

# INSPECTION REPORT

**Cartwright and Kelsey C of E (Aided) Primary School**  
Canterbury

LEA area: Kent

Unique Reference Number: 118745

Headteacher: Mr M Crick

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Reporting inspector: Miss M A Warner

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> September 1999

Under OFSTED contract number: 187622

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Road Ash Canterbury CT3 2JD
Telephone number:	01304 812 539
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M Hyde
Date of previous inspection:	25 <sup>th</sup> – 28 <sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Miss M A Warner, Registered Inspector	Science Information and communication technology	Leadership and management Attainment and progress Teaching Under fives
Dr I Blair, Lay Inspector		Equal opportunities Attitudes, behaviour and personal development Attendance Support, guidance and pupil welfare Partnership with parents and the community
Mr G Hall, Team Inspector	English Geography History	Staffing, accommodation and learning resources Efficiency Physical education Special educational needs
Mrs N Myers, Team Inspector	Mathematics Art Design and technology Music	Curriculum and assessment Provision for spiritual, moral, social and cultural development

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

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## **MAIN FINDINGS**

### **What the school does well**

- Pupils reach above average standards of attainment and good progress in English, mathematics and science.
- There is strong leadership and management of the school by governors, headteacher and staff.
- There is efficient financial control and school administration.
- The school analyses test results to show progress over time.
- Provision for pupils with special educational needs supports their progress.
- There is good use of the outside environment and good provision for pupils' social development.
- The monitoring and promoting of good attendance is effective.
- The school takes an active part in the local community.

### **Where the school has weaknesses**

- I. The main priorities are not identified clearly in the school improvement plan.
- II. The financial implications of the proposed school improvement plan are not identified and the outcomes are not evaluated sufficiently.
- III. The programme of teacher appraisal has not been implemented.
- IV. There is no planned guidance for the induction of new teachers to the school.
- V. Teachers are not consistent in providing greater challenge for the higher attaining pupils.
- VI. Cross-curricular links with core subjects have not been developed sufficiently.
- VII. Learning objectives are not always made specific and supportive of target setting for pupils.
- VIII. A regular homework programme is not provided and implemented.
- IX. Fire drills are not regularly carried out.
- X. The outdoor surface for the under-fives is not level.

**The school has significant strengths and some weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

· **How the school has improved since the last inspection**

- XI. The school now has a structured plan for the teaching of information and communication technology to meet National Curriculum requirements. Not all pupils, however, have adequate time and access to computers to practice the skills taught. There have been significant improvements in geography and history.
- XII. The school has maintained generally sound standards in music since the last inspection.
- XIII. The quality of teaching in Key Stage 1 is now satisfactory or better in 95 per cent of lessons.
- XIV. The curriculum has significantly improved since the last inspection when the curriculum lacked balance and did not meet statutory requirement to teach all subjects of the National Curriculum.
- XV. There has been a significant improvement in the use of assessment.
- XVI. There has been significant improvement since the last inspection in monitoring procedures.
- XVII. Statutory requirements with respect to the governors' annual reports to parents, the school prospectus and the marking of registers are now met.

The school's capacity for improvement is good.

## Standards in subjects

This 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		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	B	C	<i>average</i>	C
mathematics	A	A	<i>below average</i>	D
science	B	B	<i>well below average</i>	E

The attainment of pupils on entry to school is below the average and well below the average in mathematics. By the time they reach Year 1 they are mainly in line with what is expected of pupils of their age although in mathematics they are still below what is expected.

The information, shown above, shows that by the end of Key Stage 2 (in Year 6 in 1998) standards in English were average when compared with similar schools and above average when compared with schools nationally. Standards at the end of Key Stage 2 in mathematics were well above average both when compared with similar schools and those nationally. In science, at the end of Key Stage 2, standards were above average both when compared with similar schools and with those nationally.

## Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	satisfactory	good
mathematics	good	satisfactory	good
science	no lesson observed	very good	very good
information Technology	satisfactory	satisfactory	satisfactory
religious education	The diocese inspects this subject		
other subjects	good	satisfactory	good

Teaching of the under-fives is good overall. Particular strengths are in the management and organisation of the class and the understanding of the needs of pupils when they first enter school. Challenge, including a faster pace, for the older or higher attainers is not fully addressed.

Teaching overall is good. Out of 57 lessons or parts of lessons observed, 21 per cent were judged to be very good or better, 51 per cent were good or better and 91 per cent were satisfactory or better. In nine per cent of lessons teaching was unsatisfactory. Reasons include lack of subject expertise, lack of challenge for higher attainers, little development of cross curricular links with core subjects and therefore missed opportunities, learning objectives in planning being too vague for higher attainers and homework not being used regularly to enhance learning.

