

INSPECTION REPORT

St Saviour's Church of England Junior School
Westgate on Sea

LEA area : 922

Unique Reference Number : 118695

Inspection Number: 187268

Headteacher : Mr Jarlath Madine

Reporting inspector : Mrs Jill Munday
10989

Dates of inspection : 29 November – 2 December 1999

Under OFSTED contract number: 707494

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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior School
Type of control :	Voluntary Controlled
Age range of pupils :	7 - 11
Gender of pupils :	Mixed
School address :	Elm Grove Westgate on Sea Kent CT8 8LB
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Appropriate authority :	Governing Body
Name of chair of governors : [where appropriate]	Reverend Stanley Evans
Date of previous inspection :	11 – 14 March 1996

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Jill Munday, RgI	Mathematics	Main findings
	Physical Education	Key issues
		Characteristics of the school
		Key indicators
		Attainment and Progress
		Leadership and Management
Susanna Lye, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and community
Christine Jones	Science	The efficiency of the school
		Equal Opportunities
John Lace	Geography	Curriculum and assessment
	History	
	Information Technology	
Ian Punter	Design Technology	Quality of education – teaching
	Art	Staffing, accommodation and learning resources
Mike Weller	English	Attitudes, behaviour and personal development
	Music	Pupils' spiritual, moral, social and cultural development
	Religious Education	Pupils with special educational needs

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MAIN FINDINGS

What the school does well

- Pupils work hard and attain satisfactory standards overall with attainment in English and science well above that in schools with pupils from a similar background.
- The National Literacy Strategy is being effectively implemented and is having a positive effect on standards. There is clear evidence of very good progress being made by pupils as they move through the school.
- Teachers have made a secure start in beginning to implement the National Numeracy Strategy.
- The standards pupils attain in geography, physical education, and religious education are high.
- The support given by Learning Support Assistants and other adults is effectively used to enhance the curriculum and raise standards.
- Pupils with Special Educational Needs (SEN) are effectively supported and make very good progress.
- There are key strengths in the quality of teaching across the school. Teachers have clear expectations, individual planning is very good, classroom management and organisation is of very high quality, and pupils are effectively challenged and motivated to achieve.
- Pupils are extremely keen to learn; they have positive attitudes in lessons, are responsive to teachers and are motivated to develop new skills. They enjoy the challenge of learning.

This is a successful school where relationships are very good at all levels.

- There is a strong, caring and positive Christian ethos evident within the school.
- Provision for spiritual, moral, social and cultural development is very good and pupils respond well to the opportunities that are provided. Pupils have very good social skills, they work in an environment that fosters spiritual awareness and understanding. The school has a clear and successful commitment to raising moral responsibility, and cultural opportunities are plentiful.
- There are very good behaviour management support structures in place in the school, expectations are consistently high and pupils are courteous and well behaved.
- Financial control is very good.

Where the school has weaknesses

- I. Schemes of work in science, information and communications technology (ICT), design and technology (D&T), history and geography are still in need of further development.
- II. Progress against some of the key issues raised in the previous report has been slow although in the last year the rate of progress has increased and the school has begun to move forward on a range of important aspects (ICT, monitoring and evaluation, targeting pupils' attainment).
- III. The current School Development Plan (SDP) is weak and is insufficiently focused on key school improvement issues of raising standards and improving quality.
- IV. There are insufficient links between expenditure and the activities identified in the SDP to guarantee continued effective practice in teaching and learning or the attainment of high standards.
- V. Roles and responsibilities of the Governing Body are under-developed and their involvement in the school improvement process is weak. Their role in monitoring and evaluating the progress of the school is poorly developed.
- VI. Monitoring and evaluation of classroom practice and of standards of attainment by co-ordinators are in need of further development.
- VII. Pupils are not yet receiving their full entitlement to ICT.
- VIII. The percentage of pupils achieving high standards in mathematics is too low.

The strengths of the school far outweigh the weaknesses.

How the school has improved since the last inspection

- IX. Standards in English and science have improved and are now high in comparison with the average for similar schools.
- X. Standards in mathematics remain satisfactory overall although the percentage of pupils achieving Level 5 is below the average for similar schools.
- XI. Pupils are still attaining high standards in RE and English. In addition high standards are now also evident in PE

and geography.

- XII. Pupils continue to make good progress in the acquisition of basic skills as they move through the school. Progress in literacy has accelerated since the previous inspection. Some weaknesses now exist in the development of mental mathematics strategies.
- XIII. The quality of learning remains good. Pupils make good progress as they move through the school, term by term and in individual lessons.
- XIV. High quality teaching remains a strength of the school.
- XV. The full National Curriculum requirements are met in all subjects except information technology. This subject remains a weakness from the previous inspection. However, the planned involvement in new initiatives should make a positive impact on standards.
- XVI. Schemes of work in science, ICT, D&T, history and geography have not been sufficiently developed since the previous inspection.
- XVII. The provision for pupils' spiritual, moral, social and cultural development remains a strength of the school.
- XVIII. The new Headteacher provides very good leadership and management and clear targets for improvement have been set.
- XIX. The Governing Body is very supportive of the school. Their practice is still in need of development to enable them to undertake current roles and responsibilities with confidence. The monitoring and evaluation roles of co-ordinators are beginning to develop but the Governing Body remains weak in this aspect of accountability.
- XX. The school continues to provide value for money at a very good level.

Given its good leadership, the commitment of governors, and the high quality of teaching, the school is well placed to meet its objectives and to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Standards in English and science have been maintained in 1999 with performance in both subjects well above the average for pupils from similar schools. In maths the performance overall in 1999 is in line with the average for pupils in similar schools. However, level 5 performance is below the average for pupils in similar schools.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	N/A	N/A	Good
Mathematics	N/A	N/A	Good
Science	N/A	N/A	Good
Information technology	N/A	N/A	Insufficient evidence
Religious education	N/A	N/A	Good
Other subjects	N/A	N/A	Satisfactory

Teaching was satisfactory or better in 96% of lessons. In 41% of lessons it was good, in 16% it was very good and in 7% it was excellent. Examples of good and very good teaching were evident in all subjects except D&T. There was no opportunity available during the inspection period to observe the teaching of ICT.

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

Aspect	Comment
Behaviour	Behaviour is very good in class and around the school. Pupils respond positively to the consistent expectations of teachers and other adults working in the school.
Attendance	Pupils' attendance is good overall. Procedures for monitoring attendance are excellent.
Ethos*	There is a very positive commitment to high achievement evident in the school. Pupils benefit from a strong Christian ethos. Relationships are excellent and support for pupils' personal development is very good. There is a learning culture within the school that motivates pupils and influences their attitudes to learning in a positive way.
Leadership and management	The Headteacher, supported by the Deputy, gives strong leadership that is focused on raising pupils' attainment and providing a high quality education for all. Subject leadership responsibilities are at an early stage of development. The Governing Body is insufficiently proactive in assuming its full responsibilities for monitoring and evaluating the development and progress of the school.
Curriculum	Satisfactory provision is evident overall. The curriculum is broad and balanced but there is a need for further planning to secure the progress pupils make in individual subjects. Extra-curricular provision is very good.
Pupils with special educational needs	Pupils with Special Educational Needs (SEN) make very good progress. They are well supported in class and individually by the school and external agencies.
Spiritual, moral, social & cultural development	Provision for spiritual, moral, social and cultural education is strongly developed. Pupils recognise their responsibilities within the school and the wider community. They show respect for the beliefs and values of others. The school operates as a caring community within a strong Christian framework.
Staffing, accommodation and resources	The teaching and support staff are hardworking and committed and there are very good working relationships. The good quality of the accommodation supports the effective delivery of the curriculum and high standards of display celebrate pupils' achievement and support teaching and learning. Most resources for learning are adequate and are effectively deployed.

	However, the outside environmental area is a wasted resource and needs to be developed.
Value for money	The school provides very good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
XXI. The commitment of staff. XXII. The approachability of the school. XXIII. The ethos of the school and the values it promotes. XXIV. The way children are motivated to learn.	There were no significant concerns.

Inspectors' judgements endorse the positive views held by parents. The school has many strengths and relationships with parents and the community are very good.

KEY ISSUES FOR ACTION

- 1 In order to maintain and improve the standards and effectiveness of the school, the Governing Body, Headteacher and staff should:
 - (i) Improve the governors' involvement in the strategic leadership and management of the school by:
 - XXV. Ensuring governors take a more active role in planning for the schools' future; especially in reviewing strengths and weaknesses, planning action, and evaluating progress in raising standards through the development of a School Improvement Plan (paragraphs 35, 55);
 - XXVI. Increasing governors' involvement in the analysis of pupils' performance and the setting of targets for improvement (paragraphs 35, 36, 54, 55);
 - XXVII. Developing the role that governors play in budget planning and targeting resources to the school's identified priorities (paragraphs 63, 64).
 - (ii) Improve the process of school improvement planning by:
 - XXVIII. Producing a School Improvement Plan that will enable the school to continue to raise standards and improve its effectiveness (paragraphs 54, 55);
 - XXIX. Ensuring areas for development are clearly identified and that challenging targets for improvement are set (paragraphs 10, 12, 54);
 - XXX. Ensuring progress is measured through the implementation of systematic monitoring and evaluation procedures that focus on pupils' standards and the quality of education provided by the school (paragraphs 35, 53, 83, 93, 98, 103, 126).
 - (iii) Raise standards or secure the progress pupils are making in individual subjects by:
 - XXXI. Ensuring schemes of work are developed and implemented in science, ICT, D&T, history and geography (paragraphs 91, 92, 102, 108, 112, 113);
 - XXXII. Ensuring sufficient time is spent on art and D&T (paragraphs 97, 102);
 - XXXIII. Securing an appropriately broad curriculum coverage in ICT and D&T (paragraphs 17, 31, 99, 113);
 - XXXIV. Ensuring ICT is used to support and promote progress across all other curriculum subjects (paragraphs 13, 17, 74, 82, 90, 97, 106, 111, 113, 114);
 - XXXV. Continuing to target higher performance in mathematics (paragraphs 8, 76, 78, 81);
 - XXXVI. Improving teacher expertise in D&T and ICT (paragraphs 60, 101, 115).

