ability sets or to address underachievement at an early enough stage. As a result, some individual pupil targets lack sufficient challenge.

Mathematics across the curriculum

61. Satisfactory use is made of mathematics to support pupils' work in other subjects. Analysis of evidence shows that pupils make sound use of mathematics when measuring accurately in design and technology and science or carrying out investigations during geography field trips. Pupils also make sound use of tables and graphs to present results of experiments in both science and geography.

SCIENCE

The quality of provision is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of mainly good teaching.
- There are common weaknesses in the minority of lessons which are satisfactory, rather than better.
- The leadership and management of the subject are good.

Commentary

62. Standards are above national expectations in Year 6, and reflect pupils' good achievement. All pupils, including those with special educational needs and the most capable, make good progress in the subject. No significant differences between the standards reached by boys and girls were evident during the inspection, and the few pupils from minority ethnic backgrounds do as well as their peers. Standards have increased since the last inspection, when they were in line with national expectations in Year 6.
63. Current standards broadly reflect those reached in the national tests in Year 6, which were above the national average in 2001 and 2002, and were well above the national average in 2003 and 2004. In 2004, the results were broadly average when compared with the results reached by schools where pupils achieved similar standards when in Year 2.
64. A careful examination of pupils' science books shows that all elements of the subject are covered thoroughly, and that most pupils have recorded a substantial amount of work. In Year 3, pupils understand that plants provide food for humans and other animals, and that they need light, water, warmth and healthy leaves to grow well. During the inspection, Year 3 pupils made good progress when planning simple investigations, and were able to make informed judgements about whether materials were opaque, translucent or transparent. In Year 4, pupils make good progress when learning about friction. They can identify which shapes will move through water most easily and can justify their ideas by talking about reductions in water resistance. These pupils also achieve well when learning about food chains and know that they begin with a green plant, which produces food for other organisms. In Year 5, pupils take careful measurements of their heart rate, present their results clearly in graphs and understand that the heart beats more rapidly during exercise in order to take blood to the muscles. These pupils also progress well when learning about the Earth, Sun and Moon, and when conducting experiments to discover whether some solids are able to contain gases. In Year 6, pupils can describe accurately the main functions of the most

important human and plant organs. They know that micro-organisms feed, grow and reproduce like other organisms, and that these organisms can cause food poisoning. Year 6 pupils have a very secure grasp of the principle of fair testing, and can make informed judgements about the best way to separate materials – including through heating, cooling, evaporating, dissolving, sieving or filtering the materials.

65. The quality of teaching in science ranges from satisfactory to good but is mainly good. As a result, pupils generally make good progress in the subject. This is an improvement since the last inspection, when the teaching was satisfactory and pupils were making satisfactory progress in science. All teachers have secure subject knowledge and plan their lessons well. Individual lessons form part of a coherent science programme which is carefully sequenced to develop pupils' key skills and knowledge. Teachers know exactly what they expect pupils to learn, and take care to ensure that pupils are aware of these objectives from the beginning of lessons. Scientific vocabulary is introduced and reinforced effectively and tasks capture and generally maintain pupils' interest. Across the school, teachers make good use of interactive whiteboards to explain ideas clearly. In the most effective lessons, teachers use skilful questions to probe pupils' understanding and make good use of time. In the minority of lessons in which teaching is satisfactory, there are common areas for improvement. In these, teachers do not use questions well to challenge pupils' thinking or to correct misconceptions, and they do not always provide pupils with the focused support they need when they undertake practical tasks. In addition, the pace of pupils' learning is sometimes a little slow in satisfactory lessons.
66. Pupils' language and literacy skills are generally fostered well in science lessons. Teachers ensure that pupils use the correct scientific language and that their writing is clear and accurate. Pupils' numeracy and ICT skills are soundly promoted, with pupils making careful measurements when conducting experiments and using computers to search for scientific information and, sometimes, to record the results of their investigations.
67. The leadership and management of science are good. The co-ordinator monitors provision rigorously and provides his colleagues with well-focused advice and support. He also provides governors with pertinent reviews about provision in the subject which help to keep them well informed. Assessment procedures are sound, and are implemented consistently across the school. Resources for science are good, and are well organised.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils are now making good progress because of the good teaching and the availability of good resources.
- Good leadership has been instrumental in bringing about improvements in provision since the last inspection.
- Coherent whole-school assessment procedures are not established.

