

INSPECTION REPORT

ST THOMAS' CATHOLIC PRIMARY SCHOOL

Sevenoaks

LEA area: Kent

Unique reference number: 118778

Headteacher: Mr D. A. Brunning

Reporting inspector: Sheila Browning
1510

Dates of inspection: 22 – 25 January 2001

Inspection number: 185581

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: South Park
Sevenoaks
Kent

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. J. Meredith

Date of previous inspection: 12/10/1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1510	Sheila Browning	Registered inspector	Art Music Equal opportunities	Standards of attainment and achievement Teaching and learning Leadership and management Staffing and accommodation Resources Efficiency School improvement and effectiveness
9499	Phiroze Daruwala	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
17995	Roger Purdom	Team inspector	English Information and communication technology	How good are the curricular and other opportunities offered to pupils?
7148	Graham Hall	Team inspector	Special educational needs Science Physical education	

12764	Wendy Thomas	Team inspector	Children under five English as an additional language History Design and technology	
11122	Diane Hall	Team inspector	Mathematics Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 249 pupils, 128 boys and 121 girls, aged 4 - 11, St. Thomas' Catholic primary school is about the same size as most other primary schools nationally. Attainment for the majority of pupils on entry is above average. The percentage of pupils identified as having special educational needs, at 15 per cent, is below the national average. The percentage of pupils with statements of special educational needs, 0.4 per cent, is below the national average. The proportion of pupils receiving free school meals, at 4 per cent, is below the national average. There are few pupils of ethnic minority origin and few with English as an additional language. The majority of pupils come from the immediate locality of Sevenoaks, but over 100 children are bussed in from three local parishes. The range of socio-economic backgrounds is favourable.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Standards are above those nationally at both Key Stages 1 and 2. In comparison to similar schools, they are broadly as expected for pupils of this age. The school benefits from dedicated leadership that provides a very clear educational direction, with a staff who are committed to high standards and school improvement. Teaching is good. The school provides a positive and stimulating learning environment. The behaviour of pupils is very good. The school gives good value for money. Its strengths far outweigh its weaknesses.

What the school does well

- Standards in the core subjects of English and mathematics are very high and for science well above national averages at both key stages. There are strengths in information and communication technology (ICT), and in music across the school.
- Teaching and learning is good in the Foundation Stage and Key Stage 1; in Key Stage 2 it is very good.
- Pupils' behaviour, relationships and attitudes to learning are very good.
- Leadership and management are good with a shared commitment to the improvement of existing high standards.
- The quality and range of curriculum, including the provision for pupils' spiritual, moral, social and cultural development, is good.
- Provision for pupils with special educational needs is very good overall and the progress they make is good.
- Parents are strongly supportive of the school.

What could be improved

- In the Foundation Stage, provision for children's physical development does not meet legal requirements.
- Monitoring and evaluation of teaching and the curriculum has not developed fully.
- Accommodation, although improved, adversely affects teaching and learning in some year groups. The school has reached its optimum size.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded well to the issues raised in the last report and has made good progress since it was last inspected in October 1995. Standards continue to improve. The teaching of literacy and numeracy skills is having a positive impact on standards. The good personal development of pupils and the high quality of teaching and learning across the school have been maintained. Curricular planning has improved and clearly indicates learning intentions and assessment opportunities. Teachers are further developing planning to meet the requirements of Curriculum 2000 and to support continuity and progression; this aspect is more advanced in science. Opportunities to extend higher attaining pupils are appropriate. Systems for the headteacher, co-ordinators and governors to monitor and evaluate the effectiveness of the curriculum and teaching and learning are planned for. Some monitoring and

assessment have taken place that promotes improved standards and quality. The requirements for ICT and design and technology have improved. The governing body continues to be involved in the monitoring of standards. The seriousness with which the school has responded to the issues in the last report and the dedication of staff demonstrate a clear capacity and commitment to improve further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	C
mathematics	A	A	A	C
science	B	D	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Initial assessments of children who started school in September 2000 indicate that pupils have above average skills in speaking and listening, mathematics and personal and social development. The results of initial assessments for the pupils now in Year 1 are also above average in these areas. Children are making good progress in language and literacy, mathematics and personal, social and emotional development in the reception year; the majority are likely to attain or exceed the Early Learning Goals before the end of the reception year. Children with special educational needs are well supported and make good progress.

Over the past three years, pupils' results in the National Curriculum tests at the end of Key Stage 1 have been well above national averages. Results show a rising trend using the average point scores. In 2000, pupils' performance in reading and writing was well above national averages and better than the averages for similar schools when measured by the percentage of pupils eligible for free school meals and those with special educational needs. In mathematics, they were above national averages and were average for those of similar schools. Teacher assessments for science were as expected for pupils aged seven. At the end of Key Stage 1, results have improved since last year and, with the exception of science, they were high enough when compared with similar schools. Inspection evidence reflects the latest results with the exception of science where standards are higher. Standards are high in information and communication technology, geography and music at both key stages. Standards in other subjects are as expected nationally for pupils of this age.

Over the past five years, pupils' results in the National Curriculum tests at the end of Key Stage 2 have been broadly in line with the national trend using the average point scores. In 2000, National Curriculum test results showed that pupils' performance was well above those achieved nationally in English and mathematics; for science, they were average. When compared with similar schools, results were as expected for English and mathematics and were below for science. School analysis of pupil attainment recognises that results reflected underachievement by some pupils. At the end of Key Stage 2, standards were not high enough when compared with similar schools. School results for the Year 2000 show an improvement. Higher attaining pupils are in line to achieve their potential. Inspection evidence reflects improvement in standards, particularly in science. It is clear that the school has a more rigorous approach to pupil achievement. The analysis of performance data has improved and is accurately used to inform pupil achievement, teaching, learning and curriculum planning. Standards in other subjects are as expected nationally for pupils aged eleven. The school has exceeded the performance targets agreed with the local education authority.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils respond well to the expectation that they will work hard. They are keen, interested and participate fully.
Behaviour, in and out of classrooms	Very good. Both in and out of the classroom, pupils are very well behaved.
Personal development and relationships	Good. Personal development is good and relationships are very positive between pupils and with their teachers.
Attendance	Good. Attendance is above the national average.

Pupils' attitudes towards school are very good; they concentrate, work hard and are eager to learn. Behaviour in lessons is very good and makes a major contribution to learning. The personal development of pupils is good and relationships are very good. Attendance is good.

TEACHING AND LEARNING

Teaching of pupils	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The standard of teaching is good overall and effective in all curricular areas. Teaching is good or better in 74 per cent of lessons, of which 37 per cent are very good or excellent. Teaching in all other lessons is at least satisfactory. More instances of very good and good teaching are seen in Key Stage 2. Overall, teaching in English is good with a significant number of lessons being very good. Teaching is mostly good in mathematics with some very good teaching in Key Stage 2, and in science, teaching is very good overall. The skills of literacy and numeracy are taught well. Support for pupils with special educational needs (SEN) is very good overall and teaching is good. Opportunities to extend higher attaining pupils are suitably challenging. Lessons are well planned and learning objectives are consolidated with pupils. Good questioning and effective teaching methods reinforce learning. The quality of learning is good and often very good. Pupils are clear about what they must do to achieve higher standards. Pupils are enthusiastic, interested and work hard, readily participating in whole class activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good. A main strength is the provision for pupils with special educational needs.
Provision for pupils with special educational needs	Provision is very good overall.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' spiritual, moral and social development is very good, and for cultural, it is good.
How well the school cares for its pupils	Satisfactory. Procedures for monitoring pupil's academic performance, and personal development are satisfactory. Monitoring and promoting good behaviour and assessing pupils' attainment and progress are good.

The curricular provision is good. The school provides a good personal, social and health education programme. Extra-curricular provision is satisfactory. The curriculum meets statutory requirements with the exception of physical development, an aspect of the Foundation Stage. The school works in close partnership with parents who think highly of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear educational vision, which is shared by staff. The headteacher, deputy headteacher and senior management team work effectively together in order to take the school forward. The headteacher has led the very successful induction of nine recently appointed staff including non-teaching staff. The school is developing a culture of accountability and self-evaluation of performance. Educational and financial planning are satisfactory.
How well the governors fulfil their responsibilities	Governors are informed about and understand the strengths and weaknesses of the school. They are now in a good position to further monitor and evaluate school performance.
The school's evaluation of its performance	The school's priorities for development are good. Monitoring and evaluation of teaching are not fully developed. Action taken to meet school targets is good.
The strategic use of resources	Satisfactory. Teachers and non-teaching staff are well deployed. The non-teaching staff are highly valued by the school. The use of learning resources is good. Accommodation is limited.

The number, experience and qualifications of staff meet the needs of the National Curriculum. Accommodation, although improved, adversely affects teaching and learning in some year groups. Leadership is well focused, initiates and encourages educational improvement. The school effectively seeks ways to ensure that it gets the best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good. • The school helps children to be mature and responsible. Children like school. • Parents feel able to approach the school with questions or a problem. • The school is well led and managed. • The teaching is good. • The school works closely with parents. 	<ul style="list-style-type: none"> • Activities outside of school. • Homework. • Information about the progress children make.

The inspection team agrees with the parents' positive views. The school provides a satisfactory range of interesting activities outside of lessons. Although homework is provided, there is scope for greater consistency within the school. The information that the school provides is good and informative.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Initial assessments of children who started school in September 2000 indicate that pupils have above average skills in speaking and listening, mathematics and personal and social development. The results of initial assessments for the pupils now in Year 1 are also above average in these areas. Children are making good progress in language and literacy, mathematics and personal, social and emotional development in the reception year and the majority are likely to attain or exceed the Early Learning Goals before the end of the reception year. Children with special educational needs are well supported and make good progress.
2. The average point scores in the 2000 national tests show that, at the end of Key Stage 1, pupils attained well above the national average in reading and writing and above average in mathematics. When compared with similar schools, results were well above average in reading and writing and were above average for mathematics. At the end of Key Stage 1, standards were high enough when compared with similar schools. Teacher assessments accorded with the national test results in reading, writing and mathematics. Levels as given by teacher assessment for science were close to the national average. The percentage of pupils reaching the higher levels, three and above, in the Year 2000 were well above the national average in English and were above the national average in mathematics. For science, they were average and close to the national average. The results of National Curriculum tests have remained high over the past three years. Standards seen during the inspection are in line with the most recent results.
3. The average point scores in the 2000 national tests show that, at the end of Key Stage 2, pupils attained well above the national average in English and mathematics and average for science. When compared with similar schools, results were average for English and mathematics and were below average in science. At the end of Key Stage 2, standards were not high enough when compared with similar schools in science. School results for the Year 2000 showed an upward trend. When compared with those schools that achieved similar average point scores at Key Stage 1 in 1996, the school's results were below average. Standards seen during the inspection in English are well above the national expectations. This does not reflect the evidence of the most recent results where standards at Key Stage 2 were close to the average for similar schools. The high standards in mathematics are being maintained and improved. In science, standards were improved and inspection evidence indicates that a greater number of pupils are now attaining the higher levels.
4. The percentage of pupils reaching the higher levels, five and above, in the Year 2000 were well above national averages for English and mathematics and were close to the national average in science. The results for this particular group of pupils reflect their underachievement in science when compared with English and mathematics. Inspection findings show improved standards in science. The school has a much more rigorous approach to interpreting, analysing and using data to inform achievement, teaching, learning and the curriculum. The school identifies early those pupils who are seen as underachieving and targets their progress and learning. This, combined with improved teaching, curricular and lesson planning, is raising standards.