*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	Pupils show a positive attitude to their learning. They are well behaved in class and around the school. Relationships are good. Year 6 pupils take full advantage of the opportunities offered to exercise responsibility.
Attendance	Attendance is good, being significantly higher than the national average. Pupils arrive promptly for school. The good attendance and punctuality of pupils is having a beneficial effect on their attainment and progress.
Ethos*	A positive ethos and learning environment has been established and the school's aims are carried out well in practice.
Leadership and management	The school is strongly led by the governing body, headteacher and staff.
Curriculum	The school has developed a good curriculum, which is balanced, broadly based and relevant to pupils' need. It is enhanced by sound provision for French throughout the school. There has been considerable improvement in the curriculum since the last inspection. Literacy hour has been fully implemented but although the numeracy strategy is taught daily, planning does not clearly identify opportunities to apply skills. The school has a very good and effective assessment policy. Provision for pupils with special educational needs is good. They are fully integrated into classes and have the same curriculum entitlement as other pupils.
Pupils with special educational needs	Provision for pupils with special educational needs is good and pupils make good progress. They are fully integrated into classes and have the same curriculum entitlement as all other pupils. Their individual plans contain specific and relevant targets. There is a good balance being given in-class support and being withdrawn for individual or group work.
Spiritual, moral, social & cultural development	The school conscientiously promotes the spiritual, moral, social and cultural development of all pupils. Provision for pupils' spiritual and cultural development is sound, moral development is good and social development is very good. The school's ethos and relationships strongly promote pupils' social development. For example, they are encouraged to value each other's talents and abilities through sharing assemblies.
Staffing, resources and accommodation	The teachers' expertise is particularly strong in English, mathematics, science, physical education and history. The school employs a very high number of learning support staff who effectively support pupils with special educational needs. The school's accommodation is just adequate to meet the needs of the curriculum. In spite of the building presenting an attractive environment for effective teaching, too much time and effort is having to be put into managing water leaking from the roof, rotting wooden wall panels and window frames. The quality and quantity of learning resources to support the curriculum is satisfactory.
Value for money	The school gives 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**

- XVIII. It is a caring school with a happy family atmosphere
- XIX. It is approachable when there are problems.
- XX. Their children like school.
- XXI. It enables their child to reach a good standard of work.
- XXII. It encourages parents to play an active part in the life of the school.
- XXIII. It encourages more than daily lessons
- XXIV. The information provided by the school is excellent with sufficient detail.
- XXV. Good extra support is provided in the classrooms.

**What some parents are not happy about**

- XXVI. The setting of homework can sometimes work not done.
- XXVII. It is not clear to what extent more able
- XXVIII. Large class sizes mean teachers cannot : disruptive. Parents would like seven classes, i.e.
- XXIX. The school needs a new building. ces.
- XXX. Neither of the parents' evenings

*Inspectors agree with parents' comments relating to what they like about, and the following things they are not happy about the school:*

- XXXI. Homework is not systematically planned and nor is there sufficiently clear guidance given to parents about when it is to be returned to school. At present not all pupils are encouraged to complete homework.
- XXXII. Too little challenge is given to higher attainers in some lessons. In many lessons, however, they are well catered for.
- XXXIII. Reports do not always give a clear indication of their child's progress.

•  
*Inspectors observed that:*

- XXXIV. Because the school has a high number of support staff, pupils with special educational needs are well supported and do not prevent sufficient attention being given by the teacher to other pupils. There is no connection between large class sizes and the number of disruptive pupils.
- XXXV. The school has already responded to the parents' wish to have a meeting after they have received their child's annual reports at a summer term open evening and has always given parents the option to discuss individual issues from the report if they so wish.

**These views are based on:**

22 questionnaires that were returned – 3 of which had written comments  
120 questionnaires were sent out  
The pre-inspection meeting with parents – 19 attended

## · KEY ISSUES FOR ACTION

In order to build on and further improve the good work the school is doing, the governors and school should:

XXXVI. Improve the process of school improvement planning by identifying the main priorities, costing the financial implications and evaluation of the outcomes of spending;

(paragraph 55)

XXXVII. Identify and effect cross-curriculum links between the core and foundation subjects, particularly in relation to the use of information technology;

(paragraphs 16, 20, 36, 76, 89, 90, 103)

XXXVIII. Ensure that planning consistently provides greater challenges for higher attaining pupils;

(paragraphs 18, 29, 30, 31, 84, 87, 104, 105)

XXXIX. Appraisal has not yet begun although it is now planned and is in the school improvement plan. This is a legal requirement and should be carried out urgently.

(paragraphs 56, 59)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

XL. There is no published programme for the induction of new staff to the school;

(paragraph 59)

XLI. There are missed opportunities in the setting of homework and it is not set consistently;

(paragraph 31)

XLII. Fire drills take place but as these are inadequately recorded no comment can be made on their frequency or effectiveness;

(paragraph 51)

XLIII. The outside play area for children under five is uneven and could cause an accident when they are on their tricycles.