Commentary

68. When the school was last inspected, pupils were underachieving in ICT and their standards were below national expectations in Year 6. Recent improvements in resources for the subject, including a new ICT suite, are having a beneficial impact, and pupils now have regular access to computers to develop and practise their skills. In addition, teachers' confidence and expertise have increased, and all aspects of the ICT curriculum are now properly covered. As a result, pupils are making good progress in the subject. Standards in Year 6 are currently in line with national expectations. Most Year 6 pupils navigate their way quickly through instructions when operating software, and the most capable pupils choose and follow pathways of their own, particularly when carrying out independent research to produce their multimedia presentations. The standards demonstrated by Year 6 pupils reflect their satisfactory achievement and the fact that there were still weaknesses in elements of the provision when these pupils were in their early years at the school. However, standards are rising rapidly across the school as a result of the good provision. For example, many pupils in Year 5 are already matching the standards demonstrated by the current Year 6 pupils.
69. The teaching of ICT, which was unsatisfactory when the school was last inspected, is good. Teachers have secure subject knowledge and their planning is effective, so that pupils' ICT skills are developed systematically and well. Lessons are well managed, move at a good pace, and motivate pupils strongly. Teachers' instructions and explanations are clear, and pupils know exactly what they are expected to learn.
70. The leadership and management of the subject are good. The co-ordinator is a very good teacher of ICT and provides an inspiring role model for his colleagues. He supports staff well, and has helped to increase their skills and confidence in the subject. He monitors pupils' progress carefully and has made significant improvements to planning, so that pupils' ICT skills are developed systematically. However, the co-ordinator appropriately recognises that whole-school assessment procedures are yet to be securely established. This means that, on occasions, the learning needs of individual pupils are not met with enough precision. For example, the most capable pupils are not always given tasks that sufficiently extend their skills.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

71. Pupils use and develop their ICT skills effectively in work in other subjects. For example, pupils in Year 5 use the knowledge they have gained in geography lessons to produce a multimedia presentation on coastlines. They also practise their literacy skills of drafting and editing when writing the text, and pupils are very aware of the audience for which they are writing. They use graphical programs to present graphs in science to show the effect of exercise on the heart rate, and spreadsheets in mathematics to solve problems. Pupils in Year 3 use a numeracy program well to hone their understanding of place value. Good use is also made of the Internet (lower case for Internet used elsewhere) to undertake research activities, for example, in history when pupils study the Tudors and Victorians. Pupils use e-mail regularly to communicate with their 'buddies' in the infant school, thus establishing good links, which contribute to the smooth transfer of infants to the junior school. Teachers use interactive whiteboards effectively across the curriculum, which has a positive impact on the delivery of lessons.

HUMANITIES

Geography

Provision for geography is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards have fallen since the time of the last inspection.
- Good use is made of visits in the locality and further afield to support geographical enquiry across the school.
- Coherent and consistent assessment strategies for geography are not established.
- The irregular blocks of curriculum time allocated to geography mean that progress in pupils' learning is not developed continuously.
- Learning resources are good.

Commentary

72. At the time of the last inspection, standards in geography were judged to be above national expectations. Since then, the National Curriculum requirements and school timetabling arrangements have changed, and standards are currently in line with national expectations by the end of Year 6. Evidence shows that overall achievement in geography is satisfactory but is sometimes good in Years 4 and 5. ICT is generally used well to support pupils' learning in geography.
73. Pupils' work in Year 3 shows that pupils can investigate and identify geographical features in their locality and develop a basic understanding of weather types around the world. In Year 4, pupils begin to develop their understanding of the impact of human activity on an environment by completing a traffic survey in a village location and create informative leaflets from their study of Bramber. During a residential visit further afield, they also carry out a meander study to support their work on 'Rivers' and investigate the depth, speed and nature of the river materials and pollution. In a lesson seen, Year 4 pupils produced sound diagrams and explanations for the formation of deltas and estuaries. Year 5 pupils use a visit to the Seven Sisters as the basis for investigating coastlines and ways of improving the environment. In a lesson seen, they showed a sound understanding of long shore drift and could offer sensible suggestions about why beaches have 82 per cent more litter than 10 years ago. In Year 6, pupils begin to understand the importance of location and its impact on human lives and can identify similarities and differences in the roles of men, women and children in Brighton and a village in India.
74. Based on the analysis of pupils' work and observations in four classes, the overall quality of teaching in geography is satisfactory. However, there is evidence of good teaching in some lessons in Years 4 and 5. In the best lessons, teachers provided a clear and well-paced start, and used questioning effectively to enable pupils to recall their prior learning. They also intervened to enable pupils to demonstrate and develop their understanding as they worked independently, and reinforced correct geographical vocabulary. By contrast, teaching in the satisfactory lessons demonstrated a more casual pace and insufficient quality questioning and intervention.
75. Overall, the leadership and management of the subject are satisfactory. The co-ordinator has a sound overview of provision, gained through her monitoring