5. Results of boys and girls were not significantly different at either key stage. Boys achieved slightly better than the girls in reading, writing and mathematics at the end of Key Stage 1 which is a reversal of the national pattern, although there has been a narrowing of the gap within the last few years. The school has identified the need to raise girls' achievement in mathematics and writing at the higher levels. In the 2000 tests at Key Stage 2, girls achieved slightly better than the boys in English, and science, whereas the boys achieved slightly better than the girls in mathematics. The school has identified that when using average point scores as a measure some girls achieved Level 3 (the higher levels) in reading at Key Stage 1, but were unable to sustain this performance at Key Stage 2. Taking the performance of boys and girls of the past three years 1998-2000 together at Key Stage 1, the data shows girls under-performed boys in reading and writing.
6. For the same period at Key Stage 2, the data shows girls under-performed in comparison to the boys in all three core subjects of English, mathematics and science, and with a wider gap in the difference in mathematics. Inspectors could not find any current evidence for this pattern and findings conclude that this is a historical trend that has been successfully addressed by the action undertaken by the school. There is, however, strong evidence that due to the high standards of behaviour and teachers' good class management skills, the boys are attaining higher levels than expected nationally.

Literacy

7. The Literacy Strategy is having a positive impact on teaching and learning. Literacy standards are above those expected. Pupils' attainment in speaking and listening is at least above average and in some cases well above average. They are confident and express themselves well using a wide range of vocabulary. In many subjects, they use subject specific terms with increasing understanding. They listen carefully and make positive contributions to discussions and presentations. In science, an exciting drama session helped pupils to explore the particular functions of parts of the body. The majority of pupils read enthusiastically and accurately from a variety of texts; many are fluent and independent readers. They use other sources to retrieve information and use it appropriately, as, for example, exploring the long term effects of the tourist industry in geography. Writing is above average, pupils show a growing confidence in experimenting with vocabulary and content. Good examples are seen in English, science and history. Higher attaining pupils are encouraged to think carefully about their use of words and phrases so that they add to the sense and tension of what they are writing about. They are gaining a good grasp of basic grammar and show a good sense of style. Presentation of work is very good in all subjects.

Numeracy

8. The Numeracy Strategy is having a positive impact on teaching and learning. There are many opportunities for numeracy across the curriculum. By the end of Key Stage 1, pupils are competent working with numbers of up to three digits. They understand different mathematical processes as, for example, addition and subtraction. They use non standard measurements and higher attaining pupils are beginning to use simple standard measures with accuracy. Throughout Key Stage 2, work in aspects of numeracy is good and pupils develop a good understanding of fractions, decimals and percentages. There are good examples of pupils using and interpreting data in other subjects; particularly ICT, geography and science. For example, in a Year 5 geography lesson, pupils were researching graphs showing climatic changes in Egypt. In a year 6 science lesson, pupils used liquid measurement and thermometers when testing the melting rate of ice. They used charts and diagrams to record a range of data. In art and

design, pupils used measurement to create perspective in their art work, and in music they counted beats in different musical patterns.

9. Inspection findings show an improvement in standards since the last inspection. Standards in English, mathematics and science at the end of both key stages at this time of the school year are above those expected nationally for children aged seven and aged eleven. Inspection findings indicate that a greater number of pupils are now attaining the higher levels. Standards in English and science are better than those of the pupils in the Year 2000 group whose results are the most recently published. Inspection findings show that the high standards are being maintained in mathematics and this represents an improvement since the last inspection. This is the direct result of very good teaching. In English and mathematics, the effects of both the literacy and numeracy strategies are impacting positively. In science, a greater number of pupils are now attaining the higher levels. Standards in ICT, geography and music are above average. In all other subjects they are as expected nationally for pupils aged seven and aged eleven. Inspectors did not observe religious education as this will form part of a Section 23 inspection by inspectors from the Diocese.
10. In science, by the age of seven for example, pupils know about magnetism, forces and electricity. They identify the similarities and differences between materials. By the age of eleven, pupils know about life processes common to humans, plants and animals; the importance of nutrition and healthy eating and the value of regular exercise. In lessons, pupils reach good levels in observational and investigative skills, they plan investigations confidently and make good predictions, testing them and recording results. Pupils have a very good understanding of comparative properties of materials and identify differences between solids, liquids and gases accurately. Pupils use computers well to record and interrogate data. In ICT, pupils are gaining new skills in both key stages and standards are above expectations. They try things out and confidently use and present information in a variety of ways, such as word processing. They collect and collate factual data, search the internet and can set up a multimedia presentation. They use a variety of programmes to support different subjects.
11. In art standards are mainly in line with expectations in Key Stage 2. Work on display depicts standards that are above expectations. The way pupils explore media and techniques and develop their own ideas, influenced by the studies of other artists is particularly good. In design and technology, pupils are progressively developing their skills and knowledge. In geography, standards are above expectations at the end of both key stages. In Key Stage 1, they have a good understanding of physical features and climatic changes. By the end of Key Stage 2, they understand how people can change and improve their environment and can demonstrate good mapping skills. In history, standards are at least satisfactory; by the end of Key Stage 1, pupils understand that life was different in the past from their lives today, as when they compare artefacts from earlier times with those of the present day. At the end of Key stage 2, they build on their previous knowledge and experience; they use maps and photographs to compare Sevenoaks in the past, making good use of their geographical skills. In music, standards are above expectations; singing and instrumental work is of a good quality and pupils are building on their skills and knowledge of basic musical elements. They are developing a good knowledge and appreciation of music from different periods and cultures. In physical education, standards are in line with expectations although dance is less well developed. Pupils understand the importance of warm up and the effects that exercise has on the body. They show developing control of their bodies and display good knowledge and skills in simple team games.
12. Higher attaining pupils are sufficiently and consistently stretched by the tasks and resources provided. Teachers' planning refers to more challenging work for high

attaining pupils. In English, higher-attaining pupils have good skills in skimming and scanning when looking for information. Good pieces of extended writing support their work in other subjects. In mathematics, teachers set high expectations for pupils. In science, planning shows how higher attaining pupils will be challenged to further extend learning.

13. Pupils with special educational needs (SEN) are making good progress in all areas of the curriculum. Literacy support is very good. Pupils are often withdrawn from the lesson but with much consideration of their needs. Often, support is provided alongside the classroom and with the same subject focus to ensure equal access to the curriculum. Links with initial assessment data are underdeveloped due to the relative newness of the assessment data. Target setting procedures in specific individual education plans (IEPs) or statements all focus on the needs of pupils. Numeracy targets are included where appropriate, and learning targets are set in the IEPs and in teachers' planning.
14. The school has a small number of pupils for whom English is an additional language. Teacher assessments and the results of standardised tests show that these pupils make good progress at both key stages and are well supported by the school.
15. Since the last inspection, standards achieved by pupils in both key stages have remained well above national averages year on year. In Key Stage 1, writing, mathematics and science show steady improvement over the past five years 1996-2000; reading shows a similar picture with the highest school results ever recorded in 1999. There has been a 100 per cent achievement at Level 2 and above since 1998/9. Results in Key Stage 2 generally showed an upward trend from 1996 to 2000. Results for 2000 showed a significant improvement in English and science in standards achieved. The school sets challenging targets and has successfully exceeded the targets set by the local educational authority.

Pupils' attitudes, values and personal development

16. Pupils' attitudes and values are very good and their personal development is good. Parents attending the pre-inspection meeting did not raise any concern about pupils' attitudes to learning, behaviour or personal development. Responses at the parents' meeting and their answers to the questionnaire were overwhelmingly positive. The inspection findings substantiate the parental views.
17. The personal and social development of pupils in the reception class is satisfactory. Pupils are reasonably confident, friendly and enjoy good relationships with one another, their teachers and other adults in the class.
18. Pupils in Key Stage 1 display very positive attitudes and are keen to come to school. They are friendly, polite and well motivated. They show good attitudes to learning. Most pupils listen attentively to their teachers without interruptions. They are also keen to answer questions and concentrate well on the given tasks. They show respect for one another, for their teachers and other adults in the class. This is also the case with pupils in Key Stage 2. On the whole, they show increased maturity and understanding of the school as a community.
19. The discipline, demeanour and attitudes displayed by pupils in the classrooms and in the playground are a strength of the school. Pupils settle to work quickly, behave in an exemplary way and are keen to carry out instructions from their teachers and other adults in the classroom. The classrooms function in an orderly way. Movement around the school is peaceful. Pupils play well together in the playground and their behaviour in

the dining room is equally good. This adds considerably towards creating a pleasant atmosphere during the meal. Lunchtime supervisors emphasise good discipline and help in creating a friendly atmosphere in the dining hall. There were no incidents of bullying or unacceptable behaviour observed during the period of inspection. No pupil has been excluded from the school during the course of the current academic year.

20. When given the opportunity to help, pupils take their responsibility seriously. For example, pupils take turn in taking attendance registers and dinner monies to the school secretary. They show respect and care for learning resources, such as books, computers and other equipment. Pupils show concern for the needs of people less fortunate than themselves and contribute willingly to local and national charities. In recent months, the school and its pupils have raised almost £3000 towards a learning resource centre for a school in Kilimanjaro, Tanzania.
21. At times, a minority of pupils travelling to and from the school on buses are inclined to show poor behaviour, by engaging in verbal abuse or by showing disrespect to their peers. On occasions, such incidents tend to spill over in the school. The headteacher and his staff are aware of the prevailing situation, resolving incidents of poor behaviour with care and sensitivity.
22. Pupils are respectful and courteous to their teachers and other adults in the school. The positive rapport is augmented by the prevalence of respect and trust within the school community as a whole. Pupils are positive about their experiences. Relationships between pupils and between pupils and other adults in the school are very good. They are supportive, cordial and reflect a positive response to the high expectations of courtesy and care, based on trust and mutual respect. The school's commitment to equality of opportunity is evident from the fact that boys and girls mix well together, co-operate in classrooms and in the playground, and display positive attitudes towards one another.
23. Pupils with special education needs respond with enthusiasm, taking full advantage of additional help within lessons. They are fully integrated in the school. These pupils show a positive approach to all subject areas, and usually work with dedication, commitment and are capable of working both independently and in collaboration with others.
24. The impact on pupils' learning of the various lunchtime and after school activities is good. Such extra-curricular activities offer pupils an opportunity to raise their self-esteem and self-confidence and to develop aptitudes to co-operate and collaborate with their peers.
25. The rate of attendance of 95.5% for the academic year 1999-2000 is slightly above the national benchmark of 94.4% for primary schools in England. During the same period, the zero rate of unauthorised absence is well below the national norm of 0.5%.
26. Most pupils are punctual, both in terms of arriving at school each morning and returning to classrooms after the morning and lunch breaks. This has a positive impact on their attainment and progress. Some one hundred pupils travel by bus to the school from the surrounding areas. Adverse weather conditions and congestion on the road invariably cause the delay to buses. Pupils can be delayed by five to ten minutes in reaching their classrooms. Such late arrival distracts and interrupts the classroom routine.
27. Overall, pupils' positive attitudes, purposeful relationships within the school community as a whole and very good behaviour of pupils have a positive impact on standards of attainment throughout the whole school. This reflects similar judgements made at the time of the last inspection.

HOW WELL ARE PUPILS TAUGHT?