(paragraphs 51, 73)

## · **INTRODUCTION**

### · **Characteristics of the school**

1. Cartwright and Kelsey C of E School is a Voluntary Aided Church of England Primary school, smaller than average in size when compared with primary schools nationally, with 178 pupils on roll. The school is situated in the village of Ash, which has a strong sense of community, and lies between the cathedral city of Canterbury and Sandwich, one of the Cinque ports. The school moved to its present site in 1964 and can trace its origins back to 1721 when the original Cartwright trust was established. At a later date the Kelsey and Godfrey trusts followed. At the time of the inspection, there were 23 pupils under-five, 18 of whom attended part-time. Standards on entry, overall, are below average and are well below in mathematics. There is a private school in the village, which also caters for pupils of a similar age.
  2. The percentage of pupils receiving free school meals is broadly in line with the national average. Thirty-three per cent of pupils have been identified as having special educational needs, which is above the national average. The percentage of pupils with statements of special educational need is well below the national average. The number of pupils who speak English as a second language is low. French is taught throughout the school with timetabled lessons in Key Stage 2.
  3. The present headteacher took up his position in January 1999.
  4. The school aims to:
    - serve its children, their parents and the community by promoting certain values which it holds to be fundamental to the nature and character of the Cartwright and Kelsey School;
    - help and foster each child's intellectual, physical, aesthetic, spiritual, emotional, moral and social development
    - help each child to understand and seek to value the ideals of honesty, respect, friendship, fairness and discipline;
    - help each child to develop the ability to learn and to enjoy the challenge that often has to be met if a real sense of achievement is to be experienced;
    - consistently demonstrate high standards in order to provide good role models for the children;
    - help enable each child to realise their potential through the development of the necessary skills, concepts and knowledge.
1. Priorities for the coming year are to:
    - fully implement the National Numeracy Strategy and monitor its delivery;
    - continue to monitor the implementation of the National Literacy Strategy especially in split age Key Stage 2 classes;
    - analyse the results of all national tests and identify strengths and weaknesses in order to meet the targets set for pupils at the end of Years 2 and 6;
    - target teaching on areas in need of enhancement in science;
    - adapt the staff appraisal programme ready for the new form, due in September 2000, and pilot the project with the LEA appraisal team;
    - link tracking with target setting, planning and monitoring of classroom practice.



- **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	7	13	20

<b>- National Curriculum</b>		Reading	Writing	Mathematics
<b>Test/Task Results</b>				
Number of pupils at NC Level 2 or above	Boys	6	7	7
	Girls	12	12	13
	Total	18	19	27
Percentage at NC Level 2 or above	School	90 (67)	95 (79)	100 (72)
	National	81 (75)	79 (80)	85 (83)

<b>- Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	7	7
	Girls	12	13	13
	Total	18	20	20
Percentage at NC Level 2 or above	School	90 (75)	100 (72)	100 (79)
	National	80 (74)	83 (83)	86 (85)

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## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	32	32	32

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	15	14
	Girls	11	11	11
	Total	23	26	25
Percentage at NC Level 4 or above	School	72 (75)	81 (60)	78 (46)
	National	64 (63)	58 (62)	69 (68)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	17	18
	Girls	10	12	11
	Total	25	29	29
Percentage at NC Level 4 or above	School	78 (75)	91 (73)	91 (50)
	National	64 (63)	64 (62)	70 (69)

### - Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

### - Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

### - Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	21
	Satisfactory or better	91
	Less than satisfactory	9



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

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

- **Attainment and progress**

1. Attainment on entry is below what is expected of children of their age and well below in their understanding of number. The majority of pupils come to school with personal skills appropriate for their age. They make good progress in a short time. Pupils' language development is below what is expected in writing and reading but generally speaking and listening is in line with what is expected. In mathematics the majority of pupils can count to and from ten, and some pupil included zero. Their sorting and sequencing skills are average but their ability to solve practical problems is below what is expected. Pupils gain good knowledge and understanding of the world and make satisfactory progress in their physical development. They show enjoyment when playing instruments and some had a good sense of rhythm. Where pupils have special educational needs, non-teaching staff provide good support and progress is more gradual.
2. By the end of both key stages overall attainment in English is above the national average. Analysis of the 1998 National Curriculum tests for seven-year olds in reading shows the percentage of pupils reaching the expected standard was above the national average and well above for those exceeding the expected standard. In writing, the percentage of pupils reaching the expected level was well above the national average. No pupils, however, reached levels higher than the national expectation. In comparison with similar schools, these results indicate a well above average picture in reading and above average in writing.
3. Analysis of the 1998 tests for eleven year-olds in English shows that an above average percentage of pupils reached the expected standard: the proportion exceeding it was close to the national average. When the average of the school's test data is compared to all schools it shows that standards are above the national average.
4. There is a strong commitment by the staff to the National Literacy Strategy and they have implemented it successfully. This is having a positive impact on the quality of learning and the improving standards.
5. The results of the 1998 national tests in mathematics, at the end of Key Stage 1, show that pupils' attainment is in line with the national average, both when compared to all schools and when compared to similar schools. The number of higher attainers is well below the national average. Inspection findings confirm these results.
6. Results in national tests in mathematics in 1998 at the end of Key Stage 2 show that pupils attain well above the national average when compared to all schools and by comparison with similar schools. Inspection findings are that attainment is above average. With a very small cohort of pupils, the ability of one or two pupils can have a significant impact on test results. Results for 1999, for which there are no official national averages, show that 83 per cent of pupils achieve the expected level at the end of Key Stage 1 and that 77% of pupils achieve the expected level at the end of Key Stage 2.
7. Attainment at the end of Key Stage 1 is in line with the national average. Pupils in Year 2 can carry out simple number problems using addition, subtraction and multiplication. Higher