procedures. She disseminates new resources to all staff and is developing good links with the partner infant school; in the coming year she will contribute to developing the infants' map work and e-mail skills. A key role has been to modify some of the study units provided by the Qualifications and Curriculum Authority and relocate them where appropriate. For example, the Year 6 study unit on 'Rivers' is now taught in Year 4 since pupils have an opportunity to carry out a river study during their residential visit. The downside of this is that secure assessment criteria, linked to National Curriculum levels, have not been created to ensure that pupils attain the correct standards. For example, it was unclear whether the work associated with the Year 4 study of an Indian village, now taught in Year 6, would enable pupils to meet all the national expectations for pupils of this age. In addition, the irregular blocks of curriculum time allocated to geography mean that progress in pupils' learning is not developed continuously. There is also no system for assessing the geographical knowledge and understanding of all pupils. Resources for geography are good.

HISTORY

76. **Insufficient evidence was collected to make an overall judgement about the quality of provision.** Timetabling restrictions meant that only one history lesson was planned during the inspection. Looking at examples of pupils' past work, which were limited, and talking to pupils, indicate that standards are in line with those expected for pupils of this age. At the time of the last inspection standards were judged to be above national expectations. However, evidence suggests that the school now allocates less time for the subject, and that this has a detrimental effect on pupils' standards. Although pupils gain a sound body of knowledge about the period they are studying, and use their good literacy skills to demonstrate their learning, there is little evidence to show that pupils develop the key skills of historical enquiry and historical interpretation systematically. The subject is enhanced by many visits to places of interest, and these are much enjoyed by the pupils.

RELIGIOUS EDUCATION

77. **Insufficient evidence was collected to make an overall judgement about the quality of provision.**
78. The one lesson seen, in Year 5, was taught very well and made a very good contribution to pupils' spiritual, moral, social and cultural development. However, there is only limited evidence of work produced in other classes and year groups, and it is therefore not possible to make secure judgements about the overall standards attained by pupils, about their achievement, or about the overall quality of teaching and learning.
79. Evidence from the limited amount of pupils' written work seen and from a portfolio of other evidence, mainly photographic and collated by the co-ordinator, shows that work is based on the Brighton and Hove agreed syllabus for religious education and that a suitably broad range of topics is covered. The pupils study aspects of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism during their time at the school. They are taught about the lives and work of religious leaders and about the 'special books' and moral codes that govern and guide the lives of those who belong to the different faiths. They know some of the main stories that form part of each religious tradition, and they know how the followers of the various faiths observe their respective 'holy days' and celebrate their festivals. Evidence shows that the pupils have visited Christian churches and a mosque. They have learned about the special significance of places of worship to the followers of different faiths and have developed some

understanding of the significance of religious symbols, artefacts and rituals. Pupils in Years 4 and 6 have studied ways in which people express their religious faith through art and design, for example in the form of the stained glass windows that form part of the Christian tradition and the complex geometrical designs that adorn Islamic prayer mats.

80. In addition to learning about religion, there is also some evidence to show that pupils are sometimes encouraged to consider what is to be learned from religion. For example, pupils in Year 4 have created stories of their own to interpret the Christian 'message' to 'Love thy neighbour as thyself', while pupils in Year 5 were encouraged to relate the teachings of the Guru Granth Sahib to their own experience and to set out the principles that hold true for them in their own lives.
81. It is clear from discussions with the coordinator that changes will need to be made to the religious education curriculum in the near future. A new locally agreed syllabus has been developed by Brighton and Hove and is due to be introduced by schools at the beginning of the next academic year. It will seek to give greater emphasis than is currently the case on what is to be learned from religion. The co-ordinator has already been trained to oversee the introduction of the new syllabus, and other staff are to be trained in the Autumn term. As was clear in the one lesson seen, the required emphasis on what can be learned from religion is already apparent in the co-ordinator's very good teaching. Leadership and management of the subject are satisfactory. While the co-ordinator has sampled pupils' work and has talked to pupils to gain their perceptions of provision, she has not monitored teaching and learning directly by observing lessons, and there are no consistent procedures for ensuring that pupils' work is assessed. There are good resources in the form of books, artefacts and information available through the Internet to support the study of major world religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. **It is not possible to judge the overall quality of provision in art and design, design and technology, physical education or music** because too few lessons were seen in these subjects. However, a careful scrutiny of pupils' completed work means that secure judgements can be made about pupils' standards and achievements in art and design and design and technology.
83. In **art and design**, pupils achieve well and their standards are above national expectations in Year 6, as they were when the school was last inspected.
84. In Year 3, pupils achieve well when making simple printed patterns, and when painting interpretations of the digital photographs of their classmates in action poses. Year 4 pupils demonstrate good skills when creating abstract images based on Aboriginal art, and have made subtle interpretations of flowers by using a resist technique on silk. In Year 5, pupils' drawings of natural and made materials from direct observation are of a good standard, and their papier-mâché pots, which reflect the designs of Greek vases, are skilfully made and decorated. In Year 6, pupils have created very effective drawings and paintings which communicate the human form in movement, after studying the work of artists and photographs to discover how they have responded to this challenge. The drawings produced by some pupils are of an exceptionally high standard. Year 6 pupils demonstrate good colour mixing skills when painting, and have achieved well when making detailed drawings of the Brighton Pavilion.

