

# INSPECTION REPORT

Lympne CEP School  
Hythe

LEA area: Kent

Unique Reference Number: 118680

Inspection Number: 187267

Headteacher: Mr T R Hogg

Reporting inspector: Martin Garwood

Dates of inspection: 15 – 17 November 1999

Under OFSTED contract number: 707491

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. 0171 421 6567

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Octavian Drive Lympne Hythe Kent CT21 4JG
Telephone number:	01303 267611
Fax number:	01303 267611
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E Lewsey
Date of previous inspection:	18 March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Martin Garwood, RgI	Mathematics	Leadership and Management
		The efficiency of the school
Anthony Mundy, Lay Inspector		Attendance
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Audrey Quinnell	English	Under fives
	Geography	
Paul Shallcross	Design and technology	Teaching
	Information technology	Support, guidance and pupils' welfare
Kevin Hodge	Art	Attitudes, behaviour and personal development
	Music	Special Educational Needs
	Physical Education	
Peter Payne	Science	Attainment and progress
	History	The curriculum and assessment
	Religious Education	Equal Opportunities

The inspection contractor was:

Kent Curriculum Services Agency  
 Mid Kent Office  
 3 Shorncliffe Road  
 FOLKESTONE  
 Kent CT20 2SQ

01303 850789

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
 The Office for Standards in Education  
 Alexandra House  
 33 Kingsway  
 London WC2B 6SE

## **REPORT CONTENTS**

**Paragraph**

### **MAIN FINDINGS**

**What the school does well**  
**Where the school has weaknesses**  
**How the school has improved since the last inspection**  
**Standards in subjects**  
**Quality of teaching**  
**Other aspects of the school**  
**The parents' views of the school**

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

**Characteristics of the school**  
**Key indicators**

### **PART A: ASPECTS OF THE SCHOOL**

**1 - 77**

#### **Educational standards achieved by pupils at the school**

**1 - 16**

**Attainment and progress**  
**Attitudes, behaviour and personal development**  
**Attendance**

#### **Quality of education provided**

**17 - 61**

**Teaching**  
**The curriculum and assessment**  
**Pupils' spiritual, moral, social and cultural development**  
**Support, guidance and pupils' welfare**  
**Partnership with parents and the community**

#### **The management and efficiency of the school**

**62 - 77**

**Leadership and management**  
**Staffing, accommodation and learning resources**  
**The efficiency of the school**

## **PART B: CURRICULUM AREAS AND SUBJECTS**

<b>Areas of learning for children under five</b>	<b>78 - 85</b>
<b>English, mathematics and science</b>	<b>86 - 122</b>
<b>Other subjects or courses</b>	<b>123 - 171</b>

## **PART C: INSPECTION DATA**

<b>Summary of inspection evidence</b>	<b>172</b>
<b>Data and indicators</b>	

## MAIN FINDINGS

### What the school does well

- Very good standards in science and reading, and good standards in most other subjects.
- Excellent behaviour and relationships throughout the school.
- Excellent moral and social development with caring and positive attitudes in the pupils.
- Support for pupils with special educational needs.
- The close involvement of parents in the life of the school.
- A strong sense of community and learning together.
- The quality of its support staff in helping pupils to make progress.
- Good teaching with strengths in the management and organisation of lessons.
- A well organised curriculum
- Highly effective leadership by the headteacher and governing body.

### Where the school has weaknesses

- I. The progress made by higher attaining pupils in aspects of writing.
- II. The lack of a suitable outdoor area for the youngest, 4 year old pupils and shortcomings in the provision of play equipment to meet their needs fully.

This is a very good school. Parents, staff and pupils are justifiably proud of it. It has excellent features and many strengths. The quality of education it provides is very high. Standards of attainment are good and above national averages in English, mathematics and science. Attention to aspects of writing will help to boost these standards higher. Pupils enjoy the school. It looks after them very well indeed and ensures that they make good progress. The youngest pupils start school with confidence and planned improvements will address the weakness in some aspects of the provision made for them currently. The school is very well led and managed. Its ethos is excellent. The two weaknesses will form the basis of an action plan to be drawn up by the governors.

### How the school has improved since the last inspection

The school has improved very well since the last inspection. The key issues in the previous report have been addressed successfully. In most subjects, standards of attainment have risen steadily, with those in science, reading and design and technology making strongest progress. Standards in writing at the higher levels have shown little change, however. The teaching of geography has been strengthened whilst teaching in design and technology is now strong. The roles of the co-ordinators have been enhanced effectively so that they now have a greater impact on their subjects. Governors play a far more active role in overseeing the quality of education and have established systematic procedures. Parents have been encouraged to play a greater part in the life of the school and this is now a real strength. The headteacher, governors and staff have built successfully upon the high quality of education celebrated in the previous inspection report.

The school has improved its development plan to take account of this key issue in its last inspection. However, the place of the plan in identifying the focus for further improvement is as yet undeveloped. Its numeracy and literacy strategies are generally working well, but the numeracy and literacy action plans pay insufficient attention to the specific ways by which school targets will be met and exceeded. With further refinements to its strategic planning the school has a good capacity to improve further.

## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	B	C	<i>well above average</i> A
Mathematics	B	C	<i>above average</i> B
Science	A	B	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

Compared to all schools standards are good in English and mathematics, and very good in science. Standards are above average in science and average in English and mathematics when considered against similar schools. Standards in science and design and technology have improved significantly since the last inspection. Children read very well and are showing very good progress in the mental calculations aspects of numeracy. At the age of 11 pupils do better than the national averages in tests in English, mathematics and science. Their standards also compare favourably with those attained by pupils in similar schools. In Key Stage 1 and Key Stage 2 standards in writing are less strong than in other aspects of English.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science	-	Good	Good
Information technology	Satisfactory	Good	Good
Religious education	-	Satisfactory	Satisfactory
Other subjects	Good	Good	Good

The quality of teaching is good overall. During the inspection no unsatisfactory teaching was seen and 68% was good or better. There were examples of excellent practise and 28% was very good or better. The strengths in teaching are reflected in the good standards of attainment. Teachers are highly successful in promoting excellent behaviour and the positive attitudes to learning. Their management of pupils is excellent. They are assisted ably by the support staff. Relationships with the pupils are excellent and this contributes significantly to the enjoyment in learning evident in the school. The quality of teaching in science and design and technology has improved considerably since the last inspection. Skills in teaching geography have also improved. Teachers' skills in ICT have also improved although this is yet to be reflected fully in standards of attainment. Children with special educational needs receive sensitive support. Teachers know their pupils well. The way that they encourage pupils to develop their own targets through high quality feedback is underdeveloped.

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



• **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Excellent and praised by parents.
Attendance	Good - pupils attend well and enjoy coming to school.
Ethos*	Excellent.
Leadership and management	Very strong and excellent features. Governors, headteacher and staff work closely together and set high standards.
Curriculum	Well organised. The curriculum is broad and balanced. The range of extra-curricular activities is very strong.
Pupils with special educational needs	Pupils receive sensitive and effective support. They make very good progress.
Spiritual, moral, social & cultural development	Moral and social development is excellent. Parents appreciate the values and attitudes promoted.
Staffing, resources and accommodation	Good. Accommodation is much improved. Resource levels are good. Staff are very competent.
Value for money	Good.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
III. High standards achieved. IV. Strong ethos. V. Behaviour of pupils, attitudes. VI. Their involvement in the school. VII. Range of extra-curricular events.	VIII. Guidance on what is taught and the progress

Inspector's judgements support the very positive views of parents. The school liaises with them very successfully and they in turn play an active part in its life. The school provides a wide range of information for parents. This is well received although a small number would like more guidance on the curriculum and on their children's next steps. Inspectors support the view that written reports could provide more detail on what pupils should focus on next and also give more information to parents about arrangements for the setting of pupils. The school is popular and highly respected.

## **KEY ISSUES FOR ACTION**

In order to raise standards of attainment in the school further and sustain improvement, the governors and headteacher should:

\* increase the progress made and standards attained by higher attaining pupils in aspects of writing through:

- further staff training;
- increasing the opportunities available in English and other subjects;
- more precise use of assessment information;  
(paragraphs 3, 9, 11, 23, 32, 88, 91, 92, 95, 96 and 143);

\* enhance further the quality of provision for the physical development of four year old children by improving the range of large play apparatus and providing a dedicated outdoor play area  
(paragraphs 23, 30, 73, 78, 82 and 85).

In addition to the key issues above, the following less significant issue should be considered for inclusion in the action plan. This is explained in the paragraphs indicated. The school is advised to:

\* enhance the use of marking and spoken commentary to pupils and thus provide them with more specific detail about their strengths and weaknesses, and about what they should do next to improve.  
(paragraphs 24, 39, 57 and 101).

## **INTRODUCTION**

### **Characteristics of the school**

Lympne C of E Primary School caters for 216 pupils, organised into eight classes. The children come from mainly owner occupied homes in Lympne and surrounding towns and villages. The school roll has grown from 200 in 1996 to the present figure. The number of pupils eligible for free school meals and on the special needs register are below national averages. Most children under five are admitted part-time initially to the reception class. Those due to be five in the Autumn term are taught alongside Year 1 pupils. The attainment of the children on entry to the school is above average.

The school has a number of aims including maximising the children's learning in literacy, numeracy and all other subjects; promoting personal, spiritual and moral values and "to provide a lively, happy school where children are stimulated towards learning and enquiry".

The school has set itself targets for literacy and numeracy. They are for 85 per cent of 11 year olds to achieve level 4 and above (20 per cent at level 5) in literacy, and 82 per cent to achieve level 4 and above (23 per cent at level 5) in numeracy.