attaining pupils show a good understanding of place value to three digits, and are able to order numbers to 1000. They investigate problems, for example, deducing challenging rules demonstrated by number sequences. Attainment, at the end of Key Stage 2, is above average. Pupils have well developed numeracy skills. They know their multiplication tables and use their knowledge to solve a variety of problems. They successfully develop their own strategies for using data. There is little evidence of use of information technology to record data. Their ability to carry out mental calculations is good.

8. Pupils are confident mental 'Countdown' performers, solving problems with numbers to 1000. They are able to relate their knowledge to real life situations, for example gathering whole class data about choices for spending £40, and analysing their results most successfully. The provision made by the school to introduce the numeracy hour has had a positive impact on standards in both key stages.
9. Pupils' attainment in science in the teacher assessments at the end of Key Stage 1 in 1998 was well above the national average with 100 percent reaching Level 2 or above. Pupils achieved very high standards in areas such as life and living things, and materials and their properties and were broadly average when learning about physical processes and in experimental and investigative science. In lessons pupil's achievements above average. A very good adult pupil ratio enables pupils to reach good standards in recording their findings. All abilities are well provided for, with pupils with special educational needs being well supported with additional adult help and larger work sheets matched to their needs. Higher attainers produce work in greater detail.
10. Pupils' attainments in science in the national tests at the end of Key Stage 2 in 1998 were above the national average at the expected Level 4 and above and well above at the higher Level 5. Whilst the results of tests in 1997 showed a dip in standards, in 1998 they rose higher than in 1996, and the 1999 results show that 94 pupils achieved Level 4 or above which is higher than in 1998. Standards are therefore rising. In lessons pupils mainly achieve above average standards and work in their exercise books over a year shows well above standards of attainment.
11. The school provides good differentiation in many lessons but in the lessons where work is not differentiated the higher attainers perform at a level lower than should be expected of them. Pupils with special educational needs make good progress. Teachers make provision for these pupils within the planning and linking pupils' individual educational plans. Learning support staff also support the good progress made by providing encouragement and supporting the learning objectives within the planning.
12. Over the last three years standards in Key Stage 1 dipped in 1997 but rose in 1998 in reading, writing and mathematics to be level with the national average. In Key Stage 2 standards dropped in English, mathematics and science but rose again in 1998 to be higher than the national average.
13. Standards in information technology are in line with what is expected. The subject is well planned and class teaching enables all pupils to learn new skills. The practice of these skills is less satisfactory as not enough time is given to each individual to practice. The use of information technology across the curriculum is not yet well developed although there are examples of good practice.
14. The progress pupils make in Key Stage 1 is satisfactory in art, geography, history and physical

education. It is good in design and technology. The progress pupils make in Key Stage 2 is satisfactory in art, music and physical education, and good in design and technology, geography and history.

21. **Attitudes, behaviour and personal development**

15. Overall, pupils show a positive attitude towards their learning. This is particularly noticeable at Key Stage 2 where pupils react enthusiastically to the challenge of their work, are industrious and show a high level of concentration. Generally this is also the case at Key Stage 1 and for the under fives, especially where the standard of teaching is good. Where it is less so, however, some pupils tend to become restless and there is an inclination to drift off task. Pupils' capacity for personal study is developing satisfactorily in Year 6, and their participation in the Comenius project makes a significant contribution to this. Such skills, however, are less evident lower down the school.
16. Pupils are generally well behaved both in the classroom and around the school. Exclusions are rare, and there have been none during the previous year. Thus the high standards reported at the last inspection are being maintained. This is the case at all key stages, although a few of the younger pupils need careful control by the staff. Activity in the playground tends to be energetic leading to occasional spills and tumbles but there is no suggestion that these are caused by aggressive behaviour. Bullying does not appear to be an issue at this school. Pupils are courteous and trustworthy. They treat both the premises and resources of the school with respect.
17. Relationships both amongst pupils and between them and staff are uniformly good. Most pupils, even some of the younger ones, are able to converse with adults in a mature yet respectful way. They were observed to work well together in groups in the classroom when requested to do so. They demonstrate their respect for the values and beliefs of others by, for example, the way in which they have welcomed and integrated into the life of the school the small number of pupils from ethnic minorities.
18. Year 6 pupils take full advantage of the opportunities offered to exercise responsibility and this aids their personal development. These include helping with assemblies by operating equipment or playing instruments and the preparation and delivery of the regular prayer that is said during lunch. They also act as prefects and elect a school council. All these tasks are taken seriously and performed with commitment. Pupils of all year groups contribute to the life of the community in a variety of ways. These include planting trees around the new village pond, helping to decorate the parish church at major festivals and raising money for both local and national charities.