28. The quality of teaching is good overall with over a third of lessons being very good or better. The remaining lessons are always satisfactory. Teaching is a strength of the school and particularly at Key Stage 2. Over a third of the lessons were judged good. The high quality teaching is maintained and in fact has improved since the last inspection. In Key Stage 1, teaching is good and better in nearly six out of ten lessons and the remainder is satisfactory. In Key Stage 2, over half of lessons are very good and better with over eight out of ten being good and better; the remainder is satisfactory. There has been a significant change in staffing since the last inspection. The school is now very focused on improving the quality of teaching and learning for all pupils. The constraints of the accommodation affect teaching and learning in some year groups, for example, cramped conditions in mobiles and in some classrooms.
29. The best lessons are characterised by very good teaching of basic skills, high expectations and very good management of pupils. They are also characterised by secure subject knowledge, effective planning, and effective teaching methods, which take account of the wide range of pupil ability in the class. The use of time, support staff and resources is also good.
30. In reception, which was not reported on during the last inspection, teachers are currently adapting the curriculum to ensure that they make suitable provision for children in the Foundation Stage, and address all the Early Learning Goals. Teaching is generally good. Teachers are still developing the Foundation Stage curriculum to take account of the new requirements for children of this age. In the mixed age class, there are difficulties in providing appropriate learning activities for children in the Foundation Stage alongside pupils who are working in Year 1. Structured activities are well planned, but planning for self initiated activities could be further improved.
31. Teachers' subject knowledge and understanding are good overall. Teachers are well supported by learning support assistants (LSA's), some of whom are experienced and who play a full part in teaching and learning during lessons. The learning support staff are well deployed and make a valuable contribution to pupils' learning. Across the school, teachers are clear about the full ability and age range of their pupils, in both the mixed and separate year groups. The majority of teaching and learning in the mixed age classes was deemed to be satisfactory. Planning for mixed age groups and different abilities, although still developing, shows improvement since the last inspection. Opportunities for pupils' independent study are promoted well. Teaching of basic skills is very good. Teachers have successfully implemented the National Literacy and Numeracy strategies. Teachers start lessons with clear explanations, share learning objectives and ensure that pupils understand them. Teachers' expectations of behaviour and work are very high, and pupils respond very well. Teachers effectively use questioning to promote and consolidate learning. Teachers use a variety of effective teaching methods.
32. Daily and half-termly planning linked to developing schemes of work are usually detailed with clear objectives and indicate how planning translates into practice. The school is still experimenting with different formats. Planning matches the full range of pupil ability and age in the class and indicates sufficiently challenging tasks for pupils of higher attainment. Provision and support for pupils of lower attainment and for those with special educational needs are very good.
33. Information and communication technology is used very effectively as an integral part of the pupils' learning. Good examples are seen in using ICT for word processing, data

handling, research and illustrating work. The library, although small, is a valuable resource. The range and variety of interesting and practical activities and the use of visits and visitors to the school encourage pupils' learning and help their motivation. Generally, teachers use time most effectively. Resources are well used, as for example in science, history, art and music.

34. The previous inspection report identified teachers' assessment of pupils' work against National Curriculum levels as an area for development. The school has recently introduced a system to track progress of the pupils in the core subjects. From the beginning of the current academic year, the school has undertaken extensive work to raise staff awareness of assessment. There is now a stronger commitment to the use of data and other test results to raise pupils' attainment. Oral assessment is very good. Teachers give constant feedback and encouragement and praise to pupils which raise their self-esteem. Marking is constructive with useful comments.
35. Homework makes a positive contribution to pupils' learning; it includes reading, spelling, mathematics and research work. However, there are some inconsistencies across different year groups.
36. Because of the open plan nature of two of the classrooms, work is sometimes interrupted by the activities of other teaching groups. This does occasionally affect the concentration of pupils as they are unable to hear their teacher or follow what other pupils are saying. This was also a concern expressed at the parents' meeting. In practical activities, children in the mobile classrooms are constrained by a lack of space.
37. The special educational needs co-ordinator (SENCO) ensures appropriate support is given to pupils with SEN. The teaching staff and LSA's plan the lessons together and also record the progress of any SEN pupils in their groups. There is close liaison between all staff. The learning of all SEN pupils is well supported by the current organisation, planning and expertise of the staff.
38. Learning is good or has good features in all subjects. In most lessons, pupils gain very good skills and advance their knowledge and understanding well. Improvements are seen in skill development in ICT and design and technology since the last inspection. Pupils understanding and use of subject specific terms are particularly good. They are learning to apply intellectual, physical and creative efforts well. In art, music and physical education, pupils work hard and they are developing good creative and physical skills. An improvement since the last inspection is that pupils now have good opportunities to develop and use their imagination and to select resources. Pupils work hard and productively at a good rate. They are very well motivated, and are eager to contribute to lessons. They are interested, concentrate and work well independently. Pupils work well in pairs, as seen when using ICT and in small groups and as individuals. Pupils are generally clear about what they need to do to improve the quality of their work.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

39. Curricular provision is good overall. All the subjects of the National Curriculum are included. This is an improvement since the last inspection when it was noted that improvements to the teaching of technology would improve the overall balance of the curriculum. The current work in design and technology and in ICT has enabled a better balanced curriculum. All pupils, including the high and low attaining pupils and pupils with special educational needs, have full and equal access to all aspects of the curriculum. The school has a positive inclusion policy which works well in practice.

Pupils, withdrawn for extra help with literacy, receive appropriate learning opportunities. The school has very successfully implemented the National Literacy and the National Numeracy Strategies. These have been instrumental in raising the standards in these subjects. These subjects have been allocated large amounts of time, leaving a greatly reduced amount of time for the other subjects. The school is aware of these constraints and is working hard to ensure that pupils do not miss out on the rest of the curriculum. The total time spent on the curriculum is satisfactory at both key stages.

40. The curriculum in the Foundation Stage is satisfactory overall. Provision for pupils' development in language and literacy skills and for mathematical development is good. However, there are weaknesses in the provision of the other areas of the Foundation Stage curriculum. This is particularly true for the area of physical development. The school is unfamiliar with the Foundation Stage and it is at the stage of being developed.
41. The school has policies and schemes of work in place for all the curriculum subjects. Many of these are based on national guidance but are well adapted to the school's individual needs. These schemes provide a good basis for the planning of work and the development of pupils' skills. They also provide a good framework of continuity and progression across the whole school. This is an improvement on the previous inspection report. Teachers' planning is now good with suitable work arranged for all pupils according to abilities. Curricular planning is further complicated by some mixed age classes; teachers are working together to try and resolve the planning issues. There is work to be done in the area of monitoring the curriculum across the school, but satisfactory progress is being made.
42. All pupils have a weekly 'Circle Time' when they have the opportunity of developing their social skills as they share a range of topics with each other. There is a comprehensive personal, social and health education (PSHE) programme which helps to prepare the pupils for personal, social and family responsibilities. There is a clear programme of sex and drugs education. Time is not allocated separately for this but good provision is made through other parts of the curriculum, for example, science and PSHE. Here, the pupils learn about healthy lifestyles and have the opportunity to discuss personal concerns.
43. At Key Stage 2, the pupils have an enhanced curriculum with the introduction of French. This is not only timetabled, but the pupils also experience the register being called in French and they have to respond accordingly. Pupils in Key Stage 2 also enjoy swimming lessons, and this is an important part of their all-round development.
44. There is a strong commitment by all members of the school community to make sure that a welcoming and stimulating environment is created. All staff work hard to produce good quality displays which give pupils a clear message that their work is valued.
45. The school provides a range of extra-curricular activities but they are not wide ranging; pupils have a limited choice. At present, there is a range of sports clubs, music and art clubs. There are also opportunities for pupils to be involved in raising money for charities. The school is looking at what different members of staff can offer and will then put a programme together for pupils to choose.
46. There is a wide range of educational visits which take place throughout the year. Pupils in Years 5 and 6 have the opportunity of going away on a residential trip. Year 6 have a week in an activity centre in South Wales and Year 5 spend two days in an environmental centre. There are also regular class visits. These include visits to farms, museums, theatres, the Planetarium, the Science Museum, Dover Museum, Chatham Dockyard and Horton Kirby. All these visits help to enrich the curriculum.

47. Good links with the local community contribute to the pupils' learning. Pupils benefit from links with a local independent school. Some of their pupils visit the school to help in the classroom activities. Key Stage 2 pupils visit the school to use the ICT suite. There are enrichment activities being run with a 6 to 8 week course for high attaining pupils in mathematics, science and French. Year 4 pupils have the opportunity to go to Saturday morning sessions for literacy work, covering such areas as drama. Enrichment of the curriculum takes place through a number of educational and cultural visits. There is a good working relationship with local feeder playgroups and the neighbouring comprehensive senior school. The school ensures smooth transfer of pupils at the end of Year 6 to different secondary schools.
48. There are many other links with the local community. Visitors to the school enrich the curriculum. These include people from the local Catholic Church and the local District Council, the police liaison officer and fire officers. Visitors to the school include personnel from agencies such as local community police. The local parish church provides a special and beneficial link with regular visits by the clergy. Speakers have come to school to talk about astronomy and about the Victorians. Pupils make visits to the Council Chambers in Maidstone. Year 6 pupils visit a local Community Special school and work with their handicapped children for a day. This helps to improve their social skills.
49. The school provides a broad range of opportunities and meets the needs of pupils with special educational needs (SEN). These pupils have good access to the core subjects although there are a few occasions when introductions or information inputs are missed when small groups of SEN pupils are receiving extra literacy support. The school is aware of the timetable and is to review the allocations.

Spiritual, Moral, Social and Cultural Development

50. The school provides very good opportunities for pupils' spiritual, moral, social and cultural development through a wide range of activities, both in and out of school.
51. The school makes very good provision for the spiritual development of pupils. The aims and mission statement of the school are promoted through the assembly themes and planned curricular links. For example, pupils had an opportunity to reflect on the nature of 'our neighbours' and how they would behave in the story of 'The Good Samaritan'. Subjects such as music, art and science also provide many opportunities for pupils to reflect on the enjoyment of different types of music and the styles of various artists. In particular, pupils are encouraged to value their own bodies as when Year 6 performed a drama episode in their science lesson and portrayed with feeling the emotions involved in their appreciation of the way the body manages to maintain life through breathing.
52. The provision for moral development is very good. All pupils understand how to behave correctly and with respect for others. Pupils are regularly reminded of the class rules for correct behaviour. The consistent actions of all teachers ensure that pupils know the difference between right and wrong and demonstrate this both in and out of lessons.
53. The provision for social development is also very good. In lessons, pupils frequently work in small groups listening to other points of view, sharing books and resources and allocating different tasks within a team in order to complete an investigation. Older pupils assist in monitoring activities, particularly at lunchtimes, when they support younger pupils playing games and talking to them. Out of school clubs and activities for sport and visits to other schools also contribute to the pupils' social development. Pupils enjoy visiting a school for physically handicapped pupils that supports their understanding of disabilities.
54. The provision for cultural development, particularly for the pupils' own culture, is good. Opportunities are provided through the study of other world faiths and cultures such as Hinduism and the Chinese New Year. Pupils have an awareness of different cultures past and present through the art, history, geography and music curriculum. Very good displays in the school illustrate the cultural differences of Arabic life, the Chinese New Year celebrations and life in an African village. They also appreciate the styles of different artists such as Picasso and Meisert through some very good paintings in the style of these artists. The appreciation of cultures other than their own is not directly included in the school's curricular planning and is recognised as an area for development. The last inspection referred to the many good opportunities provided for pupils' spiritual, moral, social and cultural development and the school has successfully continued to build on this provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The school is a happy, harmonious and well-organised place, providing a safe, secure and caring environment for its pupils. It meets the educational needs of its pupils well, making a positive contribution to pupils' academic progress and attainment as well as providing for pupils', welfare and well-being.