## Key indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	17	15	17
	Girls	15	14	14
	Total	32	29	31
Percentage at NC Level 2 or above	School	97	93	94
	National	82	83	87

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	17	15
	Girls	15	14	18
	Total	32	31	33
Percentage at NC Level 2 or above	School	97	86	100
	National	82	86	87

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	14	16	30

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	10	14
	Girls	14	13	14
	Total	25	23	28
Percentage at NC Level 4 or above	School	83	77	94
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	14
	Girls	14	13	14
	Total	24	23	28
Percentage at NC Level 4 or above	School	80	77	93
	National	68	69	75

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.9
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	28
Satisfactory or better	100
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

1. The attainment of children at the start of their education at the school is generally above average. By the time they reach five years old the majority have achieved the Desirable Learning Outcomes and many achieve higher levels. They use numbers to ten with growing expertise, recognise simple words and phrases and express themselves clearly.
2. Attainment in the rest of the school is generally above national averages and expectations. At the age of 11, pupils read and write with skill and understanding, and show a good understanding of mathematical concepts and of scientific processes. Standards of attainment in English and mathematics are above national averages. Those for science are well above.
3. In the 1999 national tests and assessments for Key Stage 2 attainment was above national averages for both level 4 and the higher level 5, although 40 per cent of pupils reached this level in reading compared to 7 per cent in writing. Standards of attainment have shown steady improvement since the last inspection and are in line with those in similar schools, except in writing.
4. In the tests and assessments for mathematics and science, standards of attainment have also improved over the last three years; those in science significantly so. Attainment in mathematics is above average for pupils aged 11. Compared to similar schools a smaller proportion reached the target level 4, but a significantly greater proportion reached the higher level 5. This leads to the judgement that overall attainment in mathematics is in line with that of similar schools. In science, test and assessment results are well above national averages and above those of similar schools.
5. At the end of Key Stage 2 national test and assessments have shown a steady improvement over the last three years in English and mathematics. Those in science have improved significantly. The subject is now a strength.
6. At the age of 7 attainment in English, mathematics and science is above the national average when national test and teacher assessment results are compared. One hundred per cent of pupils achieved level 2 in the teacher assessment for science which is well above the national average. The proportion of children attaining the higher level 3 in the reading test and in science assessments was above average compared to similar schools, but below in the writing task and in mathematics.
7. Test and teacher assessment results have shown a steady, but uneven improvement in Key Stage 1 since 1996. The percentage of pupils attaining at the higher level 3 in writing has remained relatively unchanged and the percentage attaining level 3 and above has declined by 6 per cent in mathematics since 1998 compared to a national rise of 3 per cent. This reflects higher levels of special educational need in the 1999 Year 2 group.
8. At the age of 11 levels of attainment are above national expectations in geography, swimming, and design and technology. In all other subjects they are in line with national expectations. Standards in geography and design and technology have improved significantly since the last inspection due to staff training and more systematic planning of the curriculum.
9. Literacy and numeracy skills are developed satisfactorily. The school's approach follows the national strategies and is being implemented well. Reading and mental mathematics skills are of a high standard and are beginning to be used to support pupils' work in other subjects. The writing skills of higher attaining pupils are yet to show the same level of development. ICT skills have improved since the previous inspection and are beginning to have an impact on the pupils' work in general.
10. Over their time at school pupils make good progress. Progress in the Early Years is not as strong as the Key Stages 1 and 2, but is always at least satisfactory. This reflects the largely satisfactory rather than good teaching and some less effective aspects of the curriculum such as the emphasis upon structured play

activities. They make good progress in developing speaking and listening skills. Higher attaining pupils in Key Stages 1 and 2 make generally good progress. In mathematics and science it is often very good. Progress is very good in reading, due to high quality teaching. They do not make rapid enough progress in the development and confident use of higher order writing skills. The setting of pupils for aspects of their English and mathematics work is having a beneficial effect on standards, but this is uneven due to inconsistencies in the quality of teachers' planning for all levels of pupil attainment in the set groups. The small groups resulting from these arrangements and the high levels of extra adult support enables pupils with special educational needs to make very good progress throughout the school.

#### **10. Attitudes, behaviour and personal development**

1. Parents report that the school promotes very positive values and attitudes, and very high standards of behaviour. The inspection findings support these views fully. They are strengths of the school that have continued since the last inspection and contribute significantly to pupils' attainment and progress.
1. Throughout the school, pupils show very good attitudes to learning. They listen attentively to teachers and to each other and are very conscientious in carrying out their work. They enjoy coming to school and take pride in the quality of their work. Pupils with special educational needs have very good attitudes to their work. This helps them to make very good progress.
2. Standards of behaviour are excellent and are strengths of the school. Pupils behave very well within their classrooms, in the playground and around the school. There is a good behaviour code, which sets the standards expected and is currently displayed in the entrance hall. There are class rules which help pupils to gain rewards for their good behaviour. The system for recording pupils' names in special books is very good and the special certificates received in recognition of their efforts are valued. The headteacher ensures that parents are fully informed should any serious issues of unacceptable behaviour occur and parents report that the school responds quickly and sensitively.
3. Relationships within the school are excellent. Pupils are set a good example by the staff, who treat them with courtesy and consideration. They respect adults and are very polite and courteous to visitors. They find it very easy to talk about what they are doing and how they value the school. They respect school property and are encouraged to care for their environment. Pupils value one another's contributions in the classroom and support each other well in group and paired activities. They show sensitivity to other people's feelings and the 'buddy' system of pairing up with younger pupils works very well. Older pupils care for and support younger pupils in both class activities and in the playground with sensitivity.
4. The pupils' personal development is very good. All show responsibility in carrying out tasks such as collecting registers or books and helping at playtimes. Visits to local community homes to help them raise money are arranged and there are regular events to raise money for charities. Older pupils support younger pupils in a variety of activities such as helping at lunch tables and spotting any lonely children in the playground. Pupils also carry out their own research for topic work and some are allowed to stay in at lunchtime to carry out duties such as being librarians. The pupils' level of maturity is a significant factor in supporting the high standards attained in work and in their personal development.

#### **15. Attendance**

5. Attendance is good. Similar rates of attendance were 'very good' in the previous inspection report, but the statistical basis for reporting has been changed. Good attendance in each year group has a positive effect upon pupils' attainment and progress. Pupils arrive punctually at school and settle quickly to work. Registration periods are efficient and lessons begin promptly during the day. This helps to ensure that time is well used. There are very good systems in place to follow up absences.

## 16. QUALITY OF EDUCATION PROVIDED

### 16. Teaching

6. Overall the quality of teaching is good. During the inspection it was good in 40 per cent of lessons, very good in a further 25 per cent and excellent in 3 per cent. No lessons were unsatisfactory. Teaching has improved since the last inspection, with significant progress made in design and technology. The quality of teaching ensures that standards are good
7. The good quality of teaching is evident in most subjects and in all classes. Teachers in both key stages have good knowledge and understanding of the subjects they teach and of the ages and stages of the pupils in their care. Teachers' expectations in both key stages are high. Time keeping is very good, lessons always start on time. The highly effective use of time and the pace of lessons result in pupils making good progress. Teachers in the Early Years help pupils to start school confidently. They place a good emphasis on the teaching of speaking and listening.
8. The planning of lessons is good in the majority of subjects. It is very good in science and design and technology. Teachers plan as a team in each key stage and across subjects. This is a strength, giving equal access to a broad and balanced curriculum to all pupils. Newly qualified teachers are supported well by the whole school planning processes. A recently introduced short-term planning form encourages teachers to plan in detail. In most, but not all, cases the learning outcomes are clear and specific and in the very best lessons they are shared with the pupils and reviewed at the end. Most lesson plans include more challenging work for higher attaining pupils, but in some lessons, for example in mathematics and English, all pupils are sometimes required to complete the same work before moving on to harder tasks. This inhibits occasionally the progress they make.
9. There is sustained and excellent management of pupils by the teachers and learning support assistants. Teacher control is excellent, being calm, but firm. The efficient movements around the school, including lining up after breaks, contribute to pupils' excellent behaviour and eliminates wasted time. Pupils behave very well in lessons. They arrive at school with a desire to work and try hard.
10. The teachers draw upon good subject knowledge to plan for the needs of all pupils within their classes as in a Year 4 geography lesson where a demonstration of precipitation successfully put over the key scientific principles to the delight of the pupils. Lessons are carefully structured. The strengthening of knowledge and skills has helped raise standards in science and design and technology. A significant feature of most lessons is the skilful use of questioning by teachers to prompt pupils to think and reflect about their learning. Teachers usually review work from the last lesson as a starting point for new learning. This is a strength in the mental and oral work in numeracy lessons. The ends of lessons are very often used well to review and reinforce what has been learned, as in a Year 4 design and technology lesson where pupils reviewed their successfully completed house designs to reinforce the main points taught.
11. Teachers in all classes provide a good range of opportunities for pupils to work in groups and with a variety of adults, particularly in the Early Years. They use these opportunities well. Resources are used effectively and there is usually a good balance in the types of work. In the Early Years, teachers encourage positively the children to think and talk about their work. However there are not always enough opportunities for the children to use practical activities and structured play to reinforce and extend their learning and develop their personal and social skills. In some lessons worksheet type activities do not always ensure sufficiently well paced progress for all. In Key Stage 2 particularly, the development of drafting, revising and analysing writing is not taught consistently enough to ensure that already able writers can move to new challenges.
12. The quality and use of day to day assessment is satisfactory. Teachers mark work regularly, promptly and accurately. Remarks are broadly constructive and encouraging, but rarely do they give detailed commentary on successful work or how to improve it. Few targets are written in pupils' workbooks. Where targets are being set pupils have a clearer idea where to improve and teaching moves at a faster pace. As yet, targets for pupils are not sufficiently developed or related to the National Curriculum and

pupils do not receive enough specific guidance to help them to move on to the next challenge.

13. In some English and mathematics lessons the teachers form additional groups based on ability. This is successful in ensuring that work provides a challenge for most pupils. It is particularly beneficial to pupils with special educational needs.
14. The training of teaching and support staff is well organised and the two newly qualified teachers are mentored carefully. The learning support assistants are very skilled and effective. They are used well, to support smaller groups of pupils within the literacy hour, art and design and information technology. A good number of parent helpers enhance learning opportunities in lessons, for example in a Year 6 geography lesson, an adult helped groups use a spreadsheet and produce graphs on comparative rainfall data. A learning support assistant, through a guided information technology exercise introduced the activity of inserting digital images and text in presentation software. This helped the pupils achieve their learning goals.
15. Pupils with special educational needs make very good progress due to the careful intervention of teachers and assistants. They also benefit from being taught information technology and other subjects in smaller groups. Their individual education plans are reviewed regularly and teachers plan together well to meet the targets identified for these pupils.
16. Homework is set and is used effectively to enhance the work in lessons. The amount of work increases as pupils progress through the school, providing good consolidation of skills and helpful preparation for the transition to secondary school. Pupils revise for weekly tests in spellings and number bonds, as well as practicing their reading at home. Some useful research work is also set.