INTRODUCTION

Characteristics of the school

- 2 The school is situated in a residential area of Westgate on Sea on the outskirts of Margate. Most pupils come from the immediate vicinity where there is a mixture of owner occupied and local authority housing with some bed and breakfast accommodation. There is a significant amount of residential accommodation for the elderly in the immediate vicinity of the school. The school reports that unemployment levels in the area are high.
- 3 Most pupils attend St Crispin's Infant school prior to attending St Saviour's Junior School and there are some close links between the two schools. St Saviour's is over-subscribed with the standard admission number of 68 being exceeded each year. Currently there are 321 pupils on roll making it larger than the average English primary school. Parents support the school in a range of ways and there is an active Parent Teacher and Friends Association (PTFA).
- 4 At the time of the inspection 22% of pupils were eligible for free school meals. This figure is within the average band nationally but the percentage often rises above the national average. The percentage of pupils speaking English as an additional language is a little higher than the national average; 5 pupils benefit from Section 11 funding to assist them in developing English language skills. At 16%, the current percentage of pupils identified as having Special Educational Needs is just below the national average. Currently 3 pupils

have statements of special educational need; this figure is below the national average.

- 5 The school has identified the following targets for improvement:
- XXXVII. Raising the percentage of pupils who attain Level 4 or above in maths to the same as in English (to within 2%);
 - XXXVIII. Raising the percentage of pupils who attain Level 4 or above in writing to the same as in English (to within 2%);
 - XXXIX. Raising the percentage of level 5 attainment in maths to a similar percentage as in English;
 - XL.Reducing by half the already low incidence of fighting and bullying to no more than 10 incidents from January to July 2000;
 - XLI. Raising pupils' and staff's expertise in the use of ICT and fully implementing the ICT Programme of Study within the National Curriculum;
 - XLII. Developing an ICT suite with 17 workstations and a server.
- 6 The school aims to:
- XLIII. Increase each pupil's independence as a learner;
 - XLIV. Ensure all pupils are literate and numerate;
 - XLV. Help pupils to develop self-discipline, acquire a set of moral values, and develop social attitudes within a Christian framework;
 - XLVI. Encourage in depth observation, exploration, questioning and communication through environmental awareness;
 - XLVII. Ensure each pupil experiences a sense of achievement;
 - XLVIII. Stimulate the senses and raise awareness of the wonders, discoveries and mysteries of the world.

Key Indicators

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
98	38	44	82

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	24	19	32
	Girls	33	29	37
	Total	57	48	69
Percentage at NC Level 4 or above	School	68(79)	57(64)	82(88)
	National	65(70)	59 (69)	69 (78)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	25	28	33
	Girls	36	33	38
	Total	61	61	71
Percentage at NC Level 4 or above	School	73	73	85
	National	65	65	72

¹

Percentages in parentheses refer to 1999

Attendance

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

		%
Authorised Absence	School	4.8
	National comparative data	5.7
Unauthorised Absence	School	0.8
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	1

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	63
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

7 Standards English, mathematics and science in 1998:

Standards of attainment in English and science in 1998 were above the national average overall and well above the average for similar schools. In mathematics standards were broadly in line with the national average and above the average for similar schools although fewer pupils reached the higher level 5 attainment. In the three years from 1996 an improving trend of performance in the national tests for 11 year-olds is evident in English and science. In mathematics the trend has been slightly downward although standards overall remain satisfactory. Over the three years the performance of boys has remained above the national average in all three subjects.

8 Standards in English, mathematics and science in 1999:

Although comparisons with similar schools are not yet available for 1999, results show good improvement in English and science with the percentage increase in English exceeding that nationally. In mathematics more pupils attained a satisfactory standard in 1999 but the improvement was less than the percentage increase nationally and fewer pupils overall attained satisfactory standards than in the rest of the country. Level 5 performance in mathematics remained lower than that nationally.

9 Standards in English, mathematics and science during the inspection:

Standards in English are in line with or above those expected nationally with a few pupils demonstrating high attainment. Pupils make marked progress as they move through the school, from term to term and in individual lessons. All pupils enjoy reading both fiction and non-fiction texts and a significant number have above average reading ability. Pupils make good progress in developing handwriting and spelling skills whilst they are in the school and many develop good creative and discursive writing abilities. Standards in writing, however, are not as high as those in reading.

10 Standards in mathematics are in line with national expectations overall although there are some weaknesses evident in pupils' mental mathematics abilities. By Year 6 most pupils are confident in their mathematics work and are secure with a range of problem solving activities. A few pupils reach very high standards and are appropriately challenged by the work they are set. Whilst many younger pupils have difficulties explaining their workings or justifying their answers using mathematical language, this skill is far more secure with older pupils. Pupils are making good progress in their mathematical knowledge and understanding as they move through the school but further targeted work is needed to ensure standards are raised in line with expectations.

11 Standards in science are above those expected nationally. Pupils develop a good understanding of scientific ideas and can explain and use these concepts in their work. Older pupils have a good grasp of the concept of gravity and younger pupils are able to explain the difference between conductors and non-conductors. Pupils make experimental predictions based on their science knowledge and have a clear understanding of the importance of fair testing. Pupils make good progress and apply their knowledge effectively in practical situations.

12 The targets for attainment set in these three subjects for 2000 are recognised by the school to be insufficiently challenging. The higher targets set for 2001 represent a more appropriate challenge and are already influencing curriculum and classroom practice.

13 Standards in literacy and numeracy:

The National Literacy Strategy is being implemented effectively and is already having a significant impact on attainment, teaching and attitudes. Literacy skills are used effectively in a number of curriculum areas including history, science, geography and art. The use of ICT to enrich literacy activities is weak.

- 14 A satisfactory start has been made in implementing the National Numeracy Strategy and the framework has been incorporated effectively into the school scheme of work. The structure of the lessons, coupled with the setting arrangements adopted by the school are already securing a more structured and consistent coverage of numeracy. Some use of mathematical knowledge and skills is evident in geography, but use of these skills is limited in science, D&T or other subjects.
- 15 **Standards in other subjects:**
Standards in geography, physical education (PE) and religious education (RE) are good. In geography and PE this represents an improvement since the last inspection. In all subjects pupils apply their knowledge well and are able to discuss their work with interest and accuracy.
- 16 Standards in history, art and music are satisfactory. In history and art pupils cover an appropriate range of curriculum content but there is little evidence of ideas being developed or of investigative and experimental work being carried out. In music standards of singing are good, and other aspects such as listening and appraising are satisfactory.
- 17 Standards in D&T are unsatisfactory with a specific weakness being evident in the planning, design and problem-solving elements of activities. In ICT the work seen in the school was of a satisfactory standard, but there were significant and important areas of the ICT curriculum not being covered by pupils. The use of ICT in other curriculum areas is unsatisfactory.
- 18 **Pupils with special educational needs:**
These pupils are very effectively supported, especially in English and mathematics and make good progress during the time they spend in the school. Work is targeted well to improve performance and the provision made for SEN pupils is very good. This area of work is a strength of the school.

Attitudes, behaviour and personal development

- 19 On most occasions pupils show a very positive attitude to work. Lessons begin in an orderly and purposeful manner. At the start of the morning and afternoon sessions pupils are used to an established routine and they settle down quickly to a variety of spelling, writing or reading activities with sustained concentration. Most pupils show evident enjoyment of learning across a range of subjects and they participate with enthusiasm. For example, during the whole class sessions in the literacy and numeracy hours, pupils of all abilities are willing to contribute ideas, give extended answers and explanations and ask their own questions. They are also willing to report back to the rest of the class, read aloud to them from their work or explain their methods of working. Where opportunities for independent learning are offered pupils rise to the challenge. There are good examples of this in English, history and mathematics. They use reference books independently and research in the school library or from classroom book corners. Pupils persevere with challenging tasks. In a number of subjects such as PE they are often able to observe, reflect and evaluate their own work. Where the teacher's expectations are high pupils take a pride in their work. For example, when making booklets or writing final copies for display.
- 20 Relationships between pupils are very good. They collaborate and support each other well. They are able to negotiate ways of working. The majority of pupils are very attentive. They listen carefully to the teacher and to each other. They show respect, for example when other pupils are performing, reading or demonstrating, and are appreciative of the efforts of others. This is evident from assemblies where pupils share their work. Pupils of all abilities and ages feel confident to show their efforts to others and their peers express genuine appreciation. The children are particularly supportive of pupils with special educational needs and there is strong encouragement of individual self-esteem. Pupils also show respect and interest for the opinions and beliefs of others through a range of lessons and through assemblies and RE. This mutual respect is strongly fostered through collective worship and the Personal, Social and Health Education (PSHE) programme and is integral to the school.
- 21 The majority of pupils are very well behaved in class, around the school and in the playground. They are

friendly and courteous to visitors. Movement around the school is disciplined and orderly. Assemblies in particular reflect the shared sense of unity and community within the school. There is a clearly shared behaviour policy and code of conduct. Rules for behaviour based on concern for others are displayed in every classroom and are understood and applied consistently for most of the time. The occasional lapses occurred with newly appointed staff or substitute staff. Pupils with emotional and behavioural difficulties are very well supported by staff and by other children. Isolated instances of poor behaviour aimed to attract attention are largely ignored by other children. The overall impression of the school is of an orderly community with shared values.

Key points for action:

- To maintain high standards of attitude and behaviour, through continued support and monitoring of classes where visiting or supply teachers are working.

Attendance

- 22 Attendance by almost all pupils at the school is good. The school is working hard to improve the attendance of all pupils and recently introduced measures are having a beneficial effect on both attendance and punctuality.