25. **Attendance**

19. The level of attendance of pupils is good, being significantly higher than the national average for primary schools. It has been consistently so for several years hence, the high level reported at the last inspection, is being maintained. There are no variations in attendance across the year groups and that of pupils with special educational needs is roughly the same as that of other pupils. Unauthorised absence is very low and well below the national average. The major reason for authorised absence is family holidays being taken during term time, despite efforts by the school to discourage this practice. Registration takes place at the beginning of both morning and afternoon session and the procedures meet legal requirements. This represents an improvement since the last inspection. All registers are accurately marked, neatly kept and confirm the published attendance figures. They are checked regularly by the educational welfare officer.
20. Pupils arrive promptly for school and hence lessons start on time. Those pupils who do arrive

late usually do so for a valid reason. There are no individual pupils who are persistently late and this again represents an improvement since the last inspection. The good attendance and punctuality of pupils is having a beneficial effect on their attainment and progress.

27. **QUALITY OF EDUCATION PROVIDED**

27. **Teaching**

21. The inspection took place in the third week of the autumn term and all teachers had new classes and were getting to know the children and introducing new work. Most of the children under-five attended mornings only. Only 8 children attended in the afternoons.

22. Teaching of the under-fives is good overall. Particular strengths are in the management and organisation of the class and the understanding of the needs of children when they first enter school. Challenge, including a faster pace, for the older or higher attainers is not fully addressed.

23. The quality of teaching in Key Stage 1 is satisfactory. Strengths of teaching are a good use of the literacy hour and use of resources, effective use of the introduction to the lesson to give clear instructions, above average challenge for higher attainers, very good subject knowledge and open ended questions. Weaknesses in teaching relate to worksheets being poorly matched to pupils ability in mathematics, learning objectives in planning being too vague for higher attainers, too long being spent on talking about numbers at the start of the lesson, no time being left for a worthwhile plenary session at the end of the lesson, no recorded assessment to inform future planning and some difficulties in physical education with objectives not made clear to pupils. In design and technology tasks were sometimes too demanding for the time allocated or the pace of lesson too slow.

24. The quality of teaching in Key Stage 2 is good. In Key Stage 2 strengths in teaching relate to very good subject knowledge, good use of open ended questioning and teaching of new vocabulary such as in science with a brisk pace maintained in many lessons. Support staff are often used well and work is well matched to pupils' attainment but in some lessons there is too little challenge for the higher attainers. Good cross-curricular links, such as in design and technology, show successful teaching strategies. Where there are weaknesses, time is wasted by support staff when they only listen to teachers during class teaching sessions, information technology demonstrations take too long, there is limited challenge for higher attainers, lesson objectives are not specific enough and are not related to the pupils' targets. There are also missed opportunities in the setting of homework and in developing cross-curricular links with the core subjects.

25. The quality of teaching has improved since the last inspection when eight out of ten lessons were judged to be satisfactory or better.

32. **The curriculum and assessment**

26. The school has developed a good curriculum which is balanced, broadly based and relevant to pupils' needs. It effectively promotes their personal, physical and intellectual development and fully meets the requirements for all subjects of the National Curriculum. Curriculum provision for English, mathematics and science is good. The curriculum is enhanced by sound provision for French throughout the school. There is a sound equal opportunities policy. The school provides all pupils with good access to the curriculum and other activities, regardless of their

gender, background or level of attainment. The school meets statutory requirements to teach pupils about drug misuse. There is a planned programme to teach sex education as part of the personal, social and health education programme (PSHE). The PSHE programme enhances curriculum provision across both key stages. There has been a considerable improvement in curriculum provision since the last report, when the curriculum lacked balance and did not meet statutory requirements to teach all subjects of the National Curriculum.