27. **The curriculum and assessment**

17. The curriculum is very good and contributes effectively to the good standards. It is broad, well balanced and reflects fully the aims of the school. It fulfils the requirements for children under five and for pupils in both key stages. All subjects of the National Curriculum are taught, including the Locally Agreed Syllabus for religious education. The length of the teaching week is in line with that recommended at Key Stage 2 and slightly in excess of that recommended for the Early Years and Key Stage 1. Time allocated to the various subjects is appropriate. The curriculum is enhanced by the teaching of French in the upper part of Key Stage 2. The governors have decided that sex education will not be a separate part of the curriculum. Suitable arrangements are made for developing pupil awareness of drug misuse. The information in the school prospectus for parents about the curriculum is comprehensive and helpful.
18. Planning for the Early Years is based upon the Desirable Learning Outcomes with helpful progression built in to the individual National Curriculum subjects. More attention needs to be paid however to the planning and provision for the children's physical development and for structured practical activities as support to an otherwise sound learning framework. The curriculum provides effective support to pupils with special educational needs and individualised targets enable them to make very good progress through it.
19. The curriculum is planned at three levels. There are policy statements in place for all subjects and they are supported by schemes of work and guidelines, which provide a good framework to support teaching and learning and ensure progression. Medium term plans have been agreed by the appropriate groups of teachers to indicate the outline subject content to be taught week by week and ensure that the programmes of study are covered. Teachers prepare their own daily plans which are well-structured and effective, although some learning intentions in non-core subjects are too general and there is not always enough detail to match the needs of different levels of attainment within the class. Since the last inspection, the use of homework has been developed to consolidate learning and most parents report positively on these improvements.
20. Planning for literacy and numeracy is based closely upon national guidelines and is having a positive effect



upon standards. The time set aside for mental and oral mathematics and group reading is leading to very good progress in these aspects. Planning and the provision of time in English and other subjects, for the development of higher order writing skills is not emphasised strongly enough to assure that higher attaining pupils make rapid enough progress.

21. The school is committed to equality of opportunity and care is taken in lessons to ensure that attention is given to the learning needs of all pupils. In some subjects, pupils are banded according to their attainment for part of their programme and, where necessary, pupils are supported by very effective help from classroom assistants and other adult volunteers. Since the last inspection, a formal policy for equality of opportunity has been adopted by the governors.
22. The curriculum effectively promotes pupils' intellectual, physical and personal development and prepares them for the next stage of their education. A wide range of extra-curricular clubs and activities including drama and team games is on offer to pupils of different ages at different times of the year. These are well supported. The school has developed links with a school in France and this provides useful opportunities for learning about another culture. Teachers and other adults give freely of their time to supervise these activities. They make a positive contribution to pupils' social, moral and cultural development.
23. The arrangements for assessing pupils' progress are generally good and continue to be a well organised feature of the school since the last inspection. The school uses a wide range of objective tests and also National Curriculum materials to evaluate strengths and weakness in pupils' attainment. These are used well to place and subsequently monitor pupils in the set groups for mathematics and English. Key stage meetings play an important part in this process. The arrangements for assessing, recording and reporting meet the requirements of the National Curriculum. Good use is made of objective data and test results to identify strengths and weaknesses in overall literacy and numeracy. Systematic practice in assessing reading underpins the success in this area. Assessment data is also used well to inform parents about the pupils' attainment.
24. A helpful school policy for assessment is in place and, with the policy for special educational needs, this helps to ensure consistent practice. The assessment of pupils with special educational needs against the targets in individual education plans is very good and helps to sustain the very good progress made in most subjects.
25. The school keeps good records of the assessments made and is developing its approaches well to the analysis of school level attainment. As yet it does not do enough to ensure that this is used fully to target future actions in its development planning. The planning for numeracy and literacy is carefully based upon the teaching objectives, but their use to monitor progress and adjust plans for what is taught is at an early stage of development. This inhibits some pupils from making more rapid progress in some aspects, notably writing. This is a shortcoming in an otherwise good picture.
26. Portfolios of annotated work help to ensure the accuracy of judgements made against National Curriculum levels. The previously wide gap between some teacher assessments and national test results has been narrowed considerably. Arrangements for assessing the core subjects of English, mathematics and science are particularly well developed. Those for religious education, information technology and other subjects are less helpful in providing manageable opportunities to track progress made, but do allow satisfactory monitoring. Teachers involve classroom assistants very effectively in assessing pupils when they are leading groups and good strategies are in place to foster a dialogue between class teachers and those taking set groups for English and mathematics.
27. There is limited evidence of pupils' involvement in self-assessment against given criteria and not enough is yet done to help pupils to identify their next steps so that they are helped to develop their own learning styles and objectives.
28. Arrangements for reporting to parents are generally good. Many praise the improvements made to the quality of the written reports. Statutory requirements are met well. Most reports provide comprehensive information about progress made in the different subjects. National test results are included where

required. The best reports provide detailed guidance on future targets for the pupil, but this is not a feature of all and some parents would like more information.

**39. Pupils' spiritual, moral, social and cultural development**

29. The school's provision for the spiritual, moral, social and cultural development of its pupils is very good. It makes a very powerful contribution to the ethos of the school.

30. The opportunities for spiritual development are good. The ethos of the classrooms and the mutual trust which is built between pupils and adults allows pupils to reflect upon their thoughts and share them with others. The daily assemblies are arranged as whole school, key stage or class occasions, providing a range of different groups and audiences. Although there are opportunities for pupils to consider profound issues at these times, practice is inconsistent and while some assemblies contribute effectively to the pupils' spiritual development, others do not. Whole school assemblies are used well to build the strong sense of community and to celebrate achievement. The arrangements for collective worship meet the statutory requirements to a satisfactory extent.

31. The provision for pupils' moral development is excellent. The school has a strong moral and social code. The notion of right and wrong is taught explicitly and reflected in the excellent behaviour of pupils. Adults provide very strong role models for pupils in the way in which they conduct themselves in school. Pupils are taught to respect the feelings, values and beliefs of others and this is seen consistently throughout the school in classrooms and in the playground. The school has a long tradition of supporting charities at home and abroad. Parents praise the pupils' awareness of others and the positive attitudes this reflects.

32. The pupils' social development is excellent. Classes develop and agree their own rules and routines and know that these should be followed because they are sensible and are for the benefit of everyone. Pupils are trusted in the school. Adults and visitors act as positive role models. Within lessons there are many opportunities for pupils to work together on collaborative activities and to be responsible for domestic tasks which they do confidently and very effectively. Lunch times are orderly. They are a pleasant social occasion during which pupils enjoy conversation and interaction. Older pupils take responsibility readily for looking after their younger colleagues and do so in a very positive and caring way. Good manners and the observance of social conventions are taught clearly and are evident throughout the life of the school. The pupils use their social skills well in relating to the many adults in the school.

33. Provision for cultural development is good. Through history, geography, religious education, music and art in particular, pupils are introduced to their own cultural heritage and to cultures and customs world-wide. Artefacts and pictures from a wide range of other cultures are used in classrooms and corridor displays. Good use is made of visits and of visitors to the school and there is a wide range of extra-curricular activities. These help the pupils to take responsibility, work together, interact with others and to be able to compare similarities and differences in cultures at different times and places.

**44. Support, guidance and pupils' welfare**

34. The school provides very good support, advice and guidance for pupils. Effective daily practice is based on the values and aims set out in the school prospectus. Pupils starting school are given appropriate guidance and made to feel welcome and secure in their learning environment. Pupils in Year 6 and their parents are given good quality information about transfer to secondary school. Those with special educational needs are very well supported in the classroom and outside by all the staff in the school. Parents report positively on the sensitivity shown by adults and pupils alike.

35. Procedures for monitoring progress and personal development are very good. Teachers understand pupils' needs well. Learning support assistants and dinner supervisors also make a very good contribution to pupils' welfare and guidance. Pupils with special educational needs make good progress and are helped

effectively to meet their individual education plan objectives.

36. The school has a clear code of behaviour with the expectations of very high standards of personal behaviour and respect for others both inside and outside of the classroom. A reward system is in place which the pupils find very motivating. If they have a problem, they are encouraged to talk to staff all of whom they find approachable. Pupils know that bullying is unacceptable and it is dealt with efficiently by the school, should it occur.
37. There is a comprehensive personal, social and health education policy. Sex education is dealt with sensitively with parental consultation. A learning support assistant joins both boys' and girls' groups and acts as an informal point of contact. The drugs awareness programme is in place and has been discussed with parents and governors. Pupils are encouraged to be self-confident and responsible for their own actions throughout the school.
38. The health and safety policy is effective. A recent review has led to a more secure school environment. A risk assessment programme is planned through local education authority support. Everyone is aware of safety procedures in an emergency. Fire drill is carried out regularly. An effective child protection policy is in place and procedures are excellent. All staff including mid-day supervisors are fully aware of procedures. The school approach to safety helps pupils to understand the importance of protecting themselves and others. Attendance is promoted and monitored to good effect.
39. The school is very successful in promoting the general health, safety and well being of pupils including those with special medical needs. Day to day procedures and the standard of cleanliness and hygiene throughout the school are excellent. Arrangements comply with statutory requirements.

50. **Partnership with parents and the community**

40. The partnership with parents and the community is very good overall. It has improved since the previous inspection in 1996. The involvement of parents in the life of the school is a strength.
41. Parents' opinions of the school were overwhelmingly positive at the pre-inspection meeting held for them and in discussions held during the inspection. Responses to questionnaires sent to each family in the school were similarly positive and a large number of parents added supportive comments. A small number of parents raised issues of concern and their views were taken into account during the inspection and in the writing of the report.
42. Parents are welcome in the school at all times. The inspection confirms their view of very good two-way communications and relationships with class teachers and other members of staff. A substantial number of parents help regularly in classrooms.
43. An active association of parents and friends (PTFA) organises popular social and fund raising events and contributes significantly each year to the school's budget. In 1998/9 the PTFA furnished an open area of the school with pine tables, chairs, bookcases and storage units, and provided numerous books and small items for classrooms. The PTFA has agreed to part-fund the proposed exterior development of a conservation area and a play area for children in the Early Years. The co-operation maintained between the PTFA and the school's governing body is effective.
44. The quality of information for parents is very good. Early in each term, pupils write home describing or illustrating the term's topics. This is a valuable exercise in presentation and home-school contact. The school's regular newsletters to parents are outstandingly informative and easy to read. The prospectus is an exemplary low cost, durable and well-written document, complying with legal requirements and including much useful additional information. The most recent annual governors' report to parents complies with legal requirements. The reporting on governors' visits in the parents' newsletter is good practice.