QUALITY OF EDUCATION PROVIDED

Teaching

- 23 The quality of teaching is a major strength of the school and the high standards of teaching reported in the 1996 inspection have been improved upon. The quality of teaching is satisfactory or better in more than nine out of ten lessons (96%) and good, very good or excellent in more than six out of ten lessons (64%). Teaching is very good or excellent in just over two in ten lessons (23%) and excellent teaching is evident in all core subjects: English, mathematics and science.
- 24 The most effective teaching takes place in English, mathematics, science, geography and PE. Teaching is satisfactory overall in art, music, history and RE. The least effective teaching takes place in design and technology. No teaching was able to be observed in ICT during the inspection period.
- 25 In English the strengths of teaching are detailed planning of lessons with good sequence. Learning objectives are clearly identified and shared with pupils leading to very purposeful lessons. Teachers use questioning well to probe and develop pupils' understanding. Lessons are well structured with very good pupil management and organisation. Teachers model reading and writing effectively to pupils and good working strategies are established for spelling, handwriting and drafting. Lessons have good pace and praise is used very positively. For example in a Year 3 class the teacher modelled reading very effectively and used questioning to draw out pupils' understanding and interpretation of the text about a conjuror. The lesson had a very good sequence and the pace was brisk. Group tasks were well matched to the pupils' needs and previous work. The plenary session was used very effectively when a group of pupils who had been reading a play with the teacher, performed it to the whole class using voices that matched the characters and with good expression. The support given to pupils in English lessons by learning support assistants is very good. There was just one English lesson that was judged to be unsatisfactory due to a lack of clarity and coherence. The working routines in this lesson were not well established.
- 26 The strengths of teaching in mathematics are detailed and clear planning leading to lessons with good sequence and pace. Time targets are used well to keep pupils on task. The quality of some stimulus materials is excellent and teachers' expectations of pupils' work and behaviour are high. Teachers make very good use of the whiteboards in class, often inviting pupils to write up their answers or to explain their working methods. For example in a Year 4 class in which the focus was to recognise the features of fractions a range of stimulus materials was used to very good effect, including music, puppets and hats. Shapes and number grids were used effectively to provide pupils with visual reinforcement for their learning and instructions and explanations were clear and detailed at all times. The teacher and the learning support

assistants worked very well as a team. High quality teaching of mathematics was observed in every year group across the key stage.

- 27 In science teachers plan very effective structures for investigative work and writing frames are used to provide additional guidance, particularly for less able pupils. The outcomes of investigations are closely compared with pupils' predictions and explanations are always clear and accurate. Praise is used very effectively to stimulate and motivate pupils. The marking of pupils' work is thorough and gives pupils useful feedback. For example in a Year 4 class when pupils were making switches the investigative process was well structured and reinforced the concept of a logical scientific method. Praise was used very effectively and the pupils showed great enthusiasm for science. In some classes there is an over-reliance on published schemes which limits the investigative approach and leads to some inappropriate levels of challenge with more abstract science concepts that are more applicable to Key Stage 3. Some teachers lack confidence in their scientific knowledge.
- 28 The quality of teaching in the foundation subjects is more varied but is mostly satisfactory and often good, especially in geography and PE. Strengths of teaching in these subjects relates to very good planning and organisation leading to lessons with clear purpose and good pace. There were also more occasional examples of very good teaching in RE. Teachers' organisation and management of pupils is very effective and the quality of interaction between teachers and pupils is very good. Working relationships between teachers, learning support assistants and pupils are very strong. The weaknesses in teaching are mostly concerned with lack of subject confidence and expertise and this is most evident in design and technology. The insecurity of teachers' subject knowledge leads to low expectations and inappropriate outcomes.
- 29 Pupils on the SEN register receive teaching input which is appropriate to their needs. Teachers are fully aware of the learning needs set out in these pupils' individual education plans and plan for their inclusion in class activities. The support given to less able pupils by learning support assistants is of high quality and makes a significant contribution to the standards these pupils achieve. Pupils from ethnic minorities were observed in lessons and were seen to be fully included.
- 30 The quality of teaching in the school is monitored at intervals by subject leaders and by regular visits to the classrooms by the headteacher. These visits have an agreed focus and lead to professional feedback and dialogue. The school plans to increase the frequency of the monitoring programme.

Key points for action:

- To maintain the high quality of teaching through a rigorous and frequent monitoring programme;
- To improve the quality of teaching in design and technology;
- To address the few weaknesses in teaching identified above.

The curriculum and assessment

- 31 The curriculum is sufficiently broad and balanced to meet the needs of almost all pupils as it was at the last inspection. The requirements of the National Curriculum are being met in all subject areas except information and communications technology and aspects of design and technology. The school is taking appropriate action in relation to the deficiencies in ICT but has still to address issues in D&T. The school follows the local Agreed Syllabus for Religious Education and the promotion of the spiritual and cultural aspects of the curriculum is very good.
- 32 Curriculum planning across the school is not yet producing sufficiently secure medium term plans, which clearly identify what has to be taught and what pupils are expected to learn for each subject area. The quality of individual teacher's short term planning is good and there is good evidence of year teams planning together and including the teacher from the appropriate mixed age class in their discussions and subsequent plans.
- 33 The curriculum provides equal opportunities for all to learn and make progress. The daily Literacy Hour, which is part of the National Literacy Strategy, is successfully implemented across all year groups. The school has introduced the National Numeracy Strategy this term and progress is satisfactory. There are

appropriate policies for sex and drug awareness and staff are sensitive to issues like gender, often choosing material carefully to inspire boys.

- 34 There is an excellent range of out-of-school clubs and sporting activities and a growing use of visits with a clear focus to support pupils' learning and enhance the curriculum. These activities are well supported by pupils who gain significantly from the dedication of individual teachers to activities as diverse as gardening and rugby.
- 35 Governors have a sub-committee which has a strategic overview of the curriculum but is not yet sufficiently robust in its monitoring and evaluation role. The sub-committee is receiving more information but does not yet have a clear policy on how to proceed. New policies and structures are being put in place to assist the Governing Body in being able to be more confident in making judgements about the curriculum and pupils' achievement within all subjects. The Headteacher and Deputy Head are being more proactive in their monitoring and evaluation role but this has not yet spread to subject co-ordinators. The monthly curriculum focus has only been operational for a few months but the subject co-ordinators who have been part of the process have valued the time for both monitoring and development.
- 36 The overall arrangements for assessment are satisfactory. Sound assessment procedures in English and mathematics are followed by teachers and the school has started to use the optional Standard Assessment Tests (SATs) to give a clearer picture of pupils' achievements as they move through the four years at the school. There is a limited use of portfolios of work, but in many subjects this is minimal. Individual pupil monitoring has similarly just started and some of this new information will help set targets for future improvement, as in the past this has been an unsatisfactory area. Pupils are gaining from the closer attention that is being placed on their achievements.
- 37 Marking is undertaken regularly in pupils' books and on other pieces of work. However, the quality is still somewhat varied. In the best cases teachers add supportive comments which help the pupils know how they have achieved in the various subjects and crucially what they can do to achieve more highly next time. End of Key Stage 2 statutory requirements for assessment are met.

Key points for action:

- Improve the quality of medium term planning through the development of Schemes of Work in all subjects;
- Ensure deficiencies in ICT and D&T are met;
- Strengthen the role of the Governing Body in curriculum monitoring and evaluation;
- Develop portfolios of work in all subject areas;
- Extend the monitoring role of subject co-ordinators;
- Ensure consistency in marking practice across the school.

Pupils' spiritual, moral, social and cultural development

- 38 A very strong spiritual ethos is fostered in the school. A strong sense of unity and community for the school as a whole is built through regular collective worship in school, group and class assemblies. Collective worship is broadly Christian but there are also occasions when other faiths, festivals and holy days are the focus. There is an area of focus, such as a table or cross, in every assembly and in classrooms. There are always occasions for reflection and prayer. Sometimes the prayers have been written and read aloud by the pupils. Pupils are given opportunities to lead assemblies. The combination of silent reflection, music, the singing of hymns and prayer contribute to a real sense of awe, wonder and mystery.
- 39 Through assemblies, personal, social and health education (PSHE) and religious education pupils are given a strong moral foundation. In assemblies pupils have the opportunity to consider the triumph of good over evil, hope over despair and forgiveness rather than condemnation. They are asked to distinguish between right and wrong and to consider rules to live by. In religious education they discuss the Ten Commandments and try to relate them to a modern context and their own lives. Through an active PSHE programme pupils are helped to develop personal qualities such as respect for truth, to make choices independently and to see the relevance of their actions and their effect upon others.

- 40 All teachers and adults in the school aim to raise children's self esteem and make them aware of social responsibilities. This is evident through academic lessons, pastoral activities and extra-curricular activities. Through the PSHE programme pupils are helped to develop qualities such as consideration for others and the ability to co-operate. They are taught to understand the meaning of 'relationships' within families, between friends and in the community. A discussion of family relationships in a religious education lesson was led with a sensitive awareness of family differences. Children are encouraged to consider service to others particularly through the "So Let's Understand God" meetings. The school has adopted a family in Pakistan and sent contributions to Kosova. The school choir sings carols at local residential homes for the elderly.
- 41 Cultural development and appreciation of other cultures is also strong. Through assemblies and religious education children develop an understanding and respect for other faiths, religious leaders and religious festivals. They are introduced to rituals, celebrations and artefacts used in Divali and Hanukkah and receive visitors who share their faiths and cultures. In English, stories, myths, legends and poetry from other cultures are read. In art paintings and painters from a variety of cultures are celebrated. In music an appreciation for a range of composers and music from other cultures is fostered. Distant lands and other races are studied in geography. Problems such as poverty, natural disasters, refugees and the work of aid agencies are discussed in assemblies. There are opportunities for pupils to take part in drama in assemblies and in musical productions such as "Joseph and the Amazing Technicolor Dreamcoat" or to make masks and costumes to join in thematic lantern processions through the streets of Margate with a local arts group.

Key points for action:

- Maintain the current high quality provision through continuing monitoring and evaluation of practice and outcomes.