27. The curriculum for children who are under five is soundly planned according to the desirable outcomes for children's learning. There is a clear Early Years' scheme of work which supports teacher's planning and ensures that the children whose attainment exceeds the desirable learning outcomes are provided with opportunities to work from the programmes of study for Key Stage 1.
28. Provision for pupils with special educational needs is good. The code of practice for special educational needs is fully implemented. Pupils with special needs are fully integrated into classes and have the same curriculum entitlement as all other pupils. Their individual plans contain specific and relevant targets. These are reviewed regularly by teachers. The special educational needs co-ordinator liaises effectively with class teachers. There is a good balance of pupils being given in-class support and being withdrawn for individual or group work. Most, but not all, of the higher attaining pupils receive work that is challenging and commensurate with their capabilities.
29. The curriculum in Key Stage 1 and Key Stage 2 is rich, broad and balanced. Teaching is organised through a range of topics and some good links have been established between subjects, for example, plant studies in science in Year 5 successfully enhance observational plant drawing in art. Opportunities to develop cross-curricular links, especially the use of information technology, are not identified at the planning stage and National Curriculum levels are not recorded in planning. The curriculum is well planned and there are policies and schemes of work for all subjects. They ensure that there is effective curriculum continuity and progression within and between both key stages.
30. All co-ordinators play a very effective role in monitoring the provision and progression in their subject areas. This has a very positive impact on standards achieved by pupils. The school has improved significantly since the last inspections when more rigorous monitoring procedures were required.
31. The literacy hour has been fully implemented and literacy is also successfully taught in other areas of the curriculum, for example, through the high expectations of pupils' written work in history. Numeracy is taught daily but planning does not clearly identify opportunities to apply mathematical skills in other curriculum areas. Pupils are set into ability groups for literacy and numeracy and this has a positive effect on standards. Appropriate targets have been set for improvement in literacy and numeracy in agreement with the local education authority.
32. There is a full range of extra-curricular activities, including sports that involve competitive games arranged with other schools. Pupils speak highly of the opportunities offered. Residential visits to France occur in Years 5 and 6.
33. Many visits are made in support of curriculum areas and the wide range of linked activities successfully enhances both literacy and numeracy skills, as well as enhancing subject specific knowledge.

34. The school has a very good and effective assessment policy, which outlines the assessment procedures clearly and identifies targets for further development. Baseline assessments have been used effectively to identify the children's academic achievement and their social maturity when they first enrol. In addition to statutory tests in Year 2 and Year 6, the school carries out regular testing of all pupils. Standardised National Assessment tasks for Years 3, 4 and 5 in English, mathematics and science (SATS) have recently been introduced, although prior to 1999 standardised tests in English and in Mathematics already took place. Careful analysis of results obtained in all tests has informed curriculum planning. Results are also effectively used to form ability related groups for core subjects and to set work at the right level in all other curriculum areas. Teachers hold moderation meetings to assess work in different areas of the curriculum, to monitor coverage, to plan future work and set targets. The marking policy is good and is carried out effectively by teachers. It fulfils a number of functions, including providing details of pupils' strengths and weaknesses. This has a positive effect on pupils' progress as it values their achievements and highlights areas for improvement. There has been a significant improvement since the last inspection, when the need to improve the use of assessment was a key issue.

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

35. The school conscientiously promotes the spiritual, moral, social and cultural development of all pupils, including those children under the age of five. A positive ethos has been established and the school's aims are carried out well in practice. The starting point for this lies in the way the school values each and every pupil.

36. Provision to meet the spiritual development of pupils is sound. Assemblies play a significant part in promoting spiritual and moral awareness. They are given a high priority in the life of the school and are thoughtfully planned, covering a wide range of themes. They offer many good opportunities for pupils to reflect on their own feelings and on the world beyond. Pupils throughout the school have appropriate opportunities to talk about their feelings and ideas. In design and technology, for example, regular provision is made for pupils of all ages to think about ways to improve their work. Religious education lessons make a sound contribution to pupils' spiritual development. Provision is made for pupils to develop an awareness and respect for the traditions of other cultures. Teachers provide exciting resources, such as an extremely wide range of fruits for study in art, which enable pupils to marvel at the natural world.

37. The provision to promote the moral development of pupils is good. The majority of pupils come to school with some understanding of what is right and what is wrong. Good provision is made to build on this sound start. All adults have the same high expectations of behaviour. They provide a structured and caring environment in which pupils can develop sound moral principles. The school has provided a sound behaviour policy, which is consistently followed. Older pupils are sufficiently confident about their moral position to be able to point out to younger pupils, in the playground, basic principles of caring and sharing. Pupils value the house system and draw the attention of visitors to the house point totals displayed in the dining hall. Good work and behaviour are rewarded through praise and merit certificates. All rules are written positively emphasising appropriate behaviour and respect for others. This positive approach to behaviour in the school where each pupil is valued for his or her own worth successfully promotes good moral values. Parents are supportive of the values that the school seeks to teach.