45. Teachers' written reports to parents show clearly what pupils can do and identify individual strengths and weaknesses. Many reports show how attainment may be improved, but this is not a feature of all. Each year, one formal consultation evening and two informal evenings are organised and attended by a large number of parents. Parents are confident of sympathetic responses from teachers at any other time if difficulties arise.
46. Parents' involvement in their children's learning is very good. A new policy ensures that varied and relevant homework is provided for each year group. Parents are encouraged to read with their children at home and to note progress in the home-school book at Key Stage 1 and in the reading record book at Key Stage 2. Parents receive very clear, written guidance on helping at home. This helps the pupils to make good progress in reading. Parents of pupils with special educational needs are very well informed of progress.
47. The parents of children entering the reception class are informed very clearly about the school's routines. On visiting the school, or during home visits by reception class teachers, parents help complete a four-page assessment of the child's physical, social and intellectual attainment. When children start school, parents receive a four page introduction to the Early Years curriculum. This document is clear, helpful and reassuring. Parents of pupils in Years 5 and 6 are advised successfully about secondary transfer.
48. Good links are maintained with university teacher training courses and with secondary schools. Each year, student teachers and work experience students make a valuable contribution to school life. They are mentored effectively by school staff.
49. The school makes good use of community resources. Pupils visit the local church and castle, county museums and an environmental centre at Canterbury. Visitors from the community include a lay reader, community police officer, county environmental officer and occasional musicians and theatre groups. During the inspection an actor portraying a Roman soldier drew thoughtful historical questions from pupils in Year 6. Each year, pupils enjoy a brief exchange visit with a primary school in Boulogne and indirect contact is maintained with a school in Gambia. Local, national and international charities are supported throughout the year and harvest parcels are distributed to senior citizens. These activities help in the pupils' personal development.
50. The school's partnership with parents and the community is greatly beneficial to pupils' attainment, progress and personal development.

61. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

61. **Leadership and management**

51. The school is very well led and managed. This is recognised with justification by the parents. The headteacher is highly respected by them and by the school community. He provides excellent leadership in many ways, particularly in ensuring the steady pace of improvement, the excellent behaviour, relationships and ethos and in the good standards achieved. The deputy headteacher works in close partnership with the headteacher, has clear roles and responsibilities, which are carried out very well. She sustained the process of improvement well during the headteacher's recent secondment to another school. Staff work hard and with dedication to benefit the pupils. The sense of community and learning in the school is very strong and a tribute to the quality of leadership.
52. The governors and staff have addressed successfully the two key issues in the previous inspection relating to their roles. The governors' involvement in monitoring and evaluating the quality of education has been strengthened effectively and there are now well-organised systematic procedures. School visits focus on specific aspects of development; the curriculum committee oversees both policy and practice well. The publication of the reports arising from visits in the newsletter to parents is an excellent feature. Committees have clearly stated procedures and roles. The monitoring of the school budget, special education needs, health and safety, literacy and numeracy is carried out very well. The school complies

with all statutory requirements fully.

53. The role of the co-ordinators has also been strengthened since the last inspection. Their role in monitoring through reviews of pupils' work, key stage meetings and informal observation is having a positive impact on standards. A brief monitoring policy now details the approaches in use and good records are being kept of the information gained through the monitoring. The co-ordinators' role in the observation and evaluation of teaching particularly of its impact upon the development of numeracy and literacy, is as yet infrequent. The good experience and knowledge of the co-ordinators does not have a great enough impact in this aspect. Their role in managing curriculum planning, resourcing and promoting the subjects of the curriculum is effective, however.
54. Day to day management is excellent. The school operates smoothly. The often complex patterns for teaching different groups and the considerable numbers of adults and activities involved are managed highly efficiently and no time is lost as a consequence. The school aims and policies are clear. Documented guidance on the operation of the school is comprehensive. The implementation of aims, values and policies is an excellent feature of the leadership and management. Staff and key stage meetings are organised well and good records are kept of discussions. This helps to ensure consistent approaches to the workings of the school. Support staff fulfil their roles to good effect.
55. The current school development plan provides a satisfactory map of the main school priorities. Following criticism in the previous inspection it has been improved appropriately to take account of the key issues identified. Success criteria and links to the budget now feature clearly. The reviewing of the plan by the headteacher and in staff and key stage meetings is good. However, the role of the plan in focusing and pacing further improvement in standards is undeveloped. Strategic planning does not link to school targets firmly enough. The school development plan, literacy action plan and numeracy action plan do not indicate in specific enough detail how this already very good school will continue to improve and how some weaker areas will be targeted. This contributes to, for example, the school's relative lack of success in addressing the continuing wide gap between standards in reading and writing.
56. The school ethos is excellent. It imbues all aspects of school life. The headteacher plays a key role in ensuring that this is so, but he is very well supported by the governors, staff and parents. The close and supportive involvement of adults contributes significantly to learning and also to the pupils' excellent social and moral development. Pupils and parents are right to be proud of the school and its many strengths.
57. The joint co-ordination of special educational needs is very good. The existing systems have been reviewed and improved, particularly the communication links with parents. Regular reviews of pupils' progress take place and a 'register of concerns' helps teachers to identify problems quickly.
58. The school has improved very well in most respects since the last inspection. With further refinements to its strategic planning it is very well placed to continue to make improvements to the already high quality of education provided.
69.     **Staffing, accommodation and learning resources**
59. The teaching staff is adequate in number and is well qualified to teach the full National Curriculum. Teachers are versatile and have good knowledge of all primary school subjects. Those with responsibilities as curriculum co-ordinators have appropriate expertise in their subjects. Learning support assistants are exceptionally enthusiastic and well trained, and are deployed effectively to support pupils individually and in groups. Staff responsible for administration, premises upkeep and lunchtime supervision contribute significantly to the smooth running of the school.
60. Arrangements for the professional development of staff are very good, although the school does not have a policy specifically to identify departmental and individual needs. There are highly effectively procedures for the induction, monitoring and supporting of staff, including newly qualified teachers. Staff joining the

school receive a brief and effective summary of procedures. The system for teacher appraisal conforms to legal requirements. The appraisal programme and teachers' job descriptions, are up to date. Some job descriptions for ancillary staff require updating however.

61. The school building provides highly appropriate accommodation and is in very good decorative condition. The library area is attractively designed. Furniture in classrooms and in the open areas of the school is in very good condition and is suitable for all children in the primary age range. Displays in classrooms and open areas are good. Externally, the building, playground and sports field are in very good condition. However, the provision of outdoor space for the school's four-year-old pupils is poor. They lack a secure, stimulating space accessible to the classroom. Extensive development is proposed. The school site and buildings are free of graffiti and litter and are commendably clean and well maintained. The site generally presents no risk to health and safety.
62. Overall, the school's learning resources are very good. Resources for core curriculum subjects are good in science, very good in English and information and control technology and excellent in mathematics. All teachers use resources effectively. Library provision is good and the school makes good use of the local education authority's book loan scheme. Departmental stocks of textbooks are satisfactory. The number of computers available to pupils is greater than the national average for primary schools of similar size. All computers and printers are of good quality and fully operational. The range of large-scale play apparatus for the school's youngest pupils is not sufficient to meet their needs fully.

73. **The efficiency of the school**

63. The school makes good use of its staff, resources and accommodation to promote the generally good standards of attainment. Its budget is well planned. Expenditure and income are monitored carefully. The funds received from the local education authority and those for school improvement and special needs are kept in good account. They are supplemented by generous contributions made by the parents' organisation. The budget for special educational needs is used effectively both in terms of staffing levels which are high and in ensuring that teaching groups are limited in size.
64. Expenditure is carefully targeted and ensures that the staff and resource levels are good. Budget allocations to the various headings are in line with the national picture. The proportion allocated to Learning Support Assistants exceeds the national average for a school of this size, but the quality of support provided adds considerable value to the standards achieved. Government funds allocated recently to help reduce class sizes in the Early Years have been used appropriately.
65. The governors are involved well in financial planning and the finance committee operates effective budget monitoring procedures. A reduction in this year's overall allocation has been met successfully from surplus funds in last year's budget and an appropriate sum remains to meet contingencies and support future developments. Support staff manage day to day financial matters effectively and operate efficient control mechanisms.
66. The contribution of the school finances, physical resources and staff to the standards attained by the pupils is generally good. Further expenditure, already planned to enhance the school grounds and to improve further the quality of provision for the school's youngest pupils will contribute further to standards. The school gives good value for money.

## 77. PART B: CURRICULUM AREAS AND SUBJECTS

### 77. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

67. Most children under five attend part-time initially and are taught in the reception class, while a small group of eight children, who will be five during the Autumn term attend full-time and are taught within a Year 1 class. Children under five from the mixed age class, join the reception class children for most of the afternoon session.
68. Children start school well prepared. They feel safe and secure within their classroom environment, which enables them to learn and explore confidently. Relationships with adults are good and children feel confident to ask for help when they need it.

#### **Personal and social development**

69. The personal and social development of children under five is satisfactory. The majority will meet the Desirable Learning Outcomes for this area. They can work and play as part of a group and independently, take turns and ask for help when they need it. They are usually eager to explore new learning and show appropriate confidence. They are polite and starting to make effective relationships with adults and other children. They express their feelings and behave in appropriate ways and are developing a good understanding of what is right and wrong. Teachers plan effectively for small group work and make good use of adults. The opportunities provided for the children to meet and learn from other adults and older pupils are good, but the place of organised play activities is recognised insufficiently in the provision made for them and thus in the promotion of personal and social development and learning in other areas.

#### **Language and Literacy**

70. On entry, the attainment of most children under five in language and literacy is above average and they make satisfactory progress during their reception year. Many of the children have a wide and varied vocabulary. They articulate their views and needs well. Many are already achieving the Desirable Learning Outcomes. Speaking and listening skills are developed well. Teaching is always satisfactory and there is often good encouragement for adults and children to talk together. There are some opportunities for the children to talk to each other during structured play. However, the opportunities to take part in role play are too limited. Children enjoy books, handle them with care and understand how they are organised. They enjoy listening to stories, as a class, in groups and individually. Most respond readily to questioning about the stories and reply using whole sentences. They know that words and pictures carry meaning and some can read simple text. Many are beginning to associate sounds and letters and recognise and write their own names. Some write in simple sentences.

#### **Mathematics**

71. Most children have above average attainment on entry to the school. Most can recognise numbers to ten and higher attaining children understand 'more than' and 'less than'. They can match and sort objects practically. They can recite numbers to ten and beyond, and some know what they represent. Some children, who are in the mixed age class, can add single numbers, counting on from a given number lower than ten. They understand for example, what five represents and add on from there, which is good. They can record their mathematics pictorially and can explain their work. Teachers explain ideas and processes well and provide small group opportunities although there is an over-reliance on worksheet activities rather than practical ones. There is limited development of mathematical concepts, such as capacity and volume through play with sand and water. Children use basic number apparatus and are gaining a sense of number, quantity and shape. Some can name basic geometric shapes and have made 'faces' and 'patterns' using large and small circles. Good progress is being made towards the Desirable Learning Outcomes.