Support, guidance and pupils' welfare

- 42 The school makes very good provision for the welfare, support and guidance of all of its pupils. Teachers and learning support assistants know the pupils well and provide appropriate guidance for pupils' individual needs. Daily assessment is satisfactorily used to inform lesson plans and teachers make good use of praise to encourage pupils to improve their work. Parents are particularly impressed with the commitment of the staff and the way their children are motivated. The work of the school is effectively supported by visits from a range of specialists.
- 43 There is good liaison with the Infant school at the point of transfer. Suggestions for grouping of pupils are made by Year 2 teachers and, before they start at the junior school, pupils spend an afternoon in their new classrooms getting to know their teachers. Year 6 pupils make booklets for the new pupils to take home and efforts are made to ensure that their induction is as sensitive as possible.
- 44 Discipline is very well promoted. Teachers have high expectations of behaviour. Staff show consistency in behaviour management strategies and pupils are aware of what is or is not acceptable behaviour. A new discipline policy clearly sets out the reward and sanctions systems. Pupils are rewarded with raffle tickets and commendations in the Special Mention Book are for exceptional behaviour as well as good work. The school is committed to eventually eliminating all incidents of bullying and has good measures to deal with any incidents that occur. All bullying is monitored and the number of incidents is decreasing.
- 45 Procedures for monitoring attendance are excellent. The school telephones home to check the whereabouts of pupils unaccounted for. Unexplained absence is consistently followed up and registers are frequently checked for patterns of absence or lateness. The education welfare officer is a regular visitor to the school and keeps a careful check on attendance.
- 46 A new, clear and comprehensive health and safety policy covers all aspects of health and safety on site. Although there is no mention of guidance for school visits within the new policy, guidelines are contained in the previous policy and good procedures are in place. The school has also recently purchased a mobile telephone for emergency use on visits. First aid procedures are good. All staff have copies of the policy for

child protection which contains clear guidance for recognising and dealing with concerns. The headteacher is the member of staff responsible for child protection.

Key points for action:

- Work to achieve the target set for reduction of bullying incidents by 50% by July 2000.

§ **Partnership with parents and the community**

- 47 The school has a good partnership with parents and the community. The Home/School Contract has been introduced in conjunction with the Infant School with shared aims and responsibilities.
- 48 Parents' involvement in the life of the school makes a valuable contribution to the pupils' academic and personal progress. There are approximately a dozen parents who regularly help in the classrooms and many others who help occasionally. There is guidance on how to hear pupils read in school, but many parents have expressed the wish for some training or workshops in order to help them help their children with their homework. Those who help in school say they receive a warm welcome and all parents say they find teachers very approachable. A new homework policy gives expectations of the work to be done at home and homework books are used effectively as a method of communication between parents and teachers.
- 49 Parents have no significant concerns and are supportive of the school and its work. There is an active Parent Teacher and Friends Association (PTFA) which holds social and fundraising events to help supplement the school's educational resources.
- 50 Information for parents is satisfactory. Pupils' annual reports are issued at Easter, with optional test results at the end of the year. Good information is given for attainment in English, maths and science but the reporting of attainment in other subjects is not clear. Individual pupil targets feature in the reports. Curriculum information is given to parents on a termly basis. Parents receive regular interesting and informative newsletters and school policies are accessible to all.
- 51 Links with the Church and the community are good. Special services are held in the Church. The Vicar helps with religious education teaching and attends Monday assemblies at the school. The choir sings locally and has taken part in the Thanet Music Festival and Choir of the Year competition. Pupils have taken part in various sporting activities and competitions with other schools. Good use is made of visits to places of local interest, such as Dover Castle, to supplement pupils' learning.
- 52 There has been an improvement in the school's links with industry since the previous inspection. There is good liaison with Pfizers who have offered the school a grant towards restoration of the environmental area and who also hold a science day for local schools. An estate agent has sponsored the football kit and there are good links with Tesco's. Pupils are involved in charity work through SLUG (So Let's Understand God) through whom they have donated soft toys for children in Africa. Food for local homeless people is donated at Christmas through the Thanet Open Christmas Scheme.

Key points for action:

- Provide additional curriculum awareness sessions for parents;
- Ensure reports give clear information on attainment in all subject areas.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 53 The new Headteacher provides strong leadership for the school that is clearly focused on raising standards and improving the quality of education provided for the pupils. The Deputy Headteacher offers good support in the day-to-day management of the school. Staff work effectively as a team and their commitment to the pupils is outstanding. Their responsibilities for subject co-ordination are starting to develop following a marked period of change. In many subjects co-ordinators are giving a clear lead and are supporting

colleagues effectively. The monitoring of standards and classroom practice is recognised by the Headteacher and co-ordinators as a critical element in school improvement and procedures have recently been put in place to structure this aspect of leadership. The monitoring framework that has been introduced guarantees coverage of all subjects but does not as yet allow for sufficient opportunity to monitor all core subjects and national initiatives as they unfold through classroom practice.

- 54 The current School Development Plan is inadequate and does not focus sufficiently on raising standards of attainment or on the meeting of performance indicators. Action planning is not consistently secure in all subjects and targets for improvement are not always clearly identified. The Headteacher plans to implement new procedures for School Improvement Planning to ensure that there is clear direction given to priority activities that reflect a commitment to partnership, celebration and challenge.
- 55 The Governing Body is supportive of the school and fully involved in a range of activities. However, its involvement in planning for the school's future, target setting, monitoring and evaluation is unsatisfactory. There is a need to extend its role and responsibilities so that it can become more fully accountable for the work of the school through systematic and rigorous evaluation and involvement in School Improvement Planning.
- 56 The aims of the school are met and provide the foundation for a positive Christian ethos, a commitment to high attainment, excellent working relationships, and an environment that promotes learning and equality of opportunity. The school's recently developed curriculum targets will ensure that pupils are appropriately challenged to achieve their best. The governors meet statutory requirements in all areas other than ensuring full delivery of the ICT and D&T National Curriculum.

Key points for action:

- Develop further the monitoring and evaluation role of co-ordinators;
- Ensure the School Improvement Plan addresses key priorities and includes success criteria, monitoring and evaluation procedures;
- Ensure the Governing Body is fully involved in planning and evaluation procedures.
- Ensure the delivery of all aspects of the ICT and D&T National Curriculum.

Staffing, accommodation and learning resources

§ Staffing

- 57 The school benefits from a team of hardworking and committed teaching, learning support, clerical and maintenance staff. A range of experience and length of service is represented across the teaching force which has been reasonably stable in recent years with just four teachers leaving in the past two years. All teachers are appropriately qualified and have job descriptions. Recent staff changes have provided the opportunity to re-allocate subject leadership responsibilities and subject co-ordination is now better matched to teachers' expertise, training and interests. The deployment of teaching staff to classes is also effective and takes into account teachers' training, experience and strengths, for example, teacher exchanges for PE and music.
- 58 Clear expectations of teachers are set out in the school's Teaching and Learning Policy and teachers are well supported by a detailed School Behaviour and Discipline Policy. The school's investment in support staff is well above average but their use and deployment is very effective and they make a significant contribution to pupils' progress through well planned and focused support. The school spending on administrative and clerical staff is also above average but they make a considerable contribution to the smooth running of the school and all daily routines and school systems are secure. The work of the bursar makes a very positive contribution to the strong financial control that the school achieves and the cleaning and maintenance staff carry out a wide range of tasks, which helps the school to make significant financial savings. Working relationships are very good at all levels and the school staff operates very much as a team.

59 Induction procedures for new staff are good and the school is following the requirements of the Induction Year for the newly qualified teacher who joined the teaching staff at the beginning of the school year. New teachers report that they have been made very welcome in the school and feel well supported by the induction days that are arranged before new teachers take up post and by the shared approach to planning. All new staff are introduced to the school's policies and are given copies of key policy documents. There is no induction policy in place although a draft document is shortly to be consulted on. The 1996 inspection identified the need for a staff handbook to guide teachers in their work. No handbook has been written but plans are in place to produce one in the near future. The headteacher is the staff development manager and all teaching staff have had professional development interviews, during which professional development needs were discussed and all teaching staff have had recent access to a range of INSET opportunities. Spending allocated to professional development in this financial year is well above average.

60 The 1996 inspection identified shortfalls in teacher expertise in music, ICT and design and technology. A professional development programme in music has brought significant improvements and the ICT training that all teachers will experience through the national New Opportunities Fund (NOF) programme will raise teachers' levels of skill and expertise in the use and application of ICT. The lack of subject expertise in design and technology however, remains an issue to be addressed. There is also a need to provide further training for subject leaders to enable them to carry out their subject management roles more effectively. Professional development interviews for learning support staff and clerical staff are planned for next term.

§

Key points for action:

- Maintain the commitment of staff and the very good working relationships;
- Establish an induction policy;
- Produce a staff handbook;
- Provide subject leaders with subject management training to support the development of their roles;
- Address professional development needs in design and technology.

§

Accommodation

61 The school building and site provides good accommodation that supports the effective delivery of the curriculum and contributes to standards and the quality of learning. The premises are well managed. The shared practical areas between classes are a valuable resource and are well used but the classrooms are small for the size of some of the classes, especially for older pupils. The school library area is small for the school population and limits the size of the book stock that can be comfortably accommodated, but there are good book corners established in classrooms. The planned ICT suite will make a significant contribution to the use and application of ICT across the curriculum, but the environmental area has not been well maintained and currently is a wasted learning resource. There are many high quality displays of pupils' work, good book corners and stimulus materials in classrooms and around the school which significantly enhance the quality of the learning environment. The school is not pro-active in seeking to let the school premises to community groups or agencies out of school hours and consequently the income generated from lettings is minimal.

Key points for action:

- Develop the environmental area;
- Maintain the quality of displays and the maintenance of the building;
- Ensure the speedy completion of the ICT suite.

Resources

62 Learning resources in most subject areas are adequate to deliver the requirements of the National Curriculum and the Agreed Syllabus for RE. In English and art the range and quality of resources are good and contribute to the quality of the pupils' experience. In the current financial year the amount of spending allocated to resources is well below average. This decision was taken in the light of a judgement that the levels of resources in the school were good but there are significant shortfalls in the range of resources available in design and technology, history and ICT which need to be addressed. The number of computers in the school for the size of the pupil population is well below average. Not all of the commitment in the

School Development Plan to the acquisition and development of resources has been achieved. Subject leaders currently do not hold a capitation budget for their subject areas and orders are approved by senior management. Long-term financial planning for subject areas should be linked to the School Improvement Plan to allow subject leaders to manage spending in the most efficient way. In the 1996 inspection the book stock was judged to be inadequate but the range and quality of the books in the school is now good. Resources are well organised and are accessible to both teachers and pupils. Local visits and visitors to school make a contribution to the quality of the curriculum.

Key points for action:

- Address the resource deficiencies in design and technology, history and ICT;
- Establish the new computer suite to provide pupils with increased access to the use of ICT across the curriculum.