56. The school fulfils well its stated aims to promote pupils' academic, moral, spiritual, and social development. These positive and unambiguous objectives are well defined in the published aims of the school and rooted in its distinctive philosophy and teachings of the Catholic Church. Staff, throughout the school, work hard to make the Mission Statement a reality. There is a strong ethos of care and consideration for others, which permeates through the whole school community. The school's ethos instils a sense of fairness and justice, trust, and friendship between teachers and pupils. Good rapport exists amongst the pupils. Staff provide good role models for pupils by demonstrating ways of working co-operatively in classrooms and about the school, welcoming visitors and being constantly courteous in their personal relationships. The provision available to pupils with special educational needs, in their classrooms, offered by their teachers and learning support assistants is very good. The commitment shown by the school to pupils with special educational needs is inclusive and all these pupils are considered as integral part of the school community.
57. The school's approach to discipline is fully set out in the school prospectus. Parents support the school's approach to discipline and indicate that swift and effective action is taken when incidents of bullying or harassment occur. In fact, incidents of such unacceptable behaviour are rare, and inspectors found no evidence of such behaviour. The school operates a reward system and recognises exemplary conduct by pupils during the Friday assembly. Sanctions are rarely applied for bad behaviour or for any form of bullying by pupils.
58. The school provides appropriate opportunities to higher attaining pupils. It also cares well for its pupils with special educational needs. It offers a high level of support, both in lessons and through small group teaching to improve basic skills. There are appropriate IEP's and staff are well informed and monitor individual pupils. Annual reviews are carried out in keeping with statutory requirements, and parents are appropriately involved in planning and reviewing their child's attainment and development.
59. The school has appropriate procedures to monitor attendance and punctuality. Registers are marked efficiently. The school takes necessary steps in the case of absences that have not been explained by parents or carers. Exceptional cases are referred to Kent County Council (KCC) education welfare service.
60. The arrangements for child protection comply with the statutory requirements. The school follows the KCC guidelines. The headteacher is the only named person at the moment. The new deputy headteacher will undertake the necessary training in child protection procedures in March 2001.
61. The school is successful in promoting the health, safety and general well being of its pupils. It works closely with the appropriate KCC departments for pupils' welfare and safety. Good support for individual pupils is provided by outside counsellors. For example, 'Child Education Protection' procedures are implemented in the case of a one of the pupils in the school. Risk assessment is carried out on an annual basis by the chair of the governors' building subcommittee with appropriate personnel from the school.
62. In order to monitor individual pupil's personal development, meticulous pastoral records are maintained from reception year. The school makes use of appropriate strategies to instil compassion for other less fortunate people within the United Kingdom and overseas.
63. There are thorough procedures for judging levels of basic skills when pupils enter the reception class and for assessing what pupils have learnt at the end of a series of lessons.

64. The previous inspection report identified teachers' assessment of pupils' work against National Curriculum levels as an area for development. Building on previous good practice, the school has recently introduced a system to track progress of the pupils in the core subjects.
65. Individual pupils' records and books are developing which are to be monitored by the subject co-ordinators or by the headteacher on a regular basis. There are guidelines on planning and the use of assessment through out the school. The school's assessment system, is being trialled across the entire curriculum. From the beginning of the current academic year, the school has undertaken extensive work to raise staff awareness of assessment. There is now a stronger commitment to the use of data and other test results to raise pupils' levels of attainment.
66. Initial assessment in the reception class and end of key stage assessment in the core subjects of English and mathematics are fully in place. In the reception class, teachers and other staff plan to develop ongoing observation records to monitor pupils' learning and achievement. The records do not yet provide an effective overview of the progress being made by individual pupils, or inform the next stage of learning.
67. The inspection team noted the determination of staff and the positive ethos in the school. The staff are building on and are consolidating the improvements made previously. The whole school community, including the governors, teachers, support staff, parents and pupils has become more energetic and resourceful. This has a positive effect on pupils, as they begin to show greater enthusiasm for learning and progression.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

68. The school is held in high regard by parents and the local community. The partnership between the school community and parents is very good. This is one of the strengths of the school. Parents did not raise any significant concerns at the parents' meeting, or in the questionnaire. Parents find the staff helpful and approachable and welcome the school's 'Open Door' policy. The school listens to parents, invites their views, considers the issues that they raise and responds swiftly to their concerns. The headteacher and staff work closely with parents.
69. The school is successful in establishing a strong, positive and purposeful partnership with parents. Parents and volunteers from the local community feel welcome in the school. The school, through the parenting groups run by the local parish church, encourages parents to play an important part in supporting their children's work at home and this commitment has a positive impact upon pupils' attainment and progress. It also enables parents to know what is being taught in a particular subject, so that they can help their children with homework. In the process, parents acquire new skills themselves. At the beginning of each term, the school provides parents with details about the subject matter each class will cover.
70. The governors' annual report to parents provides them with necessary details about the life and work of the school community. The school prospectus is a clear and comprehensive document, informing parents of the school's ethos based on the doctrine of the Catholic Church, its aims, the curriculum on offer, health, care, school's provision for special educational needs and Key Stage 1 and 2 results.
71. The school maintains a regular and purposeful contact with parents. They are well informed through newsletters, and formal and informal meetings. The whole school

policies, namely the 'Homework Policy' and the Home-School-Child Agreement are now being implemented. The introduction of a Homework Diary and Spelling Book for pupils enables parents to provide learning support for their children at home. Parents also receive detailed and comprehensive reports, which they are able to discuss with teachers at a meeting for parents in the summer term. The school extends an open invitation to all parents each term, so that they may discuss any issues or concerns that they may have about their child. In the event of an unsatisfactory resolution of the issue, parents have the opportunity to discuss the matter with the head of key stage and eventually with the headteacher as well.

72. Parents of pupils with special education needs are invited to termly reviews and, in addition, discuss issues of their children's progress with the SENCO at other regular times. Parents are fully involved in the review process.
73. Most parents are appreciative of the fact that they can approach the school, to talk with individual teachers or the headteacher. Any issues or concerns raised by parents are dealt with promptly and with care and sensitivity.
74. The school receives strong support from parents, through the parent teacher association, which provides a wide range of resources. For example, the association provided funds for the purchase of literacy and numeracy resources, the game tables for the playground and a cassette player for each classroom. Various social events organised for parents by the parent teacher association help to develop positive relationships amongst parents. A small group of volunteer parents carried out the work of relocating the pond in the school playground, and the parent teacher association funded it. Other volunteer parents help in classrooms and assist in hearing pupils read and in other classroom activities. Overall the school's links with parents and the contribution they make to their children's learning are good. This aspect continues to be a strength of the school as it was at the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

75. Leadership of the headteacher and key staff is good and provides a clear educational direction for promoting high standards. The reflection of the school's aims and values in its work are at the root of its success. The headteacher, acting deputy headteacher and key stage co-ordinators work closely together to provide a clear focus for raising standards of achievement for all pupils. The headteacher is a good manager, maintaining the continuity and progression of the school during a period of major changes in staffing. He has created the right balance of staff experience and expertise, but is aware that some further delegation of responsibilities is required to ensure greater manageability and effectiveness.
76. Equality of opportunity is reflected well in the school's aims, its objectives, its curriculum and its compliance with relevant legislation. The school has a commitment to promote policies and practice that ensure that the curriculum is inclusive for all pupils to which they respond positively and successfully. The challenge offered to higher attaining pupils is appropriate to meet their needs. There are identification procedures and a policy for those pupils who may be gifted or talented. The school manages its provision for pupils with special educational needs (SEN) very well. The SENCO has very good administrative systems in place to support the progress of all pupils with SEN. Records and all legal documentation are well filed and comply with all legal requirements. There are very good relationships established between all visiting agencies, parents and staff. The governor appointed to monitor the provision of special educational needs liaises well with the SENCO ensuring that the requirements of the Code of Practice are maintained efficiently.

77. Curriculum co-ordinators are allocated for nearly all subjects and most have a shadow co-ordinator. The co-ordinators are keen and show a great commitment and willingness to their new role. Several have undertaken an audit of the curriculum and a needs analysis. As yet, monitoring of teaching and the curriculum has not taken place with the exception of some in English and science. This school has concentrated on whole school priorities such as implementing the school development plan, team building, reviewing the ethos of the school, addressing behaviour, aspects of teaching and learning, and planning a coherent curriculum.
78. The governors work effectively through a good committee structure. The recent input and dynamics of some of the governors have lifted the debate and purpose of governorship in the school. There is now an increased desire by an enthusiastic core of governors to be actively involved in monitoring the performance of the school. Governors for numeracy and literacy have been involved in training. Some governors are increasingly well-informed and becoming critical friends of the school. The chair of governors works well with the headteacher. The governing body fulfils its statutory responsibilities and their strategic role has increased.
79. Due to unusual circumstances, aspects of the monitoring and evaluation of the school's performance are unsatisfactory at present. The school bases its planning on an objective analysis of performance data. Formal procedures for a rigorous monitoring and evaluation of teaching are planned but they have yet to be implemented. It is hoped that once new members of staff become more established, a review of their roles and responsibilities will include monitoring of teaching. The management structure, however, is clear and management has many strengths. Both the Literacy and Numeracy strategies have been implemented well. The teaching staff is working together very well to develop whole school policies and schemes of work to meet the requirements of Curriculum 2000. Curricular planning is further complicated by some mixed age classes; teachers are working together to try and resolve the planning issues for their classes.
80. The school's priorities for development are very good. The direction of the school is clear and well focused on improving pupils' attainment. The school development plan is comprehensive and well focused; it was revised in October 2000 in light of the significant staff changes. It demonstrates a clear approach as to how targets are to be monitored and reviewed. The targets pay due regard to related success criteria, budget implications and teachers' professional development. Strategic planning is also clearly linked to the issues raised in the last inspection.
81. The school has responded well to the issues raised in the last report and has made good progress since it was last inspected in October 1995. Standards continue to improve. There have been significant staff changes, yet the good personal development of pupils and the high quality of teaching and learning across the school are maintained. Curriculum planning is improved and clearly indicates learning intentions and assessment opportunities. Opportunities to extend higher attaining pupils are appropriate. Some monitoring and assessment of pupils' work have taken place that promotes improved standards and quality. Monitoring, evaluation and testing of pupils have been introduced effectively and the analysis of data has improved. The requirements for ICT and design and technology are improved.
82. The seriousness with which the school has responded to the issues in the last report, the structures set up combined with the dedication of staff, demonstrate a good and clear capacity and commitment to improve further.

Staffing

83. During the past year, there has been a large turnover of staff, including administration staff, due to retirement and relocation. The number, qualifications and experience of teachers are good overall and there is now a better match to curricular needs. Teaching, support and administrative staff work well together to support pupils in all aspects of their development. The provision of learning support and special educational needs assistants is very good, and they are well trained; as a result, pupils with learning difficulties make good progress. New teachers are satisfactorily supported through an induction programme and by the sharing of expertise with colleagues. Review procedures have yet to take place. The school develops the professional skills of its teachers by providing a variable programme of in-service training. For example, the whole staff spent three very productive development days reviewing where the school is at present, and where it wanted to be in the future. This also provided a unique opportunity for team building, the positive results of which were noted and expressed by parents at the parent meeting and were obvious to the inspection team.

Accommodation

84. The school building has been adapted and extended on numerous occasions. The last extension, being completed in September 2000, was the provision of a new reception class. The school consists of nine classrooms, including three mobiles, some of which are cramped given the number and age of pupils in them, particularly when engaged in practical activities. The mobiles have limited cloakroom and storage facilities and no toilets. The open plan nature of two classrooms creates problems as noise carries from one teaching area to another. This has a detrimental effect on pupils' learning. The school also has a small library, which is too small for whole class use, a special needs room, a music room and a general resources room, medical room and staff room and two administration rooms. There are two playgrounds, which are sometimes overcrowded and a small grassed area with adjacent activity centre and a quiet area all of which are well used. The school has a playing field situated about 1.5 miles from the school site. Although the school is on a hilly site and there are two mobile classrooms, there is access for wheelchairs, using the front entrance and the car park, to reach the playground and outside classrooms.
85. At present, there is no dedicated play area in use for children in the Foundation Stage. The area for children under five provides appropriate scope for developing play inside but insufficient facilities for outdoor physical development. A small area has just been fenced off and this will enable greater use of sand and water activities. It is too small however, for play with climbing frames or wheeled toys. Whilst most of the children have well developed physical skills, a small number are less well co-ordinated and would benefit from greater opportunities for regular and structured outdoor play. The school recognises the need to provide better facilities in order to provide the full range of activities required for the Foundation Stage curriculum.
86. The imbalance in the size of class base causes problems. Each year, classes have to change their bases to accommodate the needs of the age groups. The entrances and exits to the school are inadequate for the numbers of children and movement has to be staggered. The movement of pupils disturbs ongoing lessons and other activities. Entry to reception classes is via the small multi purpose hall designed for a much smaller school of one hundred and fifty pupils. Space is limited for storage of resources. Corridors are used to house computers and are also used for individual and small group work because class bases are often too small to accommodate them. The building is clean and well maintained and is enhanced by colourful displays of pupils' work that are of very high quality. Although there has been an improvement in the

accommodation since the last inspection, it remains cramped and is judged to be only barely adequate to meet the needs of the National Curriculum. The school has reached its optimum size given the current accommodation constraints.