#### **Knowledge and Understanding of the World**

72. In the main, children have a good general knowledge, when they first start school. They attain above

average levels expected for their age and make satisfactory progress. Teachers introduce a good range of experiences for children through which children new ideas and concepts. In one lesson, articles hidden in a “feely” bag led to good work on old and new. They made relevant observations about the articles, giving good reasons. Children know the routine of the day and understand that there are different times for daily events. A few children are beginning to show an awareness of past and present events in their lives. Children enjoy making models with construction toys. They explore their immediate environment in walks around the grounds and identify aspects of the school’s outdoor environment. In information technology, children enjoy using the computer and respond well to simple programmes to reinforce the development of language.

### **Physical Development**

73. Overall, attainment and progress in physical development is satisfactory. Children have opportunities to walk, run, jump and balance and move in various ways in physical education lessons. Fine motor skills are developed through a range of drawing, cutting, threading and writing activities. Gross motor skills are developed appropriately in physical education lessons, but not enough emphasis is placed upon regular, daily sessions using a range of small apparatus and large moveable toys. This inhibits the pace of the children’s’ progress in this area although most children are in line to achieve the Desirable Learning Outcomes. Teachers place appropriate emphasis on safety matters.

### **Creative Development**

74. In creative development, the children’s attainment and progress is satisfactory. They respond enthusiastically in a variety of ways to what they see, hear, smell, touch and feel. They enjoy singing number rhymes and are learning the words of hymns well. They learn painting techniques and enjoy using colours. Most children have satisfactory drawing skills for their age and they thoroughly enjoy using large felt pens to draw their ‘dinosaurs’ and other creatures. They experiment with collage materials and are able to model malleable materials. They use a widening range of materials, tools and instruments to express ideas and communicate feelings with developing confidence. Teachers explain techniques carefully and thus help to ensure that the Desirable Learning Outcomes are achieved by all.



85. **ENGLISH, MATHEMATICS AND SCIENCE**

85. **English**

86. Standards in English are above national averages. There has been steady improvement since the last inspection.

75. The results of the 1999 national tests at the end of Key Stage 1 indicate that the percentage of pupils achieving level 2 and above in reading was well above the national average and that it was above it in writing. The proportion of higher attaining pupils, those reaching level 3 and above, was well above the national average for reading, but close to the national average for writing. When compared with similar schools, attainment in reading was well above that expected, but close to it for writing at level 2 and above. When compared with similar schools, attainment in reading was above that expected, but attainment in writing was below that expected at level 3 and above. The results of the teacher assessments for 1999 were broadly in line with the results of the national tests.

76. Standards in speaking and listening are good at the end of Key Stage 1. By the age of 7 pupils narrate, describe and converse at levels appropriate for and often above, their age. Most are confident speakers and listen very attentively to both adults and other pupils. Progress in speaking and listening is good.

77. By the end of Key Stage 1, above average standards are attained in reading. Most pupils read accurately, use reading to enjoy stories and to understand simple information. Most pupils like reading and take their books home regularly to practise their skills. Most have a good store of known words and can use a variety of strategies, such as context, phonics and syntax, to help them read unknown words. Higher attaining pupils are free to choose their reading material from a good selection of books.

78. By the end of Key Stage 1, standards of attainment in writing are satisfactory, but higher attaining pupils are not attaining sufficiently high standards. Most pupils use a neat, joined, legible style of writing. They write simple sentences and put them together well to form a story, description or a report. They have made a good start with punctuation and show a developing understanding of the use of speech marks. They spell known words correctly or plausibly correct which enables them to express their thoughts and ideas in writing with growing precision. Progress in writing through the key stage is satisfactory.

79. The results of the 1999 national tests at the end of Key Stage 2 indicate that the percentage of pupils achieving level 4 and above in English were above the national average and well above the national average at level 5 and above. Compared with similar schools, standards are average at level 4 and above, but are above average at level 5 and above. When the end of Key Stage 2 test results at level 4 and above for 1999 are compared with 1998, they show that, although standards have levelled off compared to the national average for level 4 and above, the school has made real progress at level 5 and above. However, pupils are not attaining as well in writing. Only 7 per cent of pupils attained level 5 and above in writing compared to 57 per cent of pupils, who attained level 5 and above in reading.

80. Overall, standards in speaking and listening are good at the end of Key Stage 2. By the end of the key stage, pupils speak clearly and confidently both in small groups and when speaking to a wider audience. Most listen very attentively and concentrate well. Group and paired discussions are promoted well and the plenary sessions in lessons are used well for reporting back to the class about their work. Speaking and listening is actively promoted across the curriculum; for example, pupils explain their methods of calculation in mathematics lessons and their understanding of the water cycle in a geography lesson. Progress in speaking and listening is very good.

81. By the end of Key Stage 2, standards of attainment in reading are very good. Most pupils share their ideas thoughtfully and can read suitable books with expression and understanding. Higher attaining pupils can read challenging material and use the higher order reading skills of prediction, deduction and inference. They can name their favourite authors, such as Roald Dahl, Dick King-Smith and Jacqueline Wilson and higher attaining pupils can identify features of style. The school has amalgamated aspects of the National

Literacy Strategy with its own scheme of work and this is promoting high standards in reading.

82. In writing, by the end of Key Stage 2, standards are satisfactory. Pupils with special educational needs do well for their capabilities and a substantial proportion of them attain satisfactorily in writing. However, higher attaining pupils throughout the key stage are challenged insufficiently. All pupils adapt their writing for the intended purpose, but higher attaining pupils do not extend these skills. Their writing lacks a rich enough vocabulary and skills in drafting, summarising, analysing and experimenting in writing are not strong enough. Spelling, handwriting and presentational skills are generally good and pupils are used to planning their work. Although pupils with special educational needs and those of average ability make satisfactory and good progress, higher attaining pupils make less satisfactory progress in comparison with their prior attainment.
83. Progress in English through Key Stage 1 is satisfactory. Most pupils enter Key Stage 1 with above average standards of attainment, make satisfactory progress and have above average standards by the end of it. Speaking and listening, reading and writing are all at good levels by the end of Year 2 for the majority of pupils. However, higher attaining pupils make less satisfactory progress in writing and are not always achieving sufficiently high standards. Pupils with special educational needs make good progress and the provision of a high proportion of learning support assistants enables them to make good progress towards the targets in their individual education plans.
84. Progress at Key Stage 2 is good. Most pupils have above average standards of attainment on entry to the key stage, make good progress and have above average standards of attainment by the end of Key Stage 2. Higher attaining pupils make less strong progress in writing compared to their prior attainment. Pupils with special educational needs make very good progress.
85. Pupils' attitudes to their work in English are very good. They are polite and most show excellent behaviour. When work is challenging, most settle quickly, concentrate well and are interested, which is conducive to learning. They are eager to question and are generally eager to reply. Higher attaining pupils are able to work independently on individual tasks and work collaboratively. Throughout the school, most pupils have good presentational skills and work with care and attention to detail in all subjects.
86. The quality of teaching is good overall. All lessons are at least satisfactory and some are very good. Lessons are well planned generally, but some lack reference to the National Curriculum levels of attainment and others lack clear learning objectives. In the best lessons, teachers have good subject knowledge and pace is brisk, which sustains pupils' interest and their understanding is extended. When pace is slow, insufficient content is covered within the lesson and some work is not matched to the abilities of all the pupils, which limits progress. Speaking and listening and reading skills are generally taught carefully and thoroughly, but the teaching of writing is less well developed. Higher attaining pupils are not sufficiently challenged by writing tasks in order for them always to make strong enough progress. An over-use of work sheets in some aspects of English does not enable pupils to develop confidence in all their writing skills.
87. Spelling, grammar and punctuation are generally taught well and there is good attention to handwriting and presentation. The adaptation of writing for a specific purpose is well established, but paragraphing and drafting are not introduced early enough. Also, for the higher attaining pupils, there is a lack of direction towards a rich choice of vocabulary to improve the style of their writing. These factors reflect an undeveloped use of assessment information to plan pupils' work and some shortcomings in planning within the school's literacy strategy. A good range of purposes is presented to pupils for writing. Teachers are highly effective in encouraging an interest in and an enjoyment of books. The quality of teaching of pupils with special educational needs is good throughout the school.
88. The good policy for English has been written by the two co-ordinators for the subject. The subject is supported well by detailed planning, but there is a need to review the emphasis and time spent on spelling and the pace with which higher attaining pupils move through the National Literacy Framework. All work is marked and often contains congratulatory comments, but often lacks clear guidance as to how pupils can improve their work against the objectives within the National Literacy Framework.

89. The provision of opportunities for teachers to undertake in service training are good. Training is linked to the focus in the school development plan and to the needs of individuals. The co-ordinators have undertaken the role for two years. They have recently rewritten the sound English scheme of work, which includes aspects of the National Literacy Strategy, but this does not include any references to the National Curriculum levels of attainment. All staff have received literacy training and one co-ordinator has led effectively literacy training for staff. This is having a positive impact in most aspects of literacy. Both co-ordinators have monitored some class teaching, see teachers' planning and look at samples of pupils' work. The literacy action plan is a helpful outline of planned improvements, but it lacks a sense of pace and the specific ways in which the literacy skills of the mainly competent pupils will be developed.
90. The accommodation is good and resources for English are very good. The school library provides a very good resource area for the school. The library is well stocked with a good range of interesting books. Although pupils can use the library for research purposes, this was not seen during the inspection. Pupils from Year 6 enjoy taking responsibility for the library, as library monitors. They do this well.