The efficiency of the school

- 63 Financial control is good and the school manages its resources very efficiently. The governing body, through its finance committee, is now involved in planning and monitoring the school's budget although this process needs to be more closely aligned to identified priorities for development. Procedures to see if the money is well spent have begun to improve since the last inspection. The school is well supported by the fund-raising activities of the parents and friends of the school. Funding has been raised for the new computer suite to extend and develop the impact of information technology in the curriculum.
- 64 The curriculum managers put forward suggested spending requirements that are well matched to an individual audit of need in their subject. The school development plan is currently in need of development; the present plan does not yet support detailed annual budgeting as the success criteria in the plan are not sufficiently related to raising standards. The school has an effective literacy action plan that has led to appropriate funding and resourcing of the implementation of the literacy hour. The requirements of the numeracy action plan have been met mainly with very cost-effective resources prepared within the school.
- 65 The deployment of both teaching and non-teaching staff within the school is very good. All staff are used effectively and efficiently to promote educational standards. The school's policy of employing a maximum number of learning support assistants is very cost effective. They work very competently with individuals and groups in whole class sessions as well as leading work in the group sessions. They use their time very efficiently and give valuable assistance to the class teacher in the preparation of teaching materials. Their role is supplemented by valuable assistance from parents and other volunteers. The support staff are all well deployed to meet the needs of pupils with special educational needs. The cleaning and maintenance staff make a valuable contribution to the smooth running of the school. As indicated above, good use is made of the accommodation and learning resources are used efficiently and carefully to support pupils' learning. An exception to this is the use of computers, which are often not used sufficiently during lessons.
- 66 Standards of financial control and administration are very good. The associated systems are effective and efficient, running smoothly and unobtrusively and the people involved have a clear understanding of their responsibilities. The work is carried out in an efficient and friendly manner. Day-to-day administration and routines are secure and are carried out very effectively. Spending is carefully and regularly monitored through a well run system of financial management, which has a positive effect on educational developments. The administrative staff are very capable and efficient. The recommendations made in the most recent audit report have been addressed. Additional funding for pupils with special educational needs is put to very good use.
- 67 Taking account of the socio-economic circumstances of the pupils, their average attainment on entry to the school, the good progress they make, their very good attitudes, the good quality of teaching overall, and the below-average cost per pupil compared with national averages, it is judged that the school continues to provide very good value for money.

Key points for action:

- . Ensure priorities in the School Improvement Plan are appropriately costed and evaluated in value for money terms;
- . Ensure computers are used well to enhance curriculum work.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

- 68 Standards in English are good and continue to improve since the previous inspection. Pupils' performance in national standardised tests over the last three years is in line with national expectations and above the average for similar schools. Results for 1999 show 79% attaining the national expectation with one third of pupils attaining the higher levels. Pupils of all abilities make very good progress during their time in the school.
- 69 About four fifths of pupils can read at least simple texts independently on entry. They employ a range of strategies sounding out words and using contextual cues but only the most able read fluently from challenging texts. Very good progress is made in reading. Pupils in all years clearly enjoy books, are well motivated and read regularly on their own. They can all use headings and indexes to find information and they know how to locate books in the school library. They read with developing understanding. Older pupils have good understanding of writers' purposes and stylistic features. For example, Year 6 pupils can discuss how a poet uses contrast and imagery. They can express preferences in their reading and make thoughtful comparisons between different texts and writers. Many enjoy established children's authors and will try quite demanding texts.
- 70 There are few examples of high attainment in writing when pupils enter the school. Only about one third are using cursive script. Handwriting and letter formation are poor. Less able pupils are not making a clear distinction between upper and lower case letters. Sentences are not clearly punctuated and spelling is poorly developed in a significant number of cases. There is marked progress even in the first term with the presentation and accuracy of writing. In Years 4, 5 and 6 nearly all pupils take pleasure in writing and there are excellent examples of poetry, description and stories. Pupils can use language appropriately for a range of purposes and they are able to develop some of their writing at length. Some aspects of non-fiction writing are less well developed.
- 71 Pupils' speaking and listening skills are very good. They read aloud with clarity and expressively in front of the class or in assemblies. They talk confidently in class and can give clear, extended explanations. They volunteer ideas and ask questions independently. They listen attentively and respectfully to teachers and to each other.
- 72 Pupils' attitudes to learning are very positive in most lessons. They respond well in the Literacy Hour, participating with some enthusiasm to the whole class session and contributing ideas appropriately. They collaborate well in groups and pairs, supporting each other's attempts at reading and writing with some sensitivity, particularly those pupils with literacy difficulties. In most cases they sustain concentration in independent group tasks; the rare exceptions being when instructions are insufficiently clear or the text they are reading is too difficult. Pupils use dictionaries, thesauruses, spelling lists and reference books independently. They also make their own notes and plan and draft their writing carefully. They take pride in the presentation of their work. During the plenary sessions of the Literacy Hour they are eager to share their work with others or report back to the rest of the class.
- 73 The quality of teaching in English is predominantly good or very good. The Literacy Hour is functioning well with a brisk pace and effective questioning directed at differing abilities. The learning objectives are made clear to the pupils at the start and the teacher checks on whether the objectives have been met at the end of the lesson. Where the teaching is good or better lessons are very well planned and resources are very well prepared, and are also appropriate to the differing abilities in the class. The choice of texts is challenging and stimulating. Reading and writing are clearly demonstrated both in whole class and guided reading and writing sessions. Pupils are often helped to structure their writing by using supportive frames. Reading, writing and oral work are closely inter-linked. For example pupils were comparing speech in prose narrative with playscripts, discussing the differences before writing their own playscripts. Learning Support Assistants are very effectively deployed both in and beyond the Literacy Hour. Where teaching is less

effective the lesson is over-complicated and some group tasks distract from, rather than support, the main learning objective. Occasionally the text chosen for independent work, or guided reading, is beyond the ability level of the group.

- 74 The subject is well managed. All teachers are following the National Literacy Framework and this ensures clear progression through the school. There is effective monitoring: the co-ordinator has observed the Literacy Hour being taught in every class and has observed teaching in every year of Key Stage 1. Samples of pupils' writing are evaluated. Planning is comprehensive and ensures that there is balanced coverage of the National Curriculum. Additional time is planned beyond the daily Literacy Hour for additional literacy support including time to develop handwriting, to reinforce phonics and spelling strategies; to give additional reading practice and to provide time for extended writing. All these strategies clearly improve the progress of pupils of all abilities and particularly the less able. However the time allocated for additional 'creative writing' could be used more flexibly for other language support when required such as non-fiction writing across the curriculum, or drama. There were few examples observed of Information Technology being used to support literacy.
- 75 A comprehensive literacy audit has been conducted and resources purchased accordingly. There is a good choice of fiction available both for individual and guided group reading which includes easier but stimulating books for the less able and challenging titles for the more able. The school has also increased its stock of non-fiction but there is still a need for appropriate non-fiction for the older, less able readers.

Key points for action:

- . Ensure aspects of non-fiction writing are developed across all subjects;
- . Increase the use of ICT to support literacy.

Mathematics

- 76 Standards attained by pupils in mathematics are mainly in line with national expectations but too few pupils are reaching standards that are above average. The results of the 1998 tests for 11 year-olds show the percentage of pupils reaching Level 4 and Level 5 was close to the National average and above the average for pupils from schools with similar backgrounds. The 1999 test results, however, indicate progress at a slower rate than that seen nationally. In comparison with the performance of pupils from similar schools the 1999 results are average at Level 4 but below average for Level 5. Teachers' assessments prior to these tests give higher results indicating the need for moderation and auditing work to ensure expectations are in line with the national standards.
- 77 Observations during the inspection indicate average standards overall with some high attaining pupils in Years 5 and 6 reaching standards that are above average. Weaknesses in the subject lie significantly in mental mathematical agility and the school is currently targeting this aspect of work. Lower ability pupils in Years 3 and 4 were observed beginning to use and understand simple fractions. Although many pupils have difficulty explaining their workings or justifying their answers using mathematical language this skill is developing. Most have a good knowledge of numbers to 1000 and can sequence and order patterns of numbers accurately. They know many tables, sometimes up to 8 and 9 times. Pupils observed in many of the low attaining groups, however, struggle with concepts, requiring and being given, frequent reinforcement repetition and consolidation. Homework is successfully used in this context.
- 78 In Years 5 and 6 pupils become more confident and secure with numbers. Their use of mathematical vocabulary develops well and work on fractions progresses well. Pupils develop effective problem solving strategies and use mental calculations more readily. Many older pupils in higher sets are working at Level 5 of the National Curriculum. The school is aware of the need to challenge higher attaining pupils and has set a target for improvement in this area. By the time they leave the school all pupils have covered a wide range of mathematical work and demonstrate thorough understanding of areas covered. They can explain the strategies they use, and have a good understanding of decimals, fractions and percentages in line with expectations for their age and ability. The progress made by pupils in lessons is almost always satisfactory or good. As they move through the school progress in mathematical understanding accelerates for most

pupils across the ability range.

- 79 Pupils demonstrate attitudes and response in lessons that are generally good. They enjoy the subject and are keen to make progress, working carefully to produce accurate work. Where work is difficult they maintain interest despite the challenge – commitment and enjoyment is evident. Work in books is usually well presented and well organised across all ability groups.
- 80 Teaching in mathematics is mainly satisfactory or good. Most teachers use the structures of the National Numeracy Strategy although a few need further opportunities to develop skills and knowledge of this approach. In the best lessons clear objectives are explained to pupils and a brisk pace is maintained with pupils given frequent timechecks as the lesson progresses. Teachers challenge pupils appropriately and focus on specific individuals and groups during question and answer sessions. Good links are made between elements of the lesson and teachers use a good range of strategies, including group work. Pupils' books are marked regularly demonstrating a valuable dialogue between teachers and pupils that targets improvement.
- 81 In weaker lessons a number of areas for development are noted. The pace of lessons is often too slow with a limited range of teaching strategies and resources employed. Lesson planning is too brief and a poor match of work to pupils' needs and abilities is evident. Teachers do not engage in focused group work and give pupils limited feedback on how they could improve.
- 82 The setting arrangement that operates across the school usually ensures appropriate targeting of pupils and match of work. Flexibility of movement between sets guarantees pupils' needs are met as they develop knowledge, skills and understanding. The school's scheme of work follows the National Numeracy Strategy framework and teachers plan lessons accordingly. Pupils cover the full range of work required in the National Curriculum. The use and integration of ICT into the mathematics curriculum is limited.
- 83 The subject is effectively co-ordinated. Good aims and plans have been put in place to give a clear direction for future developments. Good support is provided for staff. The co-ordinator has undertaken some classroom monitoring but more is needed to ensure the new national framework is implemented successfully. The procedures used in the assessment of pupils need developing: some models are currently being trialled in the school.
- 84 Very good support is given to pupils with special educational needs and learning support assistants are effective in helping to raise standards and increase pupils' understanding of mathematical ideas. SEN pupils make good progress in lessons and over time as they move through the school. There are adequate resources available in each class to support the teaching of mathematics. There is some overuse of worksheets in some classes with too little use of practical activities.