Resources

87. Learning resources overall are good. Class-based libraries supplement the library stock. Resources for ICT are well used although in some cases the accommodation is cramped for any more than two or three pupils to be around the computer screen. Other curricular resources are used well to support pupils' learning. The school also makes good use of outside resources such as the local church, visiting artists, performers and parents.

Efficiency

88. The governors and senior managers work together to prepare the financial plans and ensure that the identified educational priorities are adequately funded. There is good expertise amongst the governors, who are now in a good position to take greater responsibility for financial monitoring and delegation of the budget. Up until very recently, the headteacher has taken the lead on financial matters. Although funding has been available for co-ordinators and requests have been met, delegation has yet to be implemented, procedures are ready and are in place to delegate funds. The recently appointed administrative staff, although conscientious and efficient, are stretched and require considerable support which the headteacher continues to provide. Day-to-day administration is good. The systems for ensuring that value for money is obtained, when purchasing goods and services, are satisfactory.
89. The best value principles of comparison, challenge, consultation and competition are applied appropriately in the management and use of resources. The administration is increasingly effective and supports the work of the headteacher and other staff. Specific grants are monitored carefully to ensure that they are allocated and spent for the designated purpose and the school is largely successful in acquiring grants. The school makes good use of new technology for financial management, pupil records, and administration. New technology is also used most effectively to support the delivery of the curriculum and to enrich pupils' experience. Contextual factors for pupils in the local environment are favourable, unit costs are high, standards of attainment are high, the overall standards of teaching and learning are good, the quality and range of learning opportunities are good, and pupils' attitudes, behaviour and relationships are all very good. Therefore, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

90. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:
- (1) Provide better facilities for the full range of activities required in the Foundation Stage curriculum by:
ensuring a dedicated play area for children in the Foundation Stage
enabling them to develop physical skills and have greater opportunities for regular and structured outdoor play.
(Paragraphs 40, 101)
 - (2) Monitor and evaluate teaching and the curriculum by:

observing classroom practice.

the headteacher, senior managers and subject co-ordinators receiving release time to monitor their colleagues.

evaluating and sharing good practice.

(Paragraphs 77, 79, 123, 133, 139, 158, 165)

(3) Improve the accommodation by:

speedily implementing the planned improvements for accommodation.

(Paragraphs 36, 84, 85, 86, 139, 158)

The school has already identified the three key issues and has action planning in place to address them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	29	37	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		249
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		34

English as an additional language

	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 2000 (1999)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 (1999)	15 (17)	20 (18)	35 (35)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15 (17)	15 (17)	15 (17)
	Girls	20 (18)	20 (18)	20 (18)
	Total	35 (35)	35 (35)	35 (35)
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15 (17)	15 (17)	15 (17)
	Girls	20 (18)	20 (18)	20 (18)
	Total	35 (35)	35 (35)	35 (35)
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000 (1999)	10 (21)	16 (13)	26 (34)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8 (17)	9 (19)	9 (17)
	Girls	16 (10)	14 (9)	16 (8)
	Total	24 (27)	23 (28)	25 (25)
Percentage of pupils at NC level 4 or above	School	92 (79)	88 (82)	96 (74)
	National	75 [70]	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7 (17)	9 (18)	8 (17)
	Girls	13 (9)	13 (9)	15 (10)
	Total	20 (26)	22 (17)	23 (27)
Percentage of pupils at NC level 4 or above	School	80 (76)	85 (79)	88 (79)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	208
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	20.8:1
Average class size	25.4

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	99

Financial information

Financial year	1999
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	£
Total income	434154
Total expenditure	421274
Expenditure per pupil	1706
Balance brought forward from previous year	2894
Balance carried forward to next year	15774

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	49	44	6	0	0
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	34	49	13	1	2
The teaching is good.	56	40	0	0	4
I am kept well informed about how my child is getting on.	48	39	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	48	43	8	0	1
The school works closely with parents.	59	35	4	1	0
The school is well led and managed.	68	29	2	0	1
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	40	35	16	5	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

91. At the time of the previous report, the provision for children under five was not reported on separately which means that there is no judgement to compare with current standards. At the time of the inspection, seventeen children had recently joined the reception class and of these, six children were still attending part time. Eight children from the reception year are taught in a mixed age class with Year 1 pupils. Teachers are currently adapting the curriculum to ensure that they make suitable provision for children in the Foundation Stage, and address all the Early Learning Goals.
92. Initial assessments of children who started school in September indicate that pupils have above average skills in speaking and listening, mathematics and personal and social development. The results of initial assessments for the pupils now in Year 1 are also above average in these areas. Children are making good progress in language and literacy, mathematics and personal, social and emotional development in the reception year and the majority are likely to attain or exceed the Early Learning Goals before the end of the reception year. Children with special educational needs are well supported and make good progress.

Personal, social and emotional development

93. Teachers and support staff give a high priority to the development of children's personal, social and emotional development. Children have settled well into school and are familiar with class routines. One child with a statement of special educational needs is very well supported by a LSA and is beginning to settle well and make progress. At the beginning of the day, children happily settle into their classes and most are unaffected when their parents or carers leave. Staff create a happy, welcoming atmosphere which helps children to feel secure and builds their confidence. The children respond very well to staff who are good role models. This helps to develop their personal and social skills. Children play and work together well. They are good at sharing toys and taking turns when playing games. They show consideration to one another and are helped to apologise effectively if they upset one another by their actions. In physical education lessons, children are able to change independently and help each other with difficult fastenings. Children enjoy their activities. They are enthusiastic when listening to stories and are keen to contribute their ideas.
94. The staff also promote children's personal, social and emotional development well by ensuring that equipment and resources that the children use are readily accessible to them, which helps them to become independent. Children are made to feel valued and to learn right from wrong in a positive way, which enhances their self-esteem. Children are very accepting and supportive of their peers who have special educational needs, following the positive role models from teachers and support staff.

Communication, language and literacy

95. Children enjoy listening to stories and readily share books together or with staff. They enjoy exploring and experimenting with sounds, words and texts and ask questions and talk about the pictures illustrating the stories. They are familiar with a number of their class books. They understand that print conveys meaning and use pictures to tell stories. Some children have already begun to read and are working at the early National Curriculum levels for English. Teaching in this area of learning is satisfactory and often

good, though in the mixed age class, there are difficulties in providing appropriate learning activities for children in the Foundation Stage alongside pupils in Year 1 who are working on the literacy framework for the National Curriculum. Teachers and support staff provide a good range of activities to develop children's language and communication skills. They use resources well which engages children's interest and helps their achievement. In all adult led activities, questions are used well to help children develop their vocabulary. Children listen well to their teachers and to each other. They are developing good knowledge of sounds and learning the meaning of new words. Elements of the literacy framework are used in the reception class. In the mixed age class, the activities are geared to the literacy framework and there is insufficient emphasis on the Early Learning Goals for children still in the Foundation Stage of learning. Children are encouraged to think of themselves as readers and writers whatever their stage of development. However, there are few opportunities for children to explore writing in a variety of ways in their independent play. More could be done to vary the focus of imaginative play areas to include a wider variety of purposes for writing. The majority of children are likely to meet the Early Learning Goals for language, literacy and communication by the end of the reception year and a proportion are likely to exceed them.

Mathematical development

96. This area of learning is well taught and by the end of the reception year most children will have exceeded the Early Learning Goals for mathematics. Most children can count reliably to ten and many can count beyond this. They correctly match numerals to groups of objects and some can add and subtract single digit numbers correctly. In the reception class, children were able to order numbers and could decide who should be first, second or third when taking turns in their game. They enjoyed the story of Chinese New Year and were able to sequence pictures in order when retelling the story. Teachers provide a range of games and puzzles to support children in sorting, ordering matching and counting. Children are beginning to use mathematical language with confidence. They enjoy a range of number songs and rhymes. Children also enjoy using the computer to develop their number skills. Whilst the range of activities is well designed to promote children's number skills, more practical activities could be provided to promote the other areas of mathematics.
97. The teaching observed is consistently good. Teachers and support assistants make good use of questions. Sessions are well planned and organised which moves children's learning forward at a brisk pace.

Knowledge and understanding of the world

98. The majority of children enter the school with a good basic general knowledge. They build on this to help them understand more about where they live and what has happened to them since they were babies. Several children had brought in photographs of themselves as babies and toddlers and were enjoying making books about the different stages of their lives. Children use the computer confidently. Several of them are competent in using the mouse to move objects on the screen. They know how to use the colour magic program to draw pictures and can print their work. Children in the mixed age class were able to talk about the differences between the old lamps and light sources they were looking at and the ways in which their homes are lit today. For a good part of each day, the reception class timetable details self initiated activities. At these times various activities are provided for the children and they play freely. Teachers' planning for these sessions is not sufficiently linked to the Early Learning Goals to structure play activities, addressing the areas of learning for the Foundation Stage.

99. Teaching in this area is satisfactory but teachers are still developing the Foundation Stage curriculum to take account of the new requirements for children of this age and are aware of the need to develop resources and to provide a wider range of challenging activities.

Physical development

100. Children's physical skills are well developed and many children are already meeting the Early Learning Goal for this aspect. In physical education lessons, children run, jump and balance with good control. Their movements are well co-ordinated and they are confident in performing short sequences of movements using mats and beams. Children use the hall space well as they move around and they show awareness of other children. They enjoy the lesson and work with effort. In using the apparatus, children are confident in their movements. They explore different ways of travelling along the beams and jumping on to the mats.
101. In their classes, children are developing good control in using pencils, crayons and brushes. They use scissors and glue sticks confidently to cut and join materials and enjoy using construction toys to build models. At present, there is no dedicated play area in use for children in the Foundation Stage. A small area has just been fenced off and this will enable greater use of sand and water activities. It is too small, however, for play with climbing frames or wheeled toys. Whilst most of the children have well developed physical skills, a small number are less well co-ordinated and would benefit from greater opportunities for regular and structured outdoor play. The school recognises the need to provide better facilities in order to provide the full range of activities required for the Foundation Stage curriculum. Teaching is satisfactory in this area of learning but could be improved in the self initiated activities. Teachers are becoming aware of the need to plan these differently in order to build well on children's previous skills and maintain steady gains in their learning.

Creative development

102. Children are on course to attain the Early Learning Goals for this area of learning by the end of the reception year. They enter the school with average skills. They use paint confidently and present their ideas through a variety of techniques. They can mix paint to make different colours. Children have a music session each week with a specialist teacher. She is skilled and experienced in working with this age group and provides appropriate and stimulating activities which help to develop children's singing, listening and rhythmic skills. Children greatly enjoy and benefit from this activity. They enjoy listening to music and singing rhymes and action songs. There are few opportunities, however, for children to explore percussion instruments at other times and to develop their musical ideas. Pupils enjoy drama and role play but the scope for imaginative play is another area in need of development to promote the Early Learning Goals.
103. Provision for children in the Foundation Stage of learning is satisfactory overall with some good features, though physical development is not appropriately provided for. Teachers are new to the Foundation Stage and are still adapting and developing the provision to take account of new requirements. This is particularly difficult in the mixed age class where the age range spans not only two age groups but two key stages with different requirements. This places an undue burden on the teacher in terms of planning and provision. The support staff, particularly those who support specific children, are fully involved in the work and make an effective contribution to children's learning.

English as an additional language

104. Only three of these are at the early stages of learning English. Only one of these currently receives support, funded through the Ethnic Minorities Achievement Grant. Co-ordination of this area is good. There is good liaison between the co-ordinator and visiting teacher. The visiting teacher's plans and records are shared with class teachers so that pupils are well supported. The visiting teacher also provides advice and support to colleagues. There is regular review of pupils' progress. The co-ordinator keeps careful records of liaison with the local education authority and other agencies. Many of the pupils are from homes where only one of their parents has English as an additional language and their fluency in English is good. The school has a small number of pupils for whom English is an additional language. Teacher assessments and the results of standardised tests show that these pupils make good progress at both key stages and are well supported by the school.