## 102. **Mathematics**

91. The attainment of pupils in mathematics is good and has shown steady improvement since the last inspection. The school's strategy for numeracy is based closely on the National Numeracy Strategy and is having a good effect on the development of the subject.
92. At the end of Key Stage 1 pupils' attainment exceeds national averages. Pupils show good levels of fluency with numbers. The majority can count, read and order whole numbers to 100, often to a 1,000 and know what each digit represents. They use addition and subtraction confidently and many manage simple multiplication and division successfully. Their knowledge of number processes is well developed and they are able to apply this knowledge well in handling data, solving problems and in choosing appropriate operations to make calculations. The names of common 2-D and 3-D shapes are known confidently and most pupils understand symmetry and the vocabulary to describe the key features of shapes.
93. At the end of Key Stage 2 pupils' attainment also exceeds national averages. By the age of 11 most pupils can explain confidently the relationship between fractions, decimals and proportions and can order a mixed set of numbers with up to three decimal places. The division and multiplication of numbers involving decimals is established well. Pupils can explain with reasons the choice of appropriate strategies including those involving sequential operations. The majority can collect and handle data effectively and are able to interpret tables, charts and graphs including those presented on computer. Standards in all elements of the National Curriculum are above national averages with those in algebra being particularly strong.
94. In the 1999 national tests and assessments at Key Stage 1 94 per cent, reached level 2 or more compared to 87 per cent nationally. At the higher level 3, Lympne scores exceeded the national figures by 3 per cent. The overall percentage achieving levels 2 and 3 was above the national figures, but showed a decline from the 1998 scores against a rise of 3 per cent nationally. The overall trend since 1996 has been an upward one, although the percentage of pupils attaining the higher level 3 has not grown as well as in similar schools.
95. In the 1999 national tests and assessments at the end of Key Stage 2, 77 per cent reached level 4 or above, compared to 65 per cent in 1998. Attainment at level 4 and above exceeded the national average by 8 per cent in 1999. Fifty three per cent of pupils reached the higher level 5 compared to 24 per cent nationally. By the age of 11, national test and assessment results show that performance is above average compared to all schools nationally. When compared to similar schools, pupils' performance is below average at level 4 and above. However, the very high percentage achieving level 5 at age 11 is well above the figure for similar schools. Pupils make good progress generally. Those with special educational needs make very good progress against their learning targets with the support of classroom assistants and small group teaching. Higher attaining pupils make satisfactory progress overall although in some lessons they are not always challenged enough.

96. Progress is slightly higher in the lessons observed in Key Stage 2 than in Key Stage 1. It is highest at the top of Key Stage 2, particularly so for those higher attaining pupils in groups set by ability. Progress in mental calculation skills is generally very good. This reflects the very good teaching seen in the warm up section of the lesson structure being implemented in line with the National Numeracy Strategy.
97. The quality of teaching is good and often better. Of the lessons observed two were excellent and three were very good. Teachers are confidently implementing the approaches recommended in the National Numeracy Framework. Very good teaching of mental arithmetic with challenging, well paced question and answer work leads to very good progress in this aspect of mathematics. Teaching is stronger overall in upper Key Stage 2 and promotes more rapid progress there. Teachers' have satisfactory and often good knowledge and skills, make good use of their time and of the resources available to them. Pupils are provided with a wide range of opportunities to apply their mathematical skills. They receive good explanations of mathematical concepts and processes and are actively encouraged to develop confidence in calculating and selecting appropriate processes to explain their thinking.
98. In some sessions the balance of time in the main part leaves pupils with insufficient opportunities to practice fully the lessons learned and higher attaining pupils can spend too long working on tasks set for all when more challenging work would ensure more rapid progress. This reflects the inconsistent use of day to day assessment to indicate clearly what pupils already know and what they need to learn next. Teachers do not do enough to ensure that all pupils' next steps in learning are identified and to involve them in setting targets for what needs to be achieved. In all lessons the quality of questioning, discussion of processes and the sense of excitement in mental and oral work is a strength. In excellent lessons these attributes are evident throughout the session and are built into well-planned tasks set for the range of prior attainment.
99. Pupils enjoy mathematics and respond very well to the teaching provided. In many lessons there is a real sense of enjoyment. They demonstrate good levels of confidence in applying processes, explaining their working and in responding to problems. This is a strength. The behaviour in lessons is generally excellent. Pupils work well with each other and use their time well for learning.
100. The subject is ably supported by a good policy and a clear framework of plans, based appropriately on the guidance given in the National Numeracy Strategy. This helps to ensure the good progress made in the development of numeracy. Some good links are developing to other subjects and pupils are encouraged in numeracy to apply their skills to the handling of data in science and in making measurements. Computers are used to a satisfactory extent with some good practice evident in data handling and analysis.
101. The school uses a wide range of approaches to evaluate progress. Commercial testing, the use of national tests and observational data is a strong feature of these practices. Key stage meetings are used positively for discussing individual and group performance in the set groups. As yet the linking of these assessments to the objectives in the National Numeracy Framework is undeveloped and teachers do not always make enough use of the objectives to assess individual progress, alter the stage and pace of learning to suit all and ensure consistently good progress in the acquisition of all aspects of numeracy.
102. The subject is led well by a confident and knowledgeable co-ordinator. She is designated a Leading Mathematics Teacher within Kent as part of the National Numeracy Strategy. Her expertise has made a significant impact on the development of numeracy. The implementation of the strategy is proceeding well, being well managed and paced. Key stage meetings are used effectively for planning purposes, monitoring progress and training. Pupils' work is monitored regularly and the co-ordinator's role in this is much improved since the last inspection. The evaluation of teaching through lesson observation is underdeveloped and not enough is known about strengths to share them more widely or about weaker aspects to focus further development. The numeracy action plan provides a general map of the implementation process, but at this stage, there is not a rigorous enough focus on the specific ways that the already good standards might be improved further to meet and exceed the school targets.
103. The subject is well resourced. Resources are used well and are of a good standard. Learning support

assistants are trained and knowledgeable. They work very closely with teachers and add considerable value to the good standards seen. Volunteer helpers are a strong feature, enabling all pupils to benefit from considerable adult support to their learning.

**115. Science**

104. Science is a strength of the school. By the end of both key stages, pupils attain standards that are well above the national average. Results of the most recent national tests confirm this. The 1999 test results are an improvement on the previous year and standards have improved significantly since the previous inspection.

105. At the end of Key Stage 1 teacher assessment of pupils in 1999 indicates that the proportion of pupils achieving the expected level 2 or above in science (100 per cent) was very high and the proportion achieving level 3 or above (33 per cent) was above average when compared with similar schools. This is an improvement in the number of pupils achieving higher levels of attainment. Evidence from the inspection confirms this high level of attainment. By the end of Key Stage 1 pupils' knowledge and understanding of science is generally good. They learn about themselves and explore a wide range of everyday activities concerned with learning about forces and movement. They use simple scientific vocabulary to describe differences between things and can record and describe their findings. The achievement of pupils with special educational needs reflects well on the teaching provided.

106. Results at the end of Key Stage 2 in 1999 indicate that the proportion of pupils achieving level 4 or above (94 per cent) was well above the national average and above average when compared to similar schools. The number of pupils achieving the higher level 5 or above (47 per cent) was well above the national average and above average when compared to similar schools. This is a significant improvement upon previous years. From lesson observations, looking at pupils' work and talking to them about their work, inspection findings support this high level of attainment. By the end of Key Stage 2 pupils have extended their understanding of physical processes such as forces and electricity, investigated the nature of change and appreciate what is required to conduct an experiment and make a fair test. Their use of scientific terms is precise and confident and the literacy skills of speaking and listening are of particularly high quality, especially towards the end of Key Stage 2.

107. The pupils make good progress in science in both key stages. The progress of those with special educational needs is good because of the highly effective support that they receive from learning support assistants and adult volunteers and work matched carefully to their needs.

108. The pupils really enjoy their science activities and respond very positively to instructions and requests. They have been taught effectively how to listen and understand. The quality of co-operative learning in groups is strong and they can remain immersed in a task for long periods. Their behaviour and relationships are excellent.

109. The overall quality of teaching in science is good. Teachers plan in detail, drawing upon advice from a carefully structured scheme of work, although assessment opportunities are not always evident. Their knowledge of the subject is sound and the way in which they use questions to review earlier work or to encourage speculation and prediction is impressive. They have consistently high expectations of thinking, performing and behaving. Teachers and other adult supporters are effective and enable their pupils to make good progress. There is very good use of directed questioning from learning support assistants when working with groups. Homework is used well, particularly in Key Stage 2, to extend and consolidate the work in the classrooms, but marking is inconsistent in helping pupils to move on to new challenges. In lessons observed, the pace was brisk and there was a good range of different activities often ending in a plenary session to review what had been learned.

110. The management of science is excellent. The co-ordinator has a good understanding of the philosophy and principles and is able to offer helpful advice and technical support. Since the last inspection, the scheme of work has been refined

to incorporate the most recent advice from the Qualifications and Curriculum Authority and more effective teaching has increased the number of pupils attaining the higher levels of achievement at the end of Key Stage 2. Accommodation is good and resources, including the library and reference sources, are very good. Equipment is modern and effective. The use of the computer as a supporting and recording tool is developing, but is yet to be a regular feature of pupils' work.

122.

## **OTHER SUBJECTS OR COURSES**

### **122. Art**

111. Pupils' attainment in art is appropriate to their ages at both key stages. Pupils, including those with special educational needs, make satisfactory progress throughout the school. The standards attained have been sustained since the last inspection.

112. There is a broad range of media, materials and techniques in use in activities such as printing and modelling. In Key Stage 1, pupils are confident in their use of pencils and crayon to make designs on kites and others are able to produce simple clay models. This is extended in Key Stage 2, where pencil, crayon and paints are used appropriately to record their experiences and observations. Particularly effective work in Year 4 highlighted the techniques of different artists such as Seurat and styles such as Faience pottery designs. Drawing techniques in Year 5 are advanced very well by the careful study and sketching of Aztec boats. This is also extended well into collage work based on Aztec designs. By Year 6 pupils can make careful representations of stained glass windows following a visit to Canterbury Cathedral. Their range of skills is used appropriately to support other curriculum areas, such as painting hot air balloons in Key Stage 1 and within mathematics work on symmetry in Key Stage 2. There are opportunities within the subject to promote a diversity of cultures such as the Aztecs and native American Indians.

113. Pupils at both key stages enjoy art and respond very well to the opportunities that are planned for them. They sustain concentration and persevere to complete their tasks. Work in Key Stage 1 making clay cats, highlighted their powers of concentration. Behaviour is very good within lessons and this helps to maintain the standards attained. When pupils are discussing and evaluating work, a good feature of the art activities seen, they are very attentive and considerate of others' feelings.

114. The quality of teaching at both key stages is good overall and there was some very good teaching in specific lessons such as observational drawing in Year 5, where key aspects were explained very effectively. Teachers manage pupils very well and prepare activities successfully, although specific art skills are not always highlighted as clearly when art is combined with other subjects. The range of activities is wide and well matched to pupils' levels of interest. Teachers are confident and have a secure knowledge of what they are doing. Displays around the school help to make the pupils visually aware.