Key points for action:

- Raise the percentage of pupil achieving Level 5 in the National Curriculum tests by the time they leave the school;
- Improve the ways in which ICT is integrated into the mathematics curriculum.

§ **Science**

- 85 Attainment in science at the end of Key Stage 2 is above the national average and well above average when compared with similar schools. Results for 1999, show that standards have improved at the higher levels. Teachers' assessments of the pupils' work reflect the standards reached in tests.
- 86 Inspection evidence shows that in lessons pupils reach standards that are above those expected nationally. Pupils are developing a good understanding of scientific ideas and are able to explain and use these concepts in their work. For example older pupils have a good grasp of the concept of gravity and younger pupils could explain the difference between conductors and non-conductors. Pupils make experimental predictions linked to their science knowledge and are able to identify patterns in the results of their investigations. Standards have improved since the last inspection.

- 87 Pupils make good progress in lessons and as they move from year to year. Practical activities encourage the application of theoretical knowledge in real life situations such as understanding how switches work. Older pupils show an increasing understanding of the need for repeating results in experimental situations and are developing good investigative skills. The understanding and use of scientific vocabulary develops rapidly across the key stage. Pupils with special educational needs make satisfactory progress in relation to their prior attainment.
- 88 Pupils behave well in their science sessions. They are keen, interested and eager to contribute to both discussions and presentations of their work. Pupils think about the content of the lesson and then ask relevant questions. Their positive attitude to the lessons, obvious enjoyment and good humour creates a good working atmosphere. Pupils work well together and support less able or inexperienced members of the group. There is only a small amount of unfocused activity where pupils do not engage with their work.
- 89 The quality of teaching is good overall with some excellent practice and has improved since the last inspection. In the best lessons enthusiastic presentation and good use of questioning maintains the pace of the lesson and keeps the pupils on task. Praise is used extensively to stimulate and motivate the pupils. Clear and accurate explanations make the science interesting and relevant to the pupils and abstract concepts are delivered in a way that is accessible to pupils of all abilities. The challenge of the tasks set in the lessons has improved since the last inspection. Pupils' work is mostly thoroughly marked and gives detailed information to the pupils indicating what they need to do to improve their work.
- 90 Individual teachers plan their lessons well. A lack of detailed planning across the key stage and an over-reliance on the use of published texts means that some of the content covered is inappropriate for the ability of the pupils. As a result many pupils find working from these texts difficult and sometimes do not understand the concepts. Information technology does not form an integral part of science sessions but, where it is used, enhances the work and develops the pupil's skills.
- 91 The overall planning of the science curriculum is currently under development. The present scheme of work does not adequately focus on what the pupils should learn or ensure that there is clear progression in science across the key stage. Good links are being established with literacy and there is very positive development in vocabulary. However, some overuse of texts reduces pupils' opportunities for continuous writing in an investigative context. Links with numeracy are less well developed.
- 92 A science portfolio of pupil's work is used to provide comparative samples of work against which teachers compare their own assessments. These assessments are then used to inform work with individual pupils and classes. The development of a science scheme of work will allow assessment to be further used to inform curriculum planning.
- 93 The subject co-ordinator is giving a clear lead and is having a positive impact on the provision of science. Subject development planning gives a clear direction to take the subject forward. It is not yet fully linked to school development planning. Monitoring procedures are not fully in place and do not secure progression in science across the key stage. Strategies are not in place to ensure that pupils in mixed age classes have equality of curriculum access. Science remains well resourced in terms of books, equipment is being improved in line with the developing scheme of work. Overall, there has been a good improvement in science since the last inspection.

Key points for action:

- Improve the quality of medium term planning;
- Ensure ICT is fully integrated into the science curriculum;
- Review the use of published textbooks in classroom teaching.

OTHER SUBJECTS OR COURSES

- 94 Only two art lessons in Year 6 could be observed during the inspection, although there are good displays of pupils' recent art works in classrooms and around the school. The subject leader also made available a sample of pupils' work from each year group for scrutiny. There is evidence of an effective balance between skills-based activities and opportunities for pupils to apply their skills in more imaginative or expressive contexts. In observational work many pupils achieve accurate and well observed drawings, often containing considerable detail. Examples include the large pencil drawings of bicycle parts produced by Year 5 pupils and the enlarging exercise in Year 6 in which pupils use a grid technique to draw an enlarged animal image from a smaller photocopy. Some pupils' work is less well observed and the media are not used with such control. There are some good examples of more expressive and imaginative work in which pupils have been successful in capturing feelings or a mood, using appropriate imagery and media. An example is a Year 4 activity in which pupils have considered reflections, shadows and silhouettes in their 'moonlight' pictures. Some pupils are able to apply their knowledge of visual elements such as line and colour to achieve an effective resolution of an idea and can reflect on their work and take action to make improvements. There are also examples of art being effectively used to illustrate pupils' writing and a display of illustrated poems contains some sensitive and thoughtful pieces of work.
- 95 The use of sketchbooks is not well established and they contain very little work, much of it being individual and unrelated tasks. There is little evidence of sketchbooks being used to support the development of ideas or as a place for making investigations or experiments with different media and techniques. In pupils' finished art work there is little evidence of pupils making their own decisions and choices about paper size, paper colour, media or technique; most work is strongly teacher directed. References to the work of famous artists are evident in some work but insufficient emphasis is given to this important aspect of art education. Although there are many strengths in the art that pupils' have produced the overall quality of pupils' work has declined since the last inspection. There is clear evidence of significant variation in pupils' confidence and competence in making art but most pupils make satisfactory progress as they move through the key stage.
- 96 In the lessons observed the Year 6 pupils were positive in their attitude to art and most worked with good levels of sustained concentration and application to the task in hand. Many pupils showed good levels of independence but some pupils needed more frequent guidance and support. A few pupils became less focused towards the end of a session.
- 97 The quality of teaching seen during the inspection was satisfactory. Teachers give clear and detailed instructions and explanations and give pupils regular feedback on their work, with technical information, to help them to move forward. More stimulus and support materials are needed for some tasks and the levels of challenge within activities are not always appropriate to pupils' needs; sometimes being too demanding or too low level. Teachers' planning is of inconsistent quality and needs to be more detailed to resolve these issues. The scheme of work is of high quality and gives full coverage of the requirements as well as providing a clear sequence of skills progression, year by year. References to the work of other artists, craftworkers and designers are included to help teaching colleagues make connections between pupils' work and that of famous artists. There is insufficient planned use of ICT within art activities. The school however, is not delivering on the 5% of curriculum time for art claimed in the curriculum framework and consequently pupils have a much-diluted experience of the scheme of work. The art curriculum is enhanced by an after-school club run by the subject leader and a colleague which is over-subscribed. Teacher assessment is not well developed to inform the planning of future activities and the annual reports do not give sufficient detail about pupils' attainment and progress in art.
- 98 The subject leader provides very good leadership for art through a high quality subject policy and scheme of work. There is good support for planning though quality remains varied. There have been insufficient opportunities for the subject leader to monitor classroom practice and to provide further support. The subject development plan needs to be more focused on raising standards. Teacher expertise in art is adequate. There are high quality displays of work in the school and the practical work areas between classrooms are a very useful and well used facility.

Key points for action:

- Increase classroom time for art to ensure the planned curriculum time is met;
- Provide more opportunity for subject leader to monitor teachers' planning and classroom practice;
- Give pupils more opportunities for decision making;
- Improve the use of sketchbooks to include the development of ideas, investigating and experimenting with media and techniques.

§ Design and Technology

- 99 Only four lesson observations of design and technology could be made during the inspection and there is little evidence of pupils' work on display in classrooms. There are strengths in the designing work being carried out by Year 3 pupils in an assignment in which they are making bags. The pupils have conducted some research and are generating designs that are informed by the data they have collected and analysed. Year 4 pupils are considering the needs and preferences of others in designing Christmas cards. In another Year 4 class pupils demonstrate some careful and accurate work with materials when making models of Tudor houses but have few opportunities to make decisions or choices to influence the outcomes of their work. Standards in design and technology are inconsistent across and between classes and the designing and making process is not well established or understood, by teachers and pupils. Consequently pupils are not developing the range of skills required and make very slow progress across the key stage. There are many weaknesses in the standards of work being produced in design and technology and the quality of pupils' work has declined since the last inspection. Many activities are inappropriate and are not securely referenced to National Curriculum requirements. As a result much work lacks the rigour of a problem solving or decision making process and there is evidence of some work remaining unfinished.
- 100 The pupils always bring a positive attitude to design and technology and work with good levels of interest and application, often working effectively in pairs. Pupils listen well, respond to questioning in class discussion and help others with their work. They are keen to talk about their work. Often pupils demonstrate limited levels of independence and do not have the confidence to take full responsibility for their work or to take the initiative.
- 101 The quality of teaching seen during the inspection was varied, sometimes being good but on other occasions being unsatisfactory or poor. Teaching in this subject is unsatisfactory overall. Teachers work well with pupils and give clear explanations and instructions. Pupil management and organisation is good. In the best lessons there is good recap of previous work and questioning is used effectively to ensure that pupils remember key elements of their research. Effective planning covers a sequence of activities and leadership is provided for pupils' decision making. Teachers' expectations of standards in these lessons are good and are exemplified with examples of work. Praise is used well to encourage pupils to move forward with their work. When the teaching is of low quality however, tasks are often inappropriate to subject requirements and pupils' needs. In these lessons teachers' subject knowledge and understanding is weak and expectations of the standards that can be achieved are low.
- 102 Some development work has been carried out on the scheme of work since the last inspection but only to create a provisional scheme which remains inadequate to inform teachers' planning. The learning objectives that underpin activities are not clearly identified and the scheme fails to show how pupils' knowledge, understanding and levels of skill will be progressively developed through the key stage. The relationship between skills-based tasks, product evaluation activities and designing and making assignments, as set out in the National Curriculum programmes of study is not established. The scheme gives insufficient coverage of a number of key elements such as control using mechanisms and electronics, the use of ICT and learning about structures. The school is not delivering on the 5% of curriculum time for design and technology claimed in the curriculum framework and as a result pupils' experience of the subject is insufficient to support high standards. There are no formal assessment procedures in place.
- 103 The subject leader has only held the responsibility of managing this subject for a term and there remains much development work to be done. The policy statement has sound aims but does not give sufficient guidance to the school's approach to teaching the subject. The subject development plan is inadequate and is

not focused on raising standards. A major development programme of informed monitoring and support is required and the subject leader needs further training to be able to effectively lead such a programme. Teacher training needs in this subject area are a priority. Pupils are not receiving their statutory entitlement in design and technology as a result of a combination of key factors; lack of clear subject leadership, unsatisfactory curriculum planning, inadequate teacher subject expertise and lack of classroom time.