ENGLISH

105. In the national tests for seven year olds, taken at the end of Year 2 in 2000, the percentage of pupils reaching Level 2 and above in reading and writing is well above the national average for all schools and well above average for similar schools. The percentage of pupils reaching the higher levels and above in reading and writing is well above the national average for all schools and is well above average in reading for similar schools and above average in writing for similar schools. After 1996, there was a drop in the reading scores for one year and then they went up over the next three years. In 2000, there was a slight drop in the reading scores again. After 1996, there was a similar drop in the writing scores but these have steadily risen since then. Over the last three years the performance of the pupils in reading and writing has exceeded the national average for their age group. During this time, the performance of boys has been slightly better than that of the girls.
106. In the national tests for eleven year olds, taken at the end of Year 6 in 2000, the percentage of pupils reaching Level 4 and above is well above the national average for all schools and average for similar schools. The percentage of pupils reaching the higher levels and above is well above the national average for all schools and is close to the national average for similar schools. The pupils' scores rose sharply between 1996 and 1997, and then dropped slightly between 1998 and 1999. Over the past three years, the performance of pupils in English has exceeded the national average for their age group. During this period, the performance of the boys has been slightly better than that of the girls.
107. During the present inspection, the standards of work seen by the end of Key Stage 1 are above the national expectations. By the end of Key Stage 2, the standards seen are well above the national expectations. This does not reflect the evidence of the results described above, where the standards in English at Key Stage 2 are said to be only close to the national average for similar schools.

108. Pupils' attainment in speaking and listening is at least above average, and in some cases is well above average. By the end of Key Stage 1, pupils speak and listen with increasing confidence in a range of different situations. They join in discussions confidently. Pupils speak freely about their experiences in the school and are willing to listen to the points of view which others express. They explore and communicate ideas and begin to change what they say to their audience, varying the use of vocabulary and the level of detail. During Key Stage 2, the pupils increase their skills in these areas. By the end of Key Stage 2, the majority of pupils speak and listen confidently in a wide range of contexts. They interest their listeners as they vary their expression and use a wide range of vocabulary. They listen carefully to what others say, ask questions and make positive contributions to a discussion.
109. By the end of Key Stage 1, attainment in reading is above average. The majority of pupils read enthusiastically and accurately from a variety of texts. Many are becoming independent, fluent readers and use their knowledge of the sound which letters make to pronounce words which they do not know. They have a good knowledge of their favourite characters and can talk about the plot in their book. They predict what will happen next in the story. They enjoy a range of texts, including 'Charlie and the Chocolate Factory' by Roald Dahl, and 'The Narnia series' by CS Lewis. By the end of Key Stage 2 attainment in reading is above average, and in some cases, well above average. The majority of pupils are developing into fluent and confident readers. They read with expression and talk about other books which they have read. They use an index accurately to find out information. They use other sources to retrieve information and use it appropriately. Pupils also enjoy a range of different authors. All pupils in Key Stage 2 have a regular lesson in the library and are encouraged to borrow books for reading and also for reference.
110. At the end of both key stages, attainment in writing is above average. By the end of Key Stage 1, pupils use capital letters and full stops. They begin to write sentences clearly and their spelling is becoming increasingly accurate. They learn to use a wordbook to help with spellings. They are beginning to use many basic punctuation marks correctly, including speech marks. There is evidence of good quality creative writing, for example, in their stories about life on an island and what it is like to live there. They show a good sequence of ideas and their writing is organised and imaginative, as in writing their own endings to 'The Snowman' which they had read. By the end of Key Stage 2, pupils show a growing confidence in experimenting with vocabulary and content. Their work shows a good sense in style and an increasingly innovative and adventurous choice of words. For example, when asked to describe an imaginary scene in another world, the phrase 'the silence is deafening' was used. They use grammatically complex sentences and know how to use paragraphs. They are gaining a good grasp of basic grammar and how the changing of a word can alter the meaning of a sentence, for example, changing an adjective to give a new meaning to a phrase. Pupils learn to plan, edit and refine their writing to improve the quality of their work. Pupils use a dictionary confidently. Higher attaining pupils are encouraged to think carefully about their use of words and phrases so that they add to the sense and tension of what they are writing about.
111. Pupils have very good attitudes to English and the literacy hour. For many pupils at both key stages English is their favourite subject. Literacy is encouraged across the curriculum and there are many opportunities given in other subjects to practice the principles learned in English. For example, in one book, the teacher's comment was, "this may be science and not English, but grammar is still important". Another lesson saw the very good use of descriptive vocabulary linked to sounds and moods. Literacy skills are seen in history when pupils produce their own project books on Victorians, including contents pages, introduction and chapters. In science, there are examples of

very good presentation of recorded work with specific subject language. In some science lessons, drama is used to reinforce a subject, for example, when pupils are acting out the passage of oxygen through the body or the arrangement of atoms and molecules within solids, liquids and gases. All pupils are given equal access to the whole curriculum and pupils with special educational needs are given good support.

112. The teaching at Key Stage 1 is generally good overall, with some lessons seen being satisfactory and one lesson being very good. Teachers have a good basic knowledge and understanding of the subject. They manage the literacy hour well. Their teaching of basic skills is very good. They have good expectations of the pupils, and their individual lesson plans are effective for delivering the curriculum. Management of pupils is good, and the time and resources are well used. They effectively plan work matched to pupils different abilities, including higher attaining and lower attaining pupils. This has a positive effect on the pupils' learning who are gaining new skills, knowledge and understanding. Pupils are interested in the work they do and are very keen to ask and answer questions.
113. Teaching at Key Stage 2 is very good overall. Of the lessons seen, half were very good, with one being excellent. Strengths are teachers' good knowledge and understanding of the English curriculum, and good management of the literacy hour. Teaching of basic skills is very good. Teachers have very good expectations of pupils. A range of teaching methods are used to very good effect, and management of the pupils is very good. This good and very good teaching has a very positive effect on the pupils. Involvement in their own learning is a strong feature of the lessons, and the pupils are motivated and interested. Sometimes they get so involved that the teacher has to bring them back to earth, for example, when discussing a poem called 'The Other World', pupils were asked to write their own fantasy poems. They read out their work, and every pupil produced a very creative piece of writing. Individual and small group work is clearly matched for the range of pupil abilities. At both key stages, the pace of the lessons is good. Teachers mark pupils' work positively and creatively so that pupils learn for future reference. Learning support assistants work purposefully and well with groups and individuals. Homework is used effectively by teachers to reinforce class learning. Relationships in the classrooms are very good overall, and the behaviour of pupils is also very good.
114. Since the last report, there have been a number of improvements. The overall standards of the pupils have improved. The quality of teaching and learning was reported as sound at both key stages, with many good features. The present inspection reports that the quality of teaching and learning is good, with many features being very good and, in one case, excellent. The previous report raised the need to develop the library; and this has been done with further development to be implemented. The school has maintained the very positive aspects in the previous report. The co-ordinator, who took over the role recently, has made a significant contribution to the development of the subject. The initiatives taken have combined to raise the standards of achievement throughout. These include a new literacy planner; joint planning with staff; an in-depth analysis of the writing which is on going through the school; and an inventory of reading resources. There are structures in place for assessment, monitoring and evaluation of the subject across the school, and some has taken place. There is no systematic nor standardised procedure for reading records or clear pattern which every teacher can follow. Teachers are confident and good teamwork is a feature of the subject. There is an excellent commitment to improve the subject.

MATHEMATICS

115. By the time pupils leave the school at age eleven, standards in mathematics are very good. The results of national tests for the last four years indicate improvement since the last inspection. Attainment in 2000 remained well above national averages and results were also well above average for those pupils attaining the higher level. Overall attainment is above average when compared to similar schools. When compared with those schools that achieved similar average point scores at Key Stage 1 in 1996, the school's results are in line.
116. The findings of the inspection indicate that these high standards are being maintained and improved. In Years 4, 5 and 6, a higher proportion of pupils are attaining standards well above expectations for their age and stage of learning than in previous years. This is the direct result of very good teaching and the impact of the Numeracy Strategy. Hence, the school has made very good progress since the last inspection when attainment was judged to be sound.
117. Throughout Key Stage 2, work in aspects of numeracy is good and pupils develop a good understanding of fractions, decimals and percentages. They confidently use various methods of recording. Pupils' books also show a good range and understanding of shapes and measures. There are some examples of pupils using and interpreting data in other subjects; particularly ICT, geography and science. For example, in a Year 5 geography lesson, pupils were researching graphs showing climatic changes in Egypt. Although past results indicate that boys on average achieve higher than girls, which is the opposite of the national picture, there is no evidence of this in the school at present. There is, however, strong evidence that due to the high standards of behaviour and teachers' good class management skills, boys are attaining higher levels than expected nationally.
118. In the national tests at the end of Key Stage 1 in 2000, pupils' attainment was above the national average. Standards of work achieved during the inspection are also good and the school is on task to reach its own targets in 2001. In addition, standards are above average when compared with similar schools, except for the proportion of pupils attaining the higher Level 3 where results are in line. There has been steady improvement since the last inspection in this key stage with results consistently above national standards.
119. By the end of Key Stage 1, pupils are competent when working with numbers of up to 3 digits. They understand different processes of addition and subtraction and can make calculations involving the two and ten times tables. In particular, Year 2 can double and halve two digit numbers, work confidently with money, giving change for units of 50p and £1.00. All pupils use names confidently for common two-dimensional and three-dimensional shapes, being able to record accurately faces and corners. All pupils in this key stage use non-standard measurements for length, weight and capacity with accuracy; and higher attaining pupils are beginning to use simple standard measures with accuracy. In both key stages, pupils with special educational needs make good progress due to the high level of support they receive.

120. The quality of teaching the pupils receive is very good overall. Teaching is good in Key Stage 1 and very good in Key Stage 2. This is a great improvement since the last inspection when teaching was judged to be sound. In the majority of lessons, teachers demonstrated good subject knowledge, using different strategies of working with numbers. Teachers use appropriate mathematical language which extends pupils' thinking skills and enhances their learning. Teachers also set a high level of challenge to pupils at all times. For example in:
- a Year 2 lesson higher attaining pupils were changing pence to pounds using the decimal point;
 - Year 4 pupils were challenged to make decisions on which strategy most suited their subtraction sums;
 - Year 5 pupils used calculators to check their own work with multiple addition of three digit numbers, and
 - Year 6 pupils were clearly familiar with the partitioning method for multiplication and accessed a web site unaided to support their learning.
 - ICT is generally used well to support pupils' learning.
121. Pupils respond very well to good teaching, demonstrating enthusiasm and excitement for their work. In many lessons the mental arithmetic starts as a game and there is a good sense of pace as pupils try hard to find the solutions before others as in the "Countdown" game in Year 6. Pupils have very positive attitudes to their work; they work co-operatively at all times, are willing to ask for help and can identify their own mistakes.
122. The school has successfully introduced the national Numeracy Strategy. There is strong evidence in pupils' recorded work that there is a greater range of good work across all attainment targets. As a result, pupils make good progress in Key Stage 1. This good progress accelerates in Key Stage 2 with much work being very neatly and accurately presented.
123. The mathematics' co-ordinator has only been at the school for a term. However, her work, supported by a colleague in Key Stage 1, has already made an impact on standards. There is a greater proportion of pupils reaching higher standards assisted by monitoring teachers' planning and undertaking an error analysis of test results. As a result of their work, the school has set individual targets for pupils' achievement. There has been no monitoring of teaching as yet.

SCIENCE

124. Standards attained by pupils by the age of eleven in national tests in 2000 were well above the national average. However, when these results are compared with schools in similar contexts they were below average. This was due to a lower number of pupils attaining the higher level five. The findings of the inspection indicate that a greater number of pupils are now attaining the higher levels.
125. Standards attained by the end of Key Stage 1 on the basis of teacher assessment in 2000 are very high in comparison with the national average. However, for those pupils attaining the higher level, results were in line with national averages. Inspection findings show that these standards are being maintained. For both key stages this represents an improvement since the last inspection when standards were judged to be sound.
126. Achievement in science is good. By the age of seven, pupils know about magnetism, forces and the use of electricity for different appliances. They can identify the similarities and differences between materials using their knowledge of the five senses and know the properties of different materials when investigating their insulation

qualities. For example, Year 2 has investigated the insulating qualities of tin foil, cotton and newspaper. They also explore how materials change when exposed to various sources of heat and light such as the sun.