38. The provision to promote the social development of pupils is very good. Teachers set a good example in their relationships with one another and with the pupils. The headteachers'

leadership is particularly significant in this aspect of the pupils' personal development. His firm but fair treatment of the pupils gives them confidence and a strong sense of self-worth. The school ethos and relationships strongly promote pupils' social development. Pupils are encouraged to value each other's talents and abilities through sharing assemblies. In lessons they are expected to take turns and to listen to each other with interest and respect. Teachers provide many good opportunities for pupils to work together collaboratively. For example, Year 2 pupils work quietly and confidently together, identifying patterns within the school area. Pupils feel secure in their environment and relate confidently to each other and to adults. They welcome the opportunity to discuss their work with visitors. Pupils benefit from a wide range of adult support. This good provision enables pupils to relate confidently to adults both in small groups and on an individual basis. The school makes very good provision for pupils to accept responsibility for a range of classroom and whole school duties. Year 6 pupils, who regularly support reception children in the dining hall, take their responsibilities very seriously and really know their young charges very well. The active involvement of pupils in the school council provides an excellent opportunity for pupils to begin to appreciate the workings of the wider community. The provision of an exciting, challenging and extensive range of outdoor activities effectively promotes social relationships during recreational time. The school also provides well-targeted support for pupils with identified special needs, which includes the development of social needs.

39. The provision for pupils' cultural development is sound. Teachers use opportunities across the curriculum, particularly in history and art, to point out to pupils aspects of their own heritage and of cultural traditions of others. The school's philosophy is one of promoting community, particularly their village community. Pupils visit local areas of cultural interest, including museums and galleries. They take an active part in regular musical performances as part of sound curriculum provision to develop both musical skills and understanding. They study the work of recognised artists and craftspeople and are provided with opportunities to take part in dance lessons. Good opportunities are provided in religious education to learn about beliefs held in esteem by a wide range of cultures. Older pupils are able to compare values held in their own culture with those in other faiths and societies. Artefacts and pictures from a range of other cultures provide sound support for cultural development in lessons and displays. The Comenius Project, mainly evident in Year 6, provides meaningful links with pupils in another countries through visits and when exchanging e-mail.
40. The school has maintained these good overall standards of provision for pupils' spiritual, moral, social and cultural education since the last inspection.
47. **Support, guidance and pupils' welfare**
41. The school has a range of appropriate policies in place to support and guide its pupils and to ensure their welfare. These are reviewed regularly by the governing body and their effectiveness is monitored at staff meetings, which are attended by governors. This practice represents an improvement since the last inspection. Guidance of pupils' academic progress is achieved by using a number of strategies. These include interactive marking in the classroom so that pupils can see immediately how well they are doing and the use of assessment data to guide their future progress and to modify lesson plans. Support for more able pupils is written into the latter. There is good liaison with the pre-school group, which is located on the school site, hence the transition into the reception class is smooth. The variety of receiving schools makes liaison with the secondary phase more complex but many good organisational links have been set up and year 6 pupils are well prepared for the move. There are no significant curriculum links with secondary schools, however. Pupils' attendance is well monitored and reasons obtained from parents for any absences. Should a pupil not appear without explanation the school office promptly rings home to check on their whereabouts and ensure their safety.



42. The school's behaviour and anti-bullying policies are clearly effective and contribute substantially to the high standards achieved. The behaviour policy is based on a graded system of rewards and sanctions with the emphasis being on the former. It is well understood and appreciated by both pupils and parents.
43. There are effective procedures in place for child protection, with the headteacher designated as the named person. He has had experience of handling cases at both this and his previous school and will be going on a formal training course next term. Details of the procedures are contained in the staff health and safety document hence they are all aware of the signs to look out for and what action to take.
44. The school provides a safe and secure environment for its pupils. The governing body conducts a termly health and safety survey and a written report is produced. Procedures are now in place to ensure that any issues identified are dealt with and this is an improvement since the last inspection. Each teaching area has an emergency exit to open air and fire extinguishers are strategically placed and regularly serviced, as is all electrical and physical education equipment. Appropriate risk assessments have been undertaken. Fire drills take place but as these are inadequately recorded no comment can be made on their frequency or effectiveness. Two members of staff have first aid qualifications and the accident book records the meticulous care taken of pupils needing attention. There is a medical room but it is far from ideal for its purpose. A good lunch is provided with adequate supervision of pupils by mid-day staff. Supervision is also satisfactory on the playground but the outside play area for the under-fives is uneven.
51. **Partnership with parents and the community**
45. Parents are kept well informed on their children's progress. There are annual written reports which parents say have improved over recent years. They are detailed and informative and show the extent of teachers' knowledge of their pupils. Although they meet legal requirements they could be improved further by saying more about areas in which pupils could develop. There are two parents' evenings each year which parents find useful. Neither, however, coincides with the issuing of the written reports and the school is taking steps to remedy this. The school prospectus and the governing body's annual report to parents are comprehensive and informative and both now conform with legal requirements. This is an improvement since the last inspection. There is a very good fortnightly newsletter - "The Cartwright Clarion" - and occasional letters home on specific topics. The school has an 'open door' policy and teachers are readily available for informal discussions with parents.
46. A parents' consultative committee has been formed by inviting a third of parents at random. It has recently discussed the home/school agreement and homework issues, and will next be considering the behaviour policy and the parents' handbook. The school is to be commended on this initiative to involve parents in its decision making process. There is an active parent teacher association run by a small core of committed parents. They run several events throughout the year which are well supported by parents and the village and which raise about £1500 for school funds. Parents are directly involved in the life of the school by helping in the classroom, as escorts on visits, with transport and by giving talks on their professional work.
47. The school has good links with the local community and sees itself as an integral part of the village. There is good support from a local major employer (Pfizer) who provides a link scientist who visits the school, has given money for the purchase of science resources and