- 104 Basic resource levels are satisfactory but there are insufficient construction kits to support the teaching and learning of mechanisms and structures. The shared practical areas between classrooms are a very useful facility for designing and making work.

Key points for action:

- Increase classroom time for design and technology to ensure the planned curriculum time is met;
- Provide training for subject leader and classroom teachers;
- Improve subject policy statement to better inform practice;
- Develop scheme of work to set out clearly the learning objectives of activities;
- Ensure that scheme of work has progression of knowledge, understanding and skills built in;
- Produce a subject development plan that involves informed monitoring and support;
- Improve resources where there are weaknesses;
- Introduce an assessment system which will inform curriculum planning;
- Establish a portfolio of pupils' work to exemplify standards and to inform teachers' expectations.

§ **Geography**

- 105 The last inspection judged that most attainment was at the level of national expectations, this has improved and there are now more pupils achieving above this level. This good attainment was particularly evident in work, which was based on first-hand experiences. Year 6 pupils were able to produce work of a very high quality following an environmental walk around the immediate locality. This was followed up in class by group work, which was excellently paced and well focused on environmental change and what the local residents should be doing about their local environment. Successful geographical skill development was seen with map co-ordinate work in Years 3 and 4 and most pupils by the end of the activity had a good understanding of the purpose of map keys and possessed simple map-making skills. They are extending their knowledge of distant place and are using a widening range of geographical skills to investigate topics like the weather and its impact on people.
- 106 Pupils' response is good as is their behaviour and they have a justifiable pride in much of their written and presentational work. They listen well to their teachers and work well independently and co-operatively in their table groups. Pupils are keen to discuss their geography with observers and can talk fluently about significant aspects of the subject area. The school's use of field work is beginning to develop and this will have significant impacts on the continuing development of the enquiry process. In some exercise books there is too much copying and some rather dull physical geography. Information technology does not feature prominently in the work of the subject.
- 107 The majority of teaching was either excellent or very good and the high individual standards maintained by teachers mean that pupils are eager to perform at the best. Teachers set a clear focus for much of the work undertaken by pupils and they have high expectations particularly in Year 6. Short term planning is good and reflects on teachers' high standards and this is seen in good pupil management and a keen use of time.
- 108 The co-ordinator is both new to the role and to teaching and has not yet been able to influence the course of the subject area. The policy and the scheme of work need to show more clearly the teaching and learning approaches that should be adopted and the outcomes that will be expected from pupils. Marking is generally supportive but does not identify securely how the pupil can improve geographically. Overall there is a good balance to the subject curriculum and many pupils gain a significant enjoyment and subsequent high achievement from the enquiry based work they undertake. The school's environment is being managed as the school is now part of the Eco-schools movement.

Key points for action:

- Further develop the use of field work;
- Reduce the amount of copying carried out by pupils;
- Improve the use of ICT to enhance and support the geography curriculum.

§ History

- 109 The school has maintained standards in history since the last inspection. The majority of pupils are producing historical work which is of a standard similar to that expected nationally. Pupils at the end of Key Stage 2 are able to identify many of the key changes that the Victorians made and how these changes can be tracked through to our present society. Their own rich historic local environment offered clues which enabled pupils to relate such changes to their immediate surroundings. They are able to place in the correct chronological order key events during the nineteenth century and recognise notable personalities of the time.
- 110 Most pupils are making satisfactory progress and are gaining a better understanding of the way people live for example in Tudor times. Year 4 pupils were able to give good reasons why rich people in Tudor times wore the type of clothing illustrated by high quality near life size models on classroom display and the use of a 'real' Tudor boy. A Victorian classroom was set up in one of the shared classroom areas and served as an excellent focus for developing awareness of the role of education in the past, particularly how inspectors judged schools, their teachers and pupils in the nineteenth century.
- 111 Pupils have a good attitude to history and they behave well, particularly when listening to the class teacher's introduction to the history activity. They are all able to work independently and present their work confidently and with pride. There is some limited use of CD-ROMs but the subject area is not a significant user of information and communications technology. Some use is made of writing frames and there are examples of extended writing across classes, which is helping pupils' literacy. Occasionally pupils are spending too much time transferring information from printed resources to their exercise books and this is not extending their historical understanding.
- 112 Teaching was never less than satisfactory and frequently good, with individual short term planning covering the key aspects of both historical learning and teaching. Medium and long term is less secure and does not offer the necessary framework through a scheme of work to assist individual teachers in developing worthwhile historical activities and to help them translate the National Curriculum into practical planning. Teachers are enthusiastic about history and classroom displays are very informative about what the pupils are achieving. Marking is regular and there are some supportive comments in books but overall there is little evidence that assessment informs teacher's future planning in history. Individual teachers are providing a lively programme of historical activities.

Key points for action:

- Ensure ICT skills are developed as an integral part of the history curriculum;
- Reduce the amount of text based copying undertaken by pupils;
- Develop medium term plans through the production of a scheme of work.

§ Information & Communications Technology

- 113 Pupils are not yet receiving their full entitlement to the breadth of the curriculum area, although there are some very good examples of information and communication technology usage by pupils across the school. There are examples of some well-focused projects which are inspiring. The lighting of the Millennium Dome model is one such activity which was judged to be of the highest quality. The main weaknesses are in using ICT in other subjects, where there is very little evidence of opportunities being offered and standards are unsatisfactory. This subject area is undergoing significant change as the school moves forward on three key fronts to bring pupils into the twenty-first century in information communications technology. The school is

part of an innovative Education Action Zone which is 'virtual' in that it links schools across a wide geographical area across southern England. Staff are undertaking significant training in information communications training through the New Opportunities Fund. A suite of 17 computers is planned to be operational in the very near future, which will more than double the number of computers and provide a major enhancement to the resources available for all pupils.

- 114 Pupils enjoy using the technology and respond well to carefully planned activities. Progress is mostly satisfactory. However, the use of information technology to practise, reinforce and develop skills in other subjects is patchy with little work being done in most National Curriculum subjects. Individual groups of pupils are making satisfactory progress in using e-mail and the Internet to communicate with other schools. Observations of small groups who were being supported by learning support assistants and governors showed that pupils enjoy using the computers and are attentive and keen to move forward. Behaviour was good and the pupils showed respect for the equipment and are keen to show observers what they have achieved.
- 115 Teachers' knowledge and understanding are improving and are benefiting from participation in in-service training activities. As no direct teaching was observed during the week no judgement can be made about the quality of teaching. Examples were seen of pupils' work, which showed that groups were competent in handling simple databases and word processing. The overall school planning outlines the framework and offers guidance at a strategic level for teachers. Teachers will require further help in planning lessons on a daily or weekly basis to meet the needs of all children in the class and linking teaching activities to the learning that they are intended to promote. These developments will go a long way to addressing some of these deficiencies and to help individual class teachers to link the areas of the ICT curriculum with the application of ICT in other subjects. Over time other individual projects have helped pupils to make more gains in their knowledge and understanding. These have included participating in the Times Educational Supplement School Newspaper of the Year competition to creating bathroom fans in Year 3, and producing a pupils' newsletter called "Gossip".

Key points for action:

- Ensure ICT skills are used to enrich and support learning in all other curriculum areas;
- Support teachers in the development of their ICT skills
- Ensure the ICT suite is completed and operational as soon as possible.

§

Music

- 116 Standards in music are satisfactory overall. In terms of performance, pupils from all years can sing in unison a range of songs and hymns tunefully and accurately with clear diction. Year 3 pupils working on a Hanukkah song can repeat the song with added percussion and xylophone accompaniment and some pupils are able to maintain an independent instrumental part. Year 4 pupils can illustrate aspects of the story of Bugsy Malone. They can select and combine sounds to make a composition with structure and planned effects, add their own notation and read and translate the notation back into sounds for others. Year 5 and 6 pupils composing their own Christmas card songs can sing a newly heard song from memory, both accompanied by a tape recording and unaccompanied. They can compose their own lyrics and add them to the original melody. When listening, pupils can recognise changes in rhythm and pitch. They can use appropriate musical vocabulary to describe the structure of a song and identify changes in character and mood. Individuals recognise different instruments and identify them voluntarily. Some Year 6 pupils can read and follow a musical score. Pupils of all abilities make satisfactory or good progress. They listen critically, evaluate and adapt their own performances making clear improvements within the lesson.
- 117 Pupils of all abilities, boys and girls, participate with enthusiasm and enjoyment in class and in assembly. They all respond to rhythm by performing percussion accompaniment or physical movement. Their performance is appropriately controlled. Pupils collaborate well when composing, listening to each others' ideas and negotiating variations. When other pupils perform they listen critically and suggest constructive improvements. All pupils are willing to try something new. When writing their own notation or composing lyrics they persevere and sustain concentration.