127. In lessons, pupils reached good levels in observational and investigative skills, for example when a Year 1 class was testing which materials were magnetic. A Year 2 class was able to make good predictions, testing and recording the relative distances that model cars would travel on similar surfaces. Pupils used computers well to record both predictions and results. By the age of eleven, pupils know about the life processes common to humans, plants and animals such as the need for nutrition through healthy eating and regular exercise to ensure efficient movements. In particular Years 5 and 6 have studied:
- the life cycle of snails and tadpoles
 - the structure of the human skeleton and
 - the functions of the heart and circulatory system.
128. An exciting drama session helped pupils to explore the particular functions of the lungs, diaphragm and heart. Pupils learn about the physical aspects of science through the study of forces such as testing the elastic properties of rubber using different weights. Pupils also have a good understanding of the solar system.
129. In lessons, pupils are very confident when planning investigations, setting up fair test situations and working together to ensure systematic observations. For example, this occurred in Year 4 when pupils were investigating forces operating in opposite directions as in acceleration and deceleration. In addition, pupils have a very good understanding of the comparative properties of materials and can identify the differences between solids, liquids and gases accurately. For example, Year 5 tested the viscosity of oil, treacle and water. They predicted accurately, used effective observational skills and recorded their work on charts using measurements and times. Hence this subject makes a good contribution to pupils' literacy and numeracy skills.
130. The quality of teaching is good overall. There is good teaching in Key Stage 1 but a higher proportion of very good and outstanding teaching in Key Stage 2. This is an improvement since the last inspection when the teaching was judged to be good.
131. Factors that contributed to very good teaching were:
- the high level of the teachers' subject knowledge, which challenged pupils to make appropriate predictions
 - teachers using good technical language to support pupils' understanding of scientific processes
 - very good detailed planning with clear learning objectives to match pupils' prior learning
 - excellent relationships in the classrooms encouraging safe and co-operative work.
132. In particular, pupils' very good behaviour and attitudes to their work resulted in high levels of concentration throughout a long experiment, as when Year 6 pupils tested different solutions for their acidity. Pupils are enthusiastic, well motivated and work collaboratively throughout the school, planning and organising their own experiments. As a result, all pupils make good progress in their learning, including those with special educational needs, which ensures that by the time pupils leave the school they have developed good scientific skills and a good knowledge base to support the next stage of learning. Teachers use assessment sheets well to record pupils' progress in scientific skills.

133. The management of the subject is very good. This is an improvement since the last inspection. The co-ordinator is very experienced and has a high level of scientific knowledge, providing documentation and clear direction to her colleagues. The co-ordinator has monitored teachers' planning and assessment information, but as yet, no monitoring of teaching has taken place.

ART

134. By the end of both key stages, standards in art and design are in line with national expectations. Work on display by many Key Stage 2 pupils depicts standards that are sometimes above expectations.

135. By the end of Year 2, pupils carefully explore the possibilities of a variety of materials through collage, card printing and making bead necklaces. They observe and record what they see, using magnifying glasses and record through drawing with increasing accuracy. Pupils are developing good skills as they experiment with different mark-making techniques. They share equipment and media and help one another. Pupils in Year 2 decode information when shown sections of pictures at a time. They talk about mood, expression and effects in the different reproductions using correct terminology such as reflection and horizon. They develop their imagination and creativity well, when extending their own picture, using coloured pencils, crayons and paints. Pupils experiment with media and investigate their ideas of blending and mixing colours whilst developing their own compositions.

136. By the end of Key Stage 2, pupils question and make reflective observations about hats; they discuss different styles, uses and the materials they are made from knowledgeably. Pupils design and develop their ideas for a mad hatter's tea party. Using their experience of materials and processes they work out and make the basic shapes from card and discuss the necessary materials they will need for decoration. In all lessons, pupils develop good critical skills using subject-specific language well. They extend their knowledge of the work of different artists and discuss painting, prints and studies of the same theme. For example, Year 3 pupils experiment with visual and tactile elements to build up a composite picture of a flower; they make good progress in developing the skills and techniques and their work is influenced by the artist Georgia O'Keefe. They understand that artists have different styles and techniques and use different media. Pupils evaluate each other's work critically but sensitively. Year 4 pupils find out about perspective, through measurement and drawing street scenes. They understand there are different viewpoints and refer to eye level, vertical and horizontal correctly, and they modify and improve their work. There is good evidence of above average work on display, ranging from studies of Picasso, SchloB and the Tudors. Pupils with special educational needs make good progress.

137. The quality of teaching and learning is satisfactory in Key Stage 1 and it is good and occasionally very good, at Key Stage 2. Teachers have a secure knowledge and understanding of art and often reinforce this, using specific terms and examples. Much of the teaching reinforces and extends pupils' literacy and numeracy skills through learning and using key vocabulary and measurement. Teachers demonstrate techniques well. Lesson planning highlights clear learning objectives. Through careful questioning and monitoring they ensure that pupils not only understand their work but also enjoy it. Pupils with special educational needs are well supported, particularly when working directly with LSA's. Pupils build on previous learning and acquire new knowledge, experience and skills. Practical activities are well organised in sometimes cramped and difficult conditions. Resources are well used and are of a good quality. Links with science, history and design are developing well. Pupils are eager to learn,

participate and are well motivated. They work co-operatively, for example, sharing equipment and sometimes working in a confined area.

138. The co-ordinators are very new to their responsibilities. However, they are enthusiastic and are aware of the requirements of Curriculum 2000. A resources audit is in place and a teacher skills audit is planned for. Sketchbooks are used across the school, and this is developing appropriately. Good use is made of resources. ICT software programs are beginning to be used for research. Multicultural awareness is not as yet developed. Art and design has a high profile across the school, and the quality of displays is often very good. The subject contributes strongly to pupils' spiritual, social, and cultural development.
139. Since the last inspection, standards are maintained and, at Key Stage 2, show improvement. Teaching has improved and the quality of lesson planning and display are good. Teachers encourage and involve pupils in discussion about media, techniques, and different artists. A policy is in place but is identified as requiring review. Monitoring and evaluating standards, teaching, learning and the curriculum are insufficiently developed. The teachers have a good knowledge and understanding of the subject to deliver the curriculum and their teaching of basic skills is good. Some of the classrooms are cramped and present difficulties for pupils engaged in practical work. The open plan nature of two of the classrooms and working noise levels make it very difficult at times for pupils to concentrate and hear the teacher and each other.

DESIGN AND TECHNOLOGY

140. Standards in design and technology are much improved since the previous inspection. No lessons in design and technology were observed in Key Stage 1 during the inspection. However, work on display and teachers' planning indicate that standards are at least satisfactory.
141. In Key Stage 2, two lessons were observed, and in both of these pupils' attainment was above average. At the time of the previous inspection, activities were not geared to building progressively on pupils' skills and knowledge. This is no longer the case. In Key Stage 2, pupils are working well to develop their skills and understanding. In the lessons observed, the teaching encourages the pupils to design and evaluate. Pupils are given good opportunities to practise their skills before undertaking specific tasks. They show a good understanding of the importance of a working plan and how to use this to refine and improve their work. They use their practice work to help them develop their designs and move forward. Pupils' good standards in Key Stage 2 result from good teaching. Pupils are taught to consider the factors that they need to take into consideration when designing their product. Pupils greatly enjoyed thinking about the enthusiasms and skills of one year old children when designing a book for them. They spoke enthusiastically about their siblings and drew well on their own experiences of how babies devour books. This enabled them to think about the need for robust materials and the kinds of paper engineering techniques that would provide interest for the audience. Key Stage 2 pupils also enjoyed exploring a range of bread products and considering the appropriate criteria for judging the characteristics of different breads. They are able to use the knowledge gained in their science lessons to talk about cereals and carbohydrates as energy giving foods. Pupils use an increasing range of tools, materials and components. They show good development of skills and use tools for joining and assembling materials carefully.
142. In the lessons observed, teaching is good. Good teaching enables pupils to make appropriate connections between subjects in their learning. It makes good links with other curricular areas. By the use of challenging questions and well-constructed

activities, teaching promotes pupils' skills, knowledge and understanding. Teachers manage pupils well, challenge their thinking and encourage them to evaluate their work.

143. Pupils enjoy the subject and they work sensibly, safely and confidently together. This reflects the teaching well. Pupils are supported in their efforts by effective teaching which builds well on their previous knowledge and experience. The co-ordinator for the subject joined the school at the start of the previous term. He has begun an audit of the subject and monitors colleagues' planning to ensure appropriate coverage. The subject has not as yet had a high priority in the school development plan but the co-ordinator works hard to encourage and support colleagues and to share good practice. Revising the school's policy and scheme of work are areas that have been usefully identified as priorities for development.

GEOGRAPHY

144. It was only possible to observe two lessons, both in Key Stage 2, during the inspection. Due to timetabling arrangements, no lessons were observed in Key Stage 1. Some year groups block units of work and do not study geography this term. Judgements are also based on evidence from work in pupils' books and work on display.
145. Pupils in Key Stage 1 receive a sound basis for further geographical study in Key Stage 2. They identify physical and human features of places, describing the special characteristics as in study of the seaside when sharing holiday experiences. They also learn early mapping skills, making plans of rooms in their homes.
146. In Key Stage 2, pupils improve their knowledge and key skills in geography. By the end of the key stage, there are clear indications that pupils have a good understanding of physical features, for example, in a Year 6 study of the geographical features of mountain environments and how they affect peoples' lives. Pupils also have a good knowledge of climatic changes and appreciate the human need for a water supply as in a study of the Nile valley in Egypt. Higher attaining pupils use research skills to explore the impact of the geographical features on the political factors influencing peoples' lives, such as bordering countries at war and the long-term effects of the tourist industry. All pupils in Key Stage 2 learn how to compare environments in other climates with their own. In a Year 4 study of the village of Chembokolli in India, pupils were learning how the influence of the environment influenced health, education and community. For example, pupils were interested to learn that the nearest doctor was 30 kilometres away and they suggested possible solutions for the people of the village. This particular study made a good contribution to pupils' understanding of how people can change and improve their environment. Pupils also reach a good understanding of geographical mapping skills, being able to identify countries on a world map and identify the major mountain ranges in the world and in Britain. Through all these topics, pupils develop well their literacy and numeracy skills.
147. In the two lessons observed, the quality of teaching was good. Teachers identify clearly the learning intentions and share them with the pupils. Teachers plan their lessons well, as in a Year 6 lesson when appropriate research material was used to support pupils' understanding of graphs of climatic conditions. The teachers set challenging work as in Year 4 when pupils were asked to classify information about the village according to various categories. In both lessons, work was appropriately matched to pupils' levels of prior attainment to ensure good progress.
148. Pupils have good attitudes towards this subject. They work well in groups, sharing their ideas and demonstrate satisfactory writing skills when presenting their work. In both lessons, pupils behaved well and listened carefully to their teachers.