115. There is a good range of art resources and the teaching of the subject benefits from open activity areas, where pupils have more space to work. The co-ordinator has a clear vision for the subject and the policy provides pupils with a good breadth of experience. The medium-term plans give helpful guidance and ensure that there is continuity between key stages, although they do not yet sufficiently make clear the specific skills to be taught within each topic or year. Teachers' plans are monitored effectively and a governor provides good additional support.

### **Design and Technology**

116. In addition to the observation of lessons a photographic record and display of work from previous terms was discussed with teachers and pupils to make judgements about standards. The evidence clearly indicates that attainment is above expectations at the end of both key stages. Pupils acquire a broad range of valuable designing and making skills including sawing, sewing and use of scissors whilst using a wide range of materials. Whilst there is some variety in the designs produced, a greater range of individual response in some projects is necessary to stretch the more able. In Key Stage 1, early use of construction kits and construction exercises build confidence and accuracy with simple tools. In Key Stage 2 construction kits are used to introduce gearing. This is successful in contributing to positive gains in achievement.

117. Pupils' progress is good in both key stages. They complete work effectively and are proud of it. Those with special educational needs make good progress. The well-organised scheme of work and the co-

ordinator's preparation help structure teachers' planning to ensure progression into most lessons. Pupils often apply their knowledge of other subjects through design and technology, as in a Year 2 class, where they designed and made pneumatic tip up vehicles and Year 4 who designed houses. Design and technology contributes to numeracy and applies knowledge and understanding from science. Pupils make house structures, to sizes chosen by themselves and they measured accurately to ensure symmetry in their wooden constructions.

118. The pupils' attitudes to learning are very good. They are keen and enthusiastic in lessons and are eager to contribute to discussion sessions. They behave well in practical work and concentrate hard. They show an interest and pride in their work, help each other successfully at the work tables and share materials and components.

119. The quality of teaching in lessons is good with some very good lessons and features in both key stages. Teachers follow the scheme faithfully, planning individual lessons with care. They are well organised. Knowledge is taught well and teachers' instructions are always clear ensuring that a good pace is set and maintained. Ranges of organisational methods are used including group and individual work. Teachers often review lessons taught in preparation for the next lesson as in Year 5 where the reflective armband project was analysed at different stages of the design. Pupils are taught to work safely. Teaching always requires pupils to make decisions and reflect on them to make improvements. Skills teaching is good. Teachers and learning support assistants ensure that pupils finish projects with attention to detail and insist on a good standard of finish, this is good as it ensures pupils' positive self-esteem and motivation to want to learn more. There have been good improvements to teaching since the last inspection. The teachers' display of pupils' work is excellent, celebrating achievement and setting standards for all pupils to aspire to.

120. The subject has developed well since the previous inspection. The curriculum is broad and balanced with the exception of control technology experiences at the end of Key Stage 2. Control technology equipment needs to be used more often in Years 5 and 6 to stretch the more competent pupils. The newly developed long-term planning is being used effectively. Projects are undertaken in blocks during a term, this contributes to efficiency of delivery and helps with completion of work. Skills preparation for longer tasks is good and there is clear progression throughout the year groups. All pupils have equality of access to the curriculum and pupils with special educational needs make good gains in this subject. Planning is against National Curriculum criteria, but this is less well developed for assessment, which is only satisfactory.

121. The standard of co-ordination is good and has improved since the previous inspection. Effective work has gone into ensuring progression and continuity across both key stages. The co-ordinator supports other teachers very well. They have a developing, but secure subject knowledge, which the co-ordinator helps nurture and develop. Completed work is valued and photographed to help set and maintain standards. Policy statements are clear and the scheme is in a useful format. Both have been recently updated to ensure breadth and balance. Each project is written following a nationally recognised format, this helps teachers structure lessons appropriately. The co-ordinator monitors some work to help colleagues tune progress, though valuable, this is limited by timetable constraints.

122. The resources are good and organised carefully in a central store and in classrooms. The stock cupboard contains a range of school produced models to help teachers prepare lessons with confidence. Funding is adequate though specialist components are needed in Years 5 and 6 to stretch higher attaining pupils.

134. **Geography**

123. No lessons were observed in Key Stage 1 and only two were seen in Key Stage 2. However, both planning and work were scrutinised and indications are that pupils attain standards in geography that match national expectations in Key Stage 1 and are above national expectations in Key Stage 2. There has been a steady improvement in standards in geography since the last OFSTED inspection, when standards



were judged to be satisfactory. Good use is made of the school grounds for practical work. In Key Stage 1, pupils start to use geographical terms relating to features around the school and undertake simple map work on the local area. This forms a sound basis for their geographical work in Key Stage 2. Younger pupils in Key Stage 2 observe and measure aspects of the local weather conditions and can compare this with the effects of weather conditions on people and places in other areas in the world. Older pupils use secondary sources of evidence, such as videos, photographs and maps, to gather geographical information. They apply their good geographical knowledge to compare and contrast various locations in the world.

124. Pupils' progress is satisfactory in Key Stage 1 and good in Key Stage 2. The provision of a good number of learning support assistants enables pupils with special educational needs to make good progress for their abilities throughout both key stages. Year 2 pupils have created a class map of the local area, which is helping them to understand position and direction and how maps represent reality. Year 4 pupils demonstrate their good understanding of the water cycle by describing this clearly, using correct geographical terms, such as precipitation, evaporation and condensation. Their knowledge was greatly enhanced by the practical experiment undertaken. Older pupils refine their ability to use secondary sources of evidence and to add to their repertoire of geographical knowledge. They have a good understanding of how changes in populations, pollution and the use of land are effecting the environment.
125. Pupils are interested in their geographical work and have very positive attitudes. They listen attentively, concentrate very well and are eager to answer questions. They enjoy learning about their own locality and comparing it with more distant areas, both in this country and abroad. They are able to work independently and enjoy working co-operatively in small groups. Their behaviour is excellent, which has a positive effect on the quality of learning. Pupils have good presentation skills.
126. The quality of teaching in geography is at least satisfactory. In the best lessons, teachers' knowledge of geography is secure and planning is thorough, with work matched to the differing needs of pupils. Imaginative approaches characterise good elements of teaching. The use of correct geographical terms extends pupils' learning. Teachers manage pupils very well, by applying consistent rules of acceptable behaviour and good strategies to ensure concentration. Resources are well prepared and are used effectively. Relationships with pupils are good.
127. The well-informed co-ordinator has recently updated the policy for geography in the light of the new National Curriculum. Documentation for the subject is thorough and sound in content. The long term planning forms a comprehensive scheme and gives good detail. There is good integration with other subjects, such as mathematics and information communication technology to develop data handling and science for environmental work. The co-ordinator monitors geography appropriately. Assessment is undertaken at the end of each aspect of work through discussions with pupils and the analysis of written work. There are very good resources for geography. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

## **History**

128. Three lessons were seen during the inspection. Judgements are also based on an examination of pupils' work, displays of work in the classrooms, teachers' planning and discussions with pupils. These indicate that standards are in line with and often above national expectations at both key stages.
129. History and geography are timetabled as alternatives in Key Stage 1 and no history was observed as all classes are studying geographical topics. From discussions with the pupils it is clear that progress in Key Stage 2 is good. Younger pupils studying the Roman invasion and life in ancient Egypt were able to compare life in those times with their own. They talk confidently about the conditions which applied and about some of the differences and problems of everyday living. Older pupils studying Aztec and Ancient Greek civilisations were able to make use of a variety of artefacts and research sources to build up their understanding of the periods. They reflect upon and draw thoughtful comparisons with the cultures under investigation.

130. The teaching observed in Key Stage 2 is good. Teachers' planning indicates a good chronological progression and the use of a wide range of strategies, artefacts and resources. Teachers are knowledgeable and use a good range of approaches. A particularly impressive lesson involved pupils studying the Roman conquest coming face to face with a real-life Roman soldier in full armour who talked to them about his life as an invader. Opportunities were taken to utilise geographical and literacy skills, although more generally the practise and refinement of writing skills such as drafting and note taking are underdeveloped.
131. Attitudes to history are very good and the behaviour of pupils is excellent. They settle quickly to their work and listen attentively to their teachers and each other. They take a pride in their researches and enjoy the practical application of enquiry skills. Homework makes a positive contribution towards the end of Key Stage 2.
132. The co-ordinator has developed and extended the scheme of work to provide a useful framework for the history curriculum. The quality of the long term planning is good. National Curriculum requirements are met. Resources, particularly of books and increasingly CD-ROM for research, are good. Use is made of the local museum resources and the use of artefacts is impressive.

### **Information Technology**

133. In addition to the observation of lessons a review of work from the previous terms was discussed with teachers and pupils to make judgements about standards. Attainment at the end of Key Stage 1 is at least the national standard in all aspects. At the end of Key Stage 2 standards are satisfactory, being at the national standard in all aspects although they are weaker in control technology. Good progress has been made since the last inspection in both key stages against national standards in communication and data handling.
134. Attainment in lessons is good in Key Stages 1 and 2. Pupils have sufficient breadth of experience and attainment to make them confident users of modern computers and software. By the end of Key Stage 1 pupils use computers to word process short lengths of text, complete a variety of skills building programmes and use a small robot successfully. They discuss the use of information technology and related technologies such as telephones and start to form opinions about their value for themselves and others. In Years 1 and 2 they apply what they have learnt to improve work in other subjects of the curriculum including English and mathematics. They successfully search large databases on compact disc. By the end of Key Stage 2 all pupils can integrate text and pictures to produce a class presentation and publish book reviews for younger pupils to read. The use of the INTERNET has just begun and has proved valuable for researching reading book information. Spreadsheets and graphs are produced, under the guidance of volunteer adults. In Year 6 pupils can show in graphs the relative rainfall in different areas for a geography project.
135. By the end of Key Stages 1 and 2 pupils have made satisfactory progress. They are confident in the use and application of computers. They become critical of their own work quickly, modifying it to improve images, text and meanings. Pupils with special educational needs make good gains in information technology skills in both key stages.
136. Pupils' attitudes to the subject and its application in their coursework are very good. They work hard in pairs at the computers, solving problems and contributing to joint projects. In the activity areas during lessons, pupils are well disciplined, listen carefully and settle down quickly to work through problems. Computers are used enthusiastically in the curriculum when opportunities are provided.
137. The quality of teaching is good in both key stages with teachers, learning support assistants and other adults contributing to the curriculum in a co-ordinated fashion. In all years information technology is taught as a support for other subjects and pupils have regular, but sometimes infrequent access. Computers are beginning to be used effectively to support English and mathematics. Teachers make good use of new

and old computers though there have been some computer servicing problems, which have taken a long time to resolve thus restricting teaching and some progress. They are sufficiently confident to teach the subject, but not enough emphasis is placed upon control technology skills and opportunities. Teacher control is always very good, supporting pupils' enthusiasm for the subject. Expertise is shared amongst the staff and innovations are trialled to the benefit of the pupils. Much teaching is in small groups. This is helpful. The displays of pupils' work are very good, celebrating achievement and setting standards for pupils to aspire to.