- 118 Teaching is never less than satisfactory and sometimes good. All teachers have high expectations of the pupils' involvement; they are encouraging and use praise very positively. Lessons have clear introductions linking the learning intentions with the pupils' previous experience, knowledge and understanding. Classroom organisation is good and lessons are well prepared with appropriate resources: musical instruments, audio recordings. Lessons are well structured and paced with a good balance of listening, performing and composing. Questioning is very effective, for example to check that pupils can read their own notation, or to collect and organise pupils' ideas for songs into a spider diagram. A number of teachers employ effective strategies to ensure critical and careful listening, for example switching off an audio recording and expecting the pupils to continue the song unaccompanied. Where teaching is less effective the pace is slow. Sometimes pupils could be extended further and more opportunities could be taken to improve performance by reinforcing concepts of notation or pitch. Sometimes pupils could be prepared more in what to listen for.
- 119 There is a range of opportunities for pupils to learn to play instruments or perform outside lessons. There are two recorder clubs which are well attended at lunchtimes. About 20 pupils are learning to play brass and woodwind instruments. Over 70 pupils belong to the school choir and take part in local concerts, competitions and the Thanet Primary Schools Music Association Festival. All Year 6 pupils are given the opportunity to perform in or work backstage in a musical production. In recent years there have been very successful productions of "Oliver" and "Joseph and the Amazing Technicolor Dreamcoat". The school also receives occasional visits from professional performers such as a classical pianist and small orchestral groups.
- 120 Since the last inspection the school has adopted a commercial scheme of work which ensures continuity and progression and which links well with other subjects and some of the topics followed in the school. The music curriculum is well balanced. Pupils all have opportunities to listen to a range of types of music and composers, to sing and to perform using a variety of instruments, and to compose. They are introduced to music from other countries and other cultures, for example they follow a unit on Hanukkah, Sounds from the Far East or Calypso. There are also instruments from other cultures in the school. The subject is well managed. The introduction of the scheme of work has increased teacher confidence. Last year the co-ordinator monitored every class: sometimes observing, sometimes giving a demonstration lesson, sometimes team teaching. There is adequate provision for a range of instruments which are well maintained. There is also some use of ICT programmes such as "Compose" with the younger pupils but this facility could be developed.

Key points for action:

- Ensure all teachers are confident in the teaching of music and offer pupils appropriate challenge in lessons.

§ **Physical Education**

- 121 Standards achieved by pupils in PE are always satisfactory and often good or very good. A number of strengths in pupils' attainment are evident. Pupils are systematically acquiring games' skills, such as throwing, catching, passing. They attain good standards in swimming with most Year 5 pupils being able to swim 25 metres and all pupils demonstrating confidence in the water. They show good team and individual skills in a range of outdoor activities such as rugby, netball, football and orienteering. In dance work some very good imaginative interpretations of music are evident. Pupils work collaboratively and create sequences, sometimes using characterisation effectively. Many demonstrate controlled movements and vary speed, tension, intensity and mood effectively. They plan, compose and evaluate effectively.
- 122 Weaknesses in pupils' attainment include limited development of subject specific language to enable discussion of work, and the under-development of evaluative skills, either of their own or one another's work.
- 123 Generally pupils make good progress in developing PE skills, knowledge and understanding as they move through the school. Both the consolidation and improvement of skills are evident in dance and games

activities. Progress is clearly evident in individual lessons where pupils practice, improve and refine their skills or perform or play a game using the techniques they have developed and worked on. In swimming all pupils make progress. In a few lessons too little time is given to the development of skills or to active engagement to allow for significant progress to be made.

- 124 Pupils' attitudes to PE are good or very good in the majority of cases. They are enthusiastic and participate fully. They co-operate well in team games and are attentive to the teacher, following instructions well. Most pupils are fully engaged in their activities during PE lessons and show enthusiasm and enjoyment.
- 125 Teaching is satisfactory or better in all lessons. In the best cases good planning and very good organisation and pace are evident. Time is used well. Effective teaching points are made throughout the lesson using peer and teaching example or demonstration. Teaching is effective in leading pupils towards the improvement of skills. There is a good structure to sessions and pupils are given time to warm up, develop their skills and cool down. There is effective use of music and resources and teachers have high expectations of the pupils. Focused teaching with effective intervention and interaction is evident. In weaker lessons pupils' self-evaluation skills are not sufficiently developed or used. Too little time is allowed for skills to be extended, teaching points are not made even when opportunities arise and there is too much inactivity.
- 126 The coordinator is giving good curriculum support. The published scheme of work that has been adopted by the school is effective but some teachers still need support in developing practical strategies and techniques. A good audit has been carried out and development plans that target weaker areas have been drawn up giving clear direction for improvement. An assessment check-list of competencies is being drawn up and will be trialled from next term. Currently there is some monitoring of teachers' plans but not of their practice. Good use is made of the skills and expertise of colleagues and other adults. Resources are adequate and good use is made of the accommodation and outdoor facilities. The school offers pupils an excellent range of extra curricular activities that enriches the taught curriculum. Pupils participate in a good range of competitive sports in school and in the local area.

Key points for action:

- Develop pupils evaluative skills in order to improve standards;
- Ensure a high level of active work in all lessons;
- Build teachers' skills and confidence in the subject.

§ Religious Education

- 127 Standards in religious education continue to be high and pupils make very good progress in their understanding of religious belief and practice. In Years 3 and 5 pupils show a growing understanding of the rituals and symbols of Christianity and other religions. They are able to make links between Christmas, Divali and Hanukkah and show an informed appreciation of the symbolism of darkness and light. Year 3 and 4 pupils discussing the Ten Commandments are able to relate rules and values to their own situation. Year 4 pupils discussing "What makes you happy? What makes your family happy? What makes God happy?" show a sensitive understanding of relationships involving rights and duties towards other people and towards God. Year 6 pupils show a developing understanding of the Gospel writers and how they communicate their varying perspectives on the life of Christ.
- 128 In all lessons pupils of all abilities show an interest and curiosity. They show respect for the values of others and an appreciation of different ways of living, thinking and of believing when learning about Hanukkah and Judaism. They show respect for other people and the values of others when discussing differing home and family circumstances. They are open to the concept of Christianity and other principal religions both in RE lessons and assemblies. When discussing Herod's massacre of the innocents they show empathy for the plight of refugees and the homeless. In lessons and assemblies they express wonder at the natural world and the nature of the universe, in awe for example of the age and size of conifers, and aware of their responsibilities for the care of the planet.
- 129 The quality of teaching is mainly good or very good. Pupils' interest in different faiths is stimulated by the

use of pictures, symbols and artefacts. Very good use was made of a 'big book' on Judaism and the display of the menorah, a Jewish skull cap and a prayer shawl as an introduction to Hanukkah. The teacher developed pupils' ability to ask perceptive questions in preparation for a Jewish visitor. Understanding is enhanced by teachers building on pupils' own experience of life. For example, pupils were asked to relate the Ten Commandments to a modern context and compare then and now. Teachers are very encouraging and use praise, enhancing pupils' self esteem and positive feelings. There is a good rapport between teachers and pupils. A sense of mutual respect provides a secure environment for pupils to explore feelings, ideas and experiences. Good links are made with other subjects, for example developing literacy skills through a critical comparison of the openings to the four gospels, or singing Hanukkah songs in music.

- 130 The school's arrangements for teaching religious education continue to meet the statutory requirements and the subject is taught in accordance with the Kent Agreed Syllabus. The planning is coherent and shows progression. Religious education is reinforced by very close links with personal and social education, school assemblies, and acts of worship. This coherence supported by partnership with the local vicar and church contributes to the school's very strong pastoral Christian ethos.

Key points for action:

- Maintain the high quality provision already evident across the school.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 131 The inspection was carried out by a team of 6 inspectors over a period of 4 days. During the inspection all, or part, of 65 lessons were inspected and a total of 65 hours 20 minutes was spent in classes. A further 32 observations were carried out including discussion with pupils and teachers, evaluating work, assemblies, registration periods and extra-curricular activities.
- 132 Inspectors looked at a whole range of pupils' work. Pupils were heard reading and inspectors evaluated their skills, strategies and understanding. Informal discussions were held with many pupils in class and work in some specific subjects was discussed with small groups of pupils.
- 133 Planned discussions were held with the Headteacher, member of staff responsible for co-ordinating subject areas, and members of the Governing Body. Informal discussions were also held with support staff, administrative staff and parents.
- 134 A wide range of documentation provided by the school was analysed before and during the inspection. These included policy statements, curriculum documents, teachers' plans and records, reports, the School Development Plan, budget information and governors' documentation.
- 135 11 parents attended a meeting with the Registered Inspector and a team member to give their views of the school. The inspection team considered 43 responses to a questionnaire sent to parents about the work of the school, and additional comments from some parents.

DATA AND INDICATORS

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
Y3 – Y6	321	3	51	70

Teachers and classes

Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)

10

Number of pupils per qualified teacher

27.20

Education support staff (Y3 – Y6)

Total number of education support staff

10

Total aggregate hours worked each week

144.5

Financial data

Financial year:

1998

	£
Total Income	470389
Total Expenditure	467210
Expenditure per pupil	1502.28
Balance brought forward from previous year	1719
Balance carried forward to next year	4898

PARENTAL SURVEY

Number of questionnaires sent out:

321

Number of questionnaires returned:

43

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	30.2	58.1	11.6		
I would find it easy to approach the school with questions or problems to do with my child(ren)	48.8	51.2			
The school handles complaints from parents well	14.3	64.3	19.0	2.4	
The school gives me a clear understanding of what is taught	27.9	48.8	18.6	4.7	
The school keeps me well informed about my child(ren)'s progress	26.2	54.8	14.3	4.8	
The school enables my child(ren) to achieve a good standard of work	32.6	60.5	7.0		
The school encourages children to get involved in more than just their daily lessons	50.0	45.2	4.8		
I am satisfied with the work that my child(ren) is/are expected to do at home	38.1	47.6	7.1	4.8	2.4
The school's values and attitudes have a positive effect on my child(ren)	34.9	53.5	9.3	2.3	
The school achieves high standards of good behaviour	36.6	48.8	12.2	2.4	
My child(ren) like(s) school	44.2	48.8	2.3	4.7	

Other issues raised by parents

136 There were no significant issues raised by parents.

Summary of responses

137 Parents were generally very supportive of the school and positive about the quality of education provided for their children. The good progress made by pupils was recognised and teachers were praised for their commitment and for the way in which they motivate pupils to learn. It was recognised that the school promotes attitudes and values that are based on Christian principles. A few parents felt they would like more information regarding the curriculum taught to their children.