HISTORY

149. At the time of the previous inspection, standards in history were described as satisfactory in both key stages, with good standards observed in some lessons. In the present inspection, it was only possible to observe two history lessons in Key Stage 1 and one in Key Stage 2. Standards in Key Stage 1 and Key Stage 2 are satisfactory. Evidence in lessons, scrutiny of work in books, and on display and discussions with pupils, suggests that standards are at least satisfactory. The school has maintained the standards observed in the previous inspection.
150. By the time they are seven, pupils understand that life was different in the past from their lives today. They compare a range of artefacts from earlier historical periods with those in their own homes. For example, pupils talk about houses being lit by candlelight or oil lamps in former times whilst they would use electric lights and torches. Pupils know that the illustrations in a book about the Great Fire of London are not photographs because they understand that photography had not been invented at that time. They are beginning to understand the sequence of events and to appreciate the consequences of historical events such as the Great Fire of London. By the time they are eleven, pupils build well on their previous knowledge and experience. They use maps and photographs to compare Sevenoaks today with Sevenoaks in the past. They make good use of their geographical skills in this task. Pupils make good suggestions as to why the changes took place and how the town has grown.
151. The teaching observed is good in both key stages. Teachers have good subject knowledge and plan their lessons well. They use a good range of resources which help to engage pupils' interest and motivate them. Teachers make good links between history and other subjects. They encourage pupils to use CD Roms and internet resources to research historical topics. The analysis of pupils' work showed that pupils use their literacy skills well to produce their own books about the Victorians. These are well organised, with contents pages, chapter headings and glossaries. Pupils also write in an engaging and lively style with a good sense of audience. The school has begun to use the scheme from the Qualifications and Curriculum Authority and is adapting it to meet the school's needs, particularly to support the teaching in mixed age classes.
152. The subject is well led and managed, though the co-ordinator has only undertaken the role for one term. There is a planned programme of observations and collection of work samples. Colleagues' planning is reviewed and the co-ordinator gives helpful feedback and support. She has recently introduced a system for assessment of pupils' progress in history. The newly revised scheme of work is supporting teachers in planning their work, however this has to be reviewed annually since the school's admissions number means that the scheme of work has to be amended each year to take account of the fact that the mixed age groups occur in different combinations each year. The curriculum is enriched by visits to places of interest such as Dover Museum where pupils took part in a "Tudor experience" and the village of Horton Kirby, where pupils considered the Victorian influences on the village.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

153. The previous inspection found that standards in both key stages were below national averages, and there was underachievement in relation to pupils' abilities. There has been a significant improvement since then; the standards at both key stages are now above the national averages. This is based on the evidence from lessons seen and from the work on display.

154. Pupils are gaining new skills through both key stages. By the end of Key Stage 1 the majority of pupils can get information from a range of sources and enter and store information. They use texts, images and sound to help them develop their ideas. They plan and give instructions to make things happen, for example, when they programme Roamer, a floor turtle. They put the instructions in the right order. They have the confidence to try things out, for example, changing the colour of images using the Paintbrush package. They are learning to use the mouse and the keyboard. They are learning to present their information in a variety of ways, such as word processing. Pupils talk about their work confidently.
155. By the end of Key Stage 2, pupils' confidence and abilities in using the computer have increased considerably since the last inspection. They collect factual data from the Internet which they search for information about a different part of the world. For example, pupils have been using different search engines to discover a variety of weather patterns around the world. Another group of pupils have used the Internet to get information and then use advanced skills to write a newspaper report. They alter font size and text, insert and delete and replace text, import pictures from the Clipart gallery. They have learnt the basics of using a database. They develop and refine ideas by bringing together, organising and re-organising text, tables, images and sound as appropriate when setting up a multimedia presentation. There are a number of examples where ICT is being used across the curriculum. In English, pupils are using a programme to select words and highlight vowels. They are increasingly confident in word processing their work, for example, in writing poems or stories. In mathematics, pupils are using a website for number work and for work with money, whereby they have to work out the change given, when a certain amount is spent. In geography, pupils are using the Internet to produce maps to show different weather patterns around the world. Pupils are confident and use a variety of programmes. There is a good link with a local senior school whereby pupils use this school's ICT suite for a session each week under the tutelage of senior pupils. Each class goes up to the school one afternoon per week for half a term. During the inspection, pupils worked on producing a book cover using a publisher program. This gave them a range of skills such as inserting, click and drag, enlarging and diminishing, changing background colours and font sizes.
156. The teaching of ICT at both key stages is good overall. The previous inspection indicated there was limited expertise amongst the staff. Evidence from the present inspection suggests that this is no longer the case. The teachers have a good knowledge and understanding of the subject to deliver the curriculum and their teaching of the basic skills is good. They have very high expectations of the pupils and their management of the pupils is very good. The overall planning for the subject and the individual lesson plans are good.
157. As a result, the pupils' learning is good overall. This, too, is a significant improvement on the previous inspection. They are developing a confidence in their use of computers and overall, they have very good levels of interest and motivation and are able to work independently. All pupils are given equal access to the ICT curriculum and all pupils make good progress, including the high and low attaining pupils. Pupils with special educational needs are making good progress with their learning.
158. Pupils' attitudes to ICT are very positive. There is a general enjoyment of the work and they respond well to the challenges. There is an enthusiasm to use the computers. Where there is a timetable for a class there is a clear determination to make the best use of allocated time and to make sure that no-one else goes overtime on their allocation. Pupils respect the equipment and they respect each other as they work together.

159. The previous report indicated that the school recognised the need to improve its policy and its medium-term plans. These are now in place, and this has helped to improve the whole ICT programme across the school. The school is well equipped with computers, with each classroom having their own. Some of the computers are housed in corridors, due to lack of class space. There is a wide range of software which is well used. The computers are not an under-used resource in the school, as was reported from the previous inspection. They are an integral part of the whole curriculum. The co-ordinator gives clear leadership in the subject, and this gives clear direction for all staff to follow. The resources are well used, although in some cases the accommodation is cramped for any more than two or three pupils to be around the computer screen. There is a willingness amongst the staff to help each other where necessary, and this increases the confidence with which they are approaching the subject. The co-ordinator has drawn up a very clear and comprehensive development plan for the next five years and this is another positive step forwards for the success of this subject throughout the school. As yet, planning is not coherent across both key stages, and an assessment programme is not implemented for each year group. Monitoring of teaching and learning is underdeveloped. Significant progress has already been made since the previous inspection.

MUSIC

160. By the end of both key stages, standards in music are above national expectations. Pupils with special educational needs make good progress. By the end of Year 2, pupils recognise pitch and duration, playing instruments and use their bodies to make musical sounds under the direction of the teacher. They are developing good listening skills when thinking about what percussion instruments can represent in a familiar song. They enjoy playing the rhythms and are beginning to distinguish the different sounds that instruments can make.

161. By the end of Key Stage 2, Year 3 pupils follow and interpret graphic scores. They know the difference between long and short sounds and which instruments are best suited to play them. Pupils know how to write their own graphical scores and compose short pieces of music. They can develop a four beat pattern and follow instructions carefully whilst playing. Year 4 pupils know about music from different cultures, as for example, India, and they demonstrate Tala drumming patterns well. They evaluate each other's pieces and are appreciative of each other's musical efforts. Pupils readily share their knowledge of the story of Rama and Sita and know the main facts and characters in the story. They sing the song 'Story of Divali' beautifully and with great enjoyment. When listening to some pre recorded music, pupils develop their own individual talas and discuss with some expertise the different musical patterns. Year 5 pupils talk about a piece of South American pre recorded music 'Rainforest Dream'. They enjoy identifying some of the different instruments and try blowing ocarina whistles for themselves to much delight and fun. The lesson further developed pupils' literacy skills when they described the rainforest and talked about "slithering snakes" and "drops of dew". Year 6 pupils, whilst listening to Vivaldi's 'The Four Seasons', could identify some of the instruments and the variations in the sounds they make. They expressed what the music made them feel and visually recorded their accounts of winter.

162. Pupils perform well and are also good in the role of audience in class and in assemblies. There are good opportunities to hear music from different periods and cultures in assembly, as when celebrating the Chinese New Year. The recorder group gave a very good performance in one assembly and were later seen practising fingering the first five notes on treble recorders, and scale C with rhythm patterns for each note. Pupils sing an increasing repertoire of familiar and new songs and hymns from

memory. There is evidence of above average standards in singing. Pupils follow directions well and show increasing control of voice and pitch. The school choir demonstrated some good vibrant two-part singing with clear diction. Music is very popular and many pupils make good use of the opportunities to have additional music tuition in a wide range of instruments. Pupils practise and work hard to improve the quality of their work. Pupils use instruments carefully and very good relationships and behaviour contribute well to their learning and progress made.

163. Much of the teaching observed was specialist teaching and this was consistently excellent. Non-specialists were also observed in Key Stage 2 and here teaching was good overall. Younger pupils receive 'kindermusik' lessons from the local education authority, and the quality of these is good. The specialist teacher shares her expertise and ideas well with teachers and as a consequence lessons are well planned. Teachers have clear learning objectives and use subject specific terms well. Good quality questioning promotes good learning and understanding. Lessons are carefully organised, and instruments and resources are well matched to activities.
164. The school has a long tradition of musical clubs, choir, school productions and performances in the local community. Music contributes strongly to pupils' spiritual, social, and cultural development. It has a high profile within the school and is very popular with pupils.
165. The part time co-ordinator is very experienced and is fully aware of areas for development. Information and communication technology does not support teaching and learning and has not yet been addressed in the music curriculum. This aspect is outstanding from the last inspection and is a recognised area for whole school development. Assessment is developing appropriately; oral assessment is very good. Monitoring and evaluation of teaching, learning and the curriculum have not taken place. Standards and progress were satisfactory and better at the time of the last inspection. Standards show steady improvement since the last inspection, and music is a strength of the school. The specialist music room is a good facility, with good resources, instrument provision and adequate storage.

PHYSICAL EDUCATION

166. By the end of both Key Stages 1 and 2, standards in physical education are in line with national expectations. Standards in dance are developing well. It was not possible to observe the end of Key Stage 2 games lessons due to adverse weather conditions. However, Year 6 pupils were seen during swimming lessons.
167. By the end of Year 2, pupils know about the need to warm up prior to physical activity and the effect this has on their bodies including raising the heart rate. Pupils throw and catch accurately balls of different sizes. They work very well together when passing and rolling balls using both one and two hands to catch and collect the ball. In addition, most pupils control and dribble large balls accurately along the floor, using different parts of their feet. Pupils are developing their ability to work co-operatively when playing simple team games.
168. By the end of Key Stage 2, pupils know it is important to warm up the body prior to exercise. They demonstrate a wide range of stretching and jumping prior to the main lesson. Pupils have good control of their body movements and plan symmetrical movements both individually and with a partner. In a Year 5 lesson, pupils demonstrated improvements in their landing techniques when jumping from benches and boxes and in balance and control. Year 6 pupils swim well using good breathing techniques and a good front crawl style. In addition, they are developing a wide range of water safety and

survival techniques including treading water, surface diving, retrieving items from the floor of the pool and completing a back somersault in the water. Almost all pupils will complete and exceed the National Curriculum requirements for swimming. No dance lessons were seen and therefore standards cannot be judged.

169. The overall quality of teaching and learning is satisfactory with some good teaching in Key Stage 2. For example:
- progress in the learning is clearly supported by the teachers' very good subject knowledge;
 - the learning objectives of lessons are made very clear to the pupils;
 - the pace of learning and physical activity was high, and
 - good opportunities were given to the pupils to evaluate their movements and suggest changes.
170. The above elements of lessons led to considerable improvements in performance. In the swimming lessons, the qualified swimming teacher supports and trains the school staff and this provides a very high level of teaching input for all pupils. The progress of pupils is very good as a result.
171. In the less effective lessons, there are insufficient opportunities for pupils to plan, improve and practice their movements as a result of evaluating their own or others' performance. In some lessons, teachers do not sufficiently challenge pupils' in order to improve their physical skills.
172. All pupils respond with enthusiasm and enjoyment during their lessons. They share and work co-operatively when playing team games with other pupils. During a Year 5 lesson, pupils also used high levels of creativity in devising sequences of symmetrical movements. Pupils know how to look after the apparatus safely and to take care of other pupils. Extra-curricular activities for football and netball are well supported by pupils and support the games' curriculum. Pupils also have the opportunity to take part in competitive games with other schools.
173. The co-ordinators for physical education are very new to their responsibilities. They are both specialist physical education teachers and are well aware of the need to establish a consistent programme of skills and to train staff in specific areas of delivering the curriculum. Overall, there has not been any improvement in aspects of physical education since the last inspection.