138. The curriculum is satisfactory. There is a detailed scheme of work specifying expectations for each year group. The teachers follow this structure which is progressive and matched appropriately to National Curriculum requirements. Teacher assessment of the skills specified in the National Curriculum is undertaken in Year R and Year 1, but is less well developed in other years. Assessment is rarely undertaken against the National Curriculum criteria and does not often identify detailed areas for improvement. Reports to parents review pupils' progress, but identify targets for improvement inconsistently.

139. The co-ordination of information technology is satisfactory with some good aspects. The co-ordinator supports other teachers very well and is a secure point of support and development. Teachers have satisfactory subject knowledge. The co-ordinator monitors activity and ensures that there is adequate support for colleagues though few formal systems are in place to assess detailed progress. National funding has been bid for and awarded using a well-defined development plan.

140. The quality of learning resources varies from satisfactory to excellent and is satisfactory overall. The number of computers to pupils is above the national average with at least one near each classroom. The school makes very good use of its new and old computer stock and updates equipment regularly, anticipating curriculum and technological changes. Funding is used wisely.

## **Music**

141. One musical activity was seen in Key Stage 1 and two lessons were observed at Key Stage 2. Additional evidence such as discussions with pupils and scrutiny of planning indicates that standards in music match national expectations throughout the school. Standards have been maintained since the last inspection. In both key stages pupils sing well and in tune. They add dynamics to their singing with appropriate variations in expression and pitch. Pupils' listening skills are also used to good effect, both within lessons and in assemblies. Sound examples of the use of graphic notation were seen in Year 5 where pupils followed notes and other pupils guessed the pattern being played. In a Year 6 lesson, pupils of all ability levels sang well, varying pitch effectively and kept in time. Pupils also play simple percussion instruments appropriately and apply these skills in more ensemble pieces. They have opportunities to develop their skills in a wide range of music and pupils make steady progress overall through both key stages. Pupils with special educational needs make good progress in line with their prior attainment.

142. Music is enjoyed. Pupils like singing and join in enthusiastically. They listen and concentrate well and share their ideas to good effect. They behave very well in lessons and allow each other to contribute ideas and observations. They have valuable opportunities to extend their interest in music productions and performances at Christmas and Easter, for example. Individual pupils also play instruments in peripatetic lessons. These cover a range of instruments such as violin, cello and flute which support the standards attained.

143. Teaching is satisfactory overall. The enthusiasm of teachers generally promotes high levels of effort and enjoyment from the pupils. The range of musical activities undertaken and the resources used are appropriate. The musical activities chosen are appropriate to pupils' interests and give them experience of all aspects of the subject.

144. A wide range of concerts, festivals and visits by professional performers also enhances the standards attained. The range of resources

is good overall. The policy and scheme of work are helpful in giving teachers basic guidance although a fuller, more detailed published scheme could provide additional activities to staff more effectively. The co-ordinator has provided some in-school training for the staff which helps to support standards.

### **Physical Education**

1. In Key Stage 1 only one activity was observed and no games activities were planned for the inspection period. Evidence from discussion and scrutiny of planning indicates that pupils' attainment at both key stages is in line with national expectations. Standards have been maintained effectively since the previous inspection.
1. Pupils in Year 2 show sound abilities in dance and gymnastic activities. They can think of different ways of moving and creating actions in response to the Nativity story. Older pupils in Key Stage 2 show competence in gymnastic activities and use floor space effectively. They use apparatus well to extend floor work. They have good control of movements and can form a short sequence effectively. In Key Stage 2, pupils develop good skills in kicking, passing and team work. Netball skills such as catching, throwing and creating space are also developed well. Year 6 pupils develop their skills to good effect in small sided games in football and netball and have well developed concepts of team play. Pupils in both key stages make sound progress overall and this increases towards the end of Key Stage 2 where the range of activities increases. Pupils with special educational needs make good progress generally.
2. Pupils respond well to activities. They co-operate and play in teams very well. There is very little evidence of unfair play and pupils have positive attitudes towards their physical education. They listen to instructions attentively and take very good regard of those around them when handling equipment such as benches, mats and games equipment. All are appropriately dressed.
3. The quality of teaching is satisfactory overall and some good teaching was seen within Key Stage 2 in games activities. Teachers' knowledge and understanding of the subject is sound and lesson plans are clear and well structured. All teachers are very supportive and have high expectations of pupil performance and behaviour. Lessons are well paced and keep pupils interested. The best lessons were very well organised to promote the maximum participation of pupils while developing their skills effectively. Safety issues are taught well.
4. The subject is managed by two members of staff and the policy and scheme of work cover the full range of the National Curriculum requirements. There has been appropriate monitoring of teachers' plans, but monitoring of teaching is not yet sufficiently systematic. Girls and boys take part in the full range of sporting pursuits and in the wide range of extra-curricular sports activities such as netball and football.
5. Outdoor facilities are good, with a large grass area and two hard-core play areas. The range of equipment is good and it is all well used. A yearly visit to a local nature park is included to give pupils opportunities to have more adventurous activities. The school has been successful in local sports competitions and has won trophies in football, netball and athletics.

**Swimming** (The inspection included a focused view of swimming which is reported below).

1. Swimming standards by the end of Key Stage 2 are high and the majority of pupils exceed the national expectation of swimming 25 metres by the end of Key Stage 2. Pupils are taught successfully how to enter the water, general safety rules and are then put on a structured programme. This includes work with floats, stroke improvement, treading water and distance swimming up to three hundred meters.

1. Pupils respond very well to activities and they try very hard to complete the tasks set. They have a high regard for safety and sit very sensibly while waiting to enter the pool. They also stop quickly when asked so to do and leave the pool quickly when required.
2. Teaching is well organised and is good overall. The headteacher and class teacher have up to five additional helpers, with most having specific swimming qualifications. The arrangements are well thought out, planned carefully and careful assessment of progress is carried out.
3. Very good provision is made. Pupils in Years 3 and 4 have a 10-week block of swimming and the teachers are supported effectively by regular helpers. Printed teaching notes also help to ensure consistency of approach and evaluation of progress.

### **Religious Education**

4. Timetable constraints meant that only a small number of lessons were observed during the inspection. Judgements are also based on an examination of pupils' work, displays in the classroom, teachers' planning and interviews with pupils. They confirm that standards are at least in line with the expectations of the Kent Locally Agreed Syllabus.
5. Progress is satisfactory in both key stages. In Key Stage 1 pupils learn about celebrations and festivals in Christianity and other religions. They consider why these are special times. In Key Stage 2 they develop their understanding of religious beliefs and the major events of the Christian calendar. Their work includes sensitive consideration of rules, memories and the beliefs of the other major world faiths. Religious education makes a strong contribution to the ethos of the school and to the pupils' moral and spiritual development.
6. Pupils of all ages express their feelings and ideas confidentially and know that others will listen sensibly. They have positive attitudes and are eager to take part. In discussion they are increasingly confident speakers and listeners. Their behaviour is excellent.
7. The quality of teaching is satisfactory. The curriculum is based upon the Kent Locally Agreed Syllabus for religious education and teachers have a good background knowledge of the subject. Planning is effective although the assessment of work is undeveloped. Teachers structure their lessons using a range of strategies including drama and role-play. The very positive and supportive relationships that teachers have with their pupils develop deep levels of trust, so that pupils are able to talk about their own feelings and beliefs, knowing that they will be received sensitively. Pupils with special educational needs make satisfactory progress.
8. Resources for the subject are good. The range of artefacts is wide and the school makes use of external visits, for instance to Canterbury Cathedral, to support and enrich the work. The range and quality of written resources, including books on other major faiths and religions, are good.

171. **PART C: INSPECTION DATA**

171. **SUMMARY OF INSPECTION EVIDENCE**

KEY STAGE	Under fives	Key Stage 1	Key Stage 2	TOTAL
Lessons seen	11	23	41	75
Hours	6	11	20	37

172 The inspection team consisted of six inspectors. During the three days, 75 lessons or parts of lessons, eight registrations, four assemblies and some extra-curricular activities were inspected. All full and part-time teachers were seen teaching often several times. Planned discussions were held with all teachers and most non-teaching staff. The chairman of the governors and other members of the governing body were consulted. Inspectors studied the written work of pupils and discussed it with them. Samples of work from 10 per cent of the pupils was analysed and the same representative group were heard reading. Discussions were held with the headteacher and other senior staff. Documentation provided by the school was analysed before and during the three days. The registered inspector held a meeting attended by 27 parents before the inspection and considered responses on the 65 questionnaires returned by parents.

171. **DATA AND INDICATORS**

171. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	216	2	52	8

171. **Teachers and classes**

171. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	9.8
Number of pupils per qualified teacher:	22.04

171. **Education support staff (YR – Y6)**

Total number of education support staff:	9
Total aggregate hours worked each week:	195

Average class size:	27
---------------------	----

171. **Financial data**

Financial year:

1999
------

	£
Total Income	379,094.00
Total Expenditure	371,350.00
Expenditure per pupil	1,665.25
Balance brought forward from previous year	41,000.00
Balance carried forward to next year	48,744.00

171. **PARENTAL SURVEY**

Number of questionnaires sent out:	216
Number of questionnaires returned:	65

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47.7	38.5	7.7	6.2	0.0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41.5	41.5	7.7	6.2	3.1
The school handles complaints from parents well	23.1	36.9	35.4	4.6	0.0
The school gives me a clear understanding of what is taught	27.7	50.8	9.2	10.8	1.5
The school keeps me well informed about my child(ren)'s progress	27.7	50.8	7.7	10.8	3.1
The school enables my child(ren) to achieve a good standard of work	50.8	35.4	7.7	4.6	1.5
The school encourages children to get involved in more than just their daily lessons	36.9	38.5	16.9	6.2	1.5
I am satisfied with the work that my child(ren) is/are expected to do at home	35.4	50.8	4.6	6.2	1.5
The school's values and attitudes have a positive effect on my child(ren)	52.3	35.4	12.3	0.0	0.0
The school achieves high standards of good behaviour	56.9	33.8	9.2	0.0	0.0
My child(ren) like(s) school	58.5	36.9	1.5	3.1	0.0