85. No lessons were observed in art and design so it is not possible to make a secure judgement about the quality of teaching in the subject. However, a careful examination of the wide range of pupils' completed work clearly shows that the teaching is enabling pupils to make good progress in the subject.
86. The leadership and management of art and design are good. The co-ordinator analyses examples of pupils' work, observes lessons, and has talked to pupils to discover their views about the subject. She provides the staff and governors with pertinent feedback as a result of her monitoring, and gives her colleagues well-focused advice and support. However, the co-ordinator appropriately recognises that coherent assessment procedures are not securely in place, and that this is an area for improvement. There is a popular art club, and Year 6 pupils have the opportunity to visit the Brighton University Graduate Arts Exhibition. Resources for art and design are good.
87. In **design and technology** standards are also above national expectations in Year 6 and represent good achievement. This is an improvement since the last inspection, when pupils made slower progress and their standards were in line with national expectations in Year 6.
88. In Year 3, pupils achieve well when cutting wood safely and with good precision in order to make frameworks for Victorian dolls' houses. They measure carefully and know how to strengthen the corners of their structures with triangles of card. In Year 4, pupils achieve well when designing and making board games that incorporate simple electrical circuits which signal whether a correct answer has been given by a player. In Year 5, pupils have a good understanding of how cams work, and demonstrate good skills when designing and making their own models which incorporate cams to facilitate movement. In Year 6, pupils have carefully examined a range of commercially made slippers, and learned how they were constructed. They have created their own slipper designs, made paper patterns and then constructed their slippers from a range of fabrics, card, cork and leather. The finished products are of a good quality, and demonstrate the pupils' skilful joining skills as well as their creative ideas.
89. Only one design and technology lesson was observed. This lesson, in Year 5, was well taught and pupils worked enthusiastically and effectively to create models which used cams. While insufficient lessons were seen to make an overall judgment about the quality of teaching, pupils' completed work shows that the teaching is enabling pupils to make good progress in their learning in the subject.
90. The leadership and management of design and technology are good. Effective procedures had already been established when the current co-ordinator took on her role in September 2004, and she has maintained this good practice. She has observed lessons, examined examples of pupils' work, and developed a good overview of teachers' planning. In addition, the co-ordinator has liaised with the design and technology co-ordinator from the partner infant school to provide a training day for the staff of both schools. This was clearly enjoyed by the teachers and helped to develop continuity in pupils' learning in the subject between the schools and to foster teachers' confidence and skills. While there is evidence of sound assessment procedures being used by some teachers, these are not consistently used, and this is an area for improvement in the subject. Resources for design and technology are good, and are well organised.

91. In **physical education** only four lessons were seen; all were concerned with enhancing pupils' games skills. No dance or gymnastics were seen. In the lessons observed, standards were in line with national expectations in Years 3 and 4. No lessons were seen in Years 5 and 6. The school has very limited outside facilities, having no field and only small sloping playgrounds. Teachers make the best use of the limited accommodation, but it does have an adverse effect on the tasks that pupils are able to do. For example, pupils were unable to use bats when they were practising their rounders skills on the small playground, and balls kept rolling away because of the sloping nature of the surface. This resulted in very limited opportunities for pupils to develop their skills. The school does use an adjacent field in clement weather, but this means time is wasted while pupils walk there. However, dance appears to be promoted well as a result of the coordinator's enthusiasm and example, and the school participates in an annual combined schools' event. Pupils use the local swimming pool for a ten-week block of swimming lessons in Year 5, when the majority of pupils attain the required standard.
92. In **music**, many pupils benefit from music tuition and all pupils have opportunities to participate in enrichment music activities both within the school and in the locality. In the one lesson seen, Year 4 pupils made sound progress in developing their understanding of how to represent sounds using symbolic notation, and demonstrated satisfactory standards for their ages. The teaching in this lesson was satisfactory.
93. The co-ordinator leads and manages the subject satisfactorily and provides all the music teaching for the school. Currently, this enables pupils to experience one hour of music every fortnight; this will increase to one hour per week from September 2005. Over the years, the co-ordinator has built up a good range of resources and software packages, written the music policy and maintained satisfactory music assessment records for all pupils. As the sole music teacher, however, he has had insufficient opportunities to develop his own practice by observing expert teachers or to build the capacity of other teachers on the staff.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The quality of provision for pupils' personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The pupils achieve well in this important aspect of their development.
- PSHEC provision is wide-ranging; it is promoted through all aspects of the school's work and is reflected in the pupils' good attitudes and behaviour.
- The leadership and management of PSHEC are effective.

Commentary

94. Although only one timetabled PSHEC lesson was observed, evidence of the good provision made for pupils' personal, social and health education and citizenship is apparent in the school's day-to-day operation, in lessons in many different subjects, in assemblies, in extra-curricular activities, in displays, in the pupils' attitudes, values and relationships, and in the records of the school council.

95. The school does its best to ensure that all pupils develop into confident, responsible individuals who are able to make the most of their abilities. To this end, the pupils are given many opportunities to express themselves on issues that affect them. For example, 'worry boxes' in classrooms allow them to register any personal concerns anonymously so that issues can be raised and discussed during regular PSHEC lessons, while more 'public' concerns about school life can be raised through the long-established school council, which meets regularly. Indeed, evidence from the school council's minutes testifies to the role pupils have played in influencing school development, for example through one campaign to improve school meals and another to improve playground facilities. It was the pupils, too, who responded to concerns about safety on the stairs, by designing and displaying posters that set out clear instructions for their use. Achievement assemblies, team points and the award of certificates all play a part in helping the pupils to recognise their own achievements, not only in academic terms, but also in regard to effort and behaviour. Achievements out of school are also recognised. In a PSHEC lesson in Year 6, pupils who will shortly be moving on to secondary school were asked to recall all that they have achieved this year and were skilfully helped to prepare for the challenges that await them in their new school. A wide variety of clubs and other enrichment activities help pupils to develop and pursue interests that may stay with them for life, while their skills in the essential art of money management are stimulated by organising events to raise funds for various charities.
96. In addition to raising funds for those less fortunate than themselves, pupils are helped to play an active role as citizens in many other ways. For example, in assemblies and in English lessons in Year 6 at the time of the inspection, a strong focus on the campaign to 'Make Poverty History' and on the G8 summit in Edinburgh engaged the pupils in debate about topical issues. At the time of the General Election, pupils in Year 5 organised a school election on parallel lines. Events such as these, and the work of the well-established school council, provide valuable insights for the pupils into democratic processes.
97. Effective measures are in place to help pupils develop a healthy and safe lifestyle. Well-judged sex education and drugs awareness programmes are incorporated into PSHEC lessons for pupils of all ages. Healthy eating is promoted well. School dinners provide healthy choices, while snacks are restricted to fruit or sandwiches. The pupils' awareness of the need to stay safe is reinforced by special programmes and events related to road safety, fire safety and sun safety. A wide variety of sports clubs at lunchtimes and after school suitably enhances provision for physical exercise.
98. Through assembly themes, through PSHEC lessons and through the good example set by the staff, the pupils are taught to respect and understand others and to see events from others' points of view. Pupils in Year 3 were helped to find friends and establish good relationships during a 'friendship challenge'. A storyteller who visited Year 3, a visiting theatre group which ran workshops for all pupils, and a whole-school anti-bullying week all addressed issues related to both bullying and racism. The school's growing links with village communities in Africa are helping the pupils to understand the lives and thoughts of people in different places and with different cultures, while their studies of major religions in religious education fosters their understanding of different faiths.
99. The co-ordinator leads and manages provision well. She has produced a workable scheme of work which engages pupils' interest and commitment. She has a good

overview of provision derived from her scrutiny of teachers' planning and from discussions she has held with pupils and from lesson observations. Over the four years since she assumed responsibility for PSHEC provision, she has remained open to new initiatives, both regional and national, and has given a sure lead to her colleagues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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