allows employees who are also parents time off to come into school to help on specific projects. Another local firm (Puma Power) sponsors the production of the prospectus and visits by year 6 pupils to the firm are planned. The school subscribes to the Volunteer Readers Service and this results in four trained adults coming into school for four hours a week each to help pupils with their reading and with other activities. There also good links with the parish church. The vicar or his reader takes assembly once a week and the church is used for three services a year and as a teaching resource. Several local organisations run activities at the school for the benefit of pupils during the holidays and at weekends. These include an Easter holiday club run by the local churches and a summer holiday activity scheme run by the district council.

## 54. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 54. Leadership and management

48. The leadership and management of the school is good. The governors, headteacher and staff give clear educational direction to the school. The governing body is very involved in the life of the school and members have a high level of expertise amongst them which is appropriately used on the different committees. Committees meet regularly and take an active role in strategic planning, monitoring, supporting and reporting on developments in the school. One governor is usually present at staff meetings and is therefore able to report back in an informed way to full governors' meetings. All governors are responsible for monitoring a subject and are fully aware of their duty to consider value added. There is too little evaluation of the proposals made, however, in the school improvement plan particularly with respect to the financial implications. Governors have been on training courses and are involved in target setting in the school. After visits to the school governors report back to the headteacher and write up their findings. Whilst the chair of governors is very active within the school she is not on the Trust Committee of the school.

49. The relatively new headteacher has given a very strong but unassuming lead to the school in his short time in post and is well supported by the governors. He works closely with his staff, particularly with the deputy head and considerable consultation took place before the present school improvement plan was formulated. Consultation included governors, all staff and parents. He and the deputy analyse the national test results carefully and take appropriate action. All years now take the test during the same week in the summer term. An overall picture of the results has now been obtained and individual progress is next to be monitored. Teaching is monitored but appraisal has not yet begun although it is now planned and is in the school improvement plan. This is a legal requirement and should be carried out urgently. The curriculum is monitored well and staff meetings are used for such purposes as moderating levels in different subjects. There are effective strategies in place for monitoring the quality of teaching and the curriculum.

50. All staff are fully involved as co-ordinators in developing, monitoring and evaluating their subjects and the team is moving the school forward well. The school's aims and policies are implemented well by both the teaching and non-teaching staff. Considerable strides have been made in developing different subjects especially literacy, mathematics and information technology. Co-ordinators are budget holders and are given non-contact time to monitor their colleagues and develop their subject. The leadership of the school has improved since the last inspection when it was judged to be sound and had a number of issues which needed to be addressed.

### 57. Staffing, accommodation and learning resources

51. The number, qualifications and experience of the school's teaching staff meets the needs of the curriculum well. There are six full time staff including the headteacher and three part time teachers who provide the school with good expertise across most areas of the curriculum. The teachers' expertise is particularly strong in English, mathematics, science, physical education and history. Their expertise in music is supplemented by visiting teachers who provide tuition in the playing of a range of musical instruments. The new special needs co-ordinator has identified the areas of expertise to be developed. There is a wide range of teaching experience within the staff team although one teacher and the headteacher are relatively new to this school. Almost all teaching staff have more than one area of curriculum responsibility and appropriate matching job descriptions are in place. The school employs a very high number of learning

support staff for this size of school. They have an appropriate range of experience and qualifications. They effectively support pupils with special educational needs and their targets within the individual education plans. They work very closely with teachers in planning and recording their work.

52. The school's arrangements for the professional development of teaching and support staff are satisfactory and the training is related to both the priorities of the school development plan and the needs of individual staff. Teaching and support staff have attended a wide range of curriculum courses, including planning for the National Literacy and Numeracy Strategies, preparation for using the National Grid for Information Technology and planning for foundation subjects such as history and geography. The programme for appraisal of all staff has been severely interrupted by the changes of staff and senior management in the school. The school intends to begin appraisal this term and has a timetable in place. The local education authority is supporting the implementation of this plan. There is no published programme for the induction of new staff to the school.
53. The school's accommodation is just adequate to meet the needs of the curriculum. Recent improvements providing a large and welcoming office space have released extra space for a small group room for small group special needs support teaching and storage of resources and documentation. The provision of a library and secure play space for under fives are improvements since the previous inspection. Some classrooms in the school are very small to accommodate the numbers of pupils, particularly for Key Stage 2. However, the staff make the school an attractive and stimulating area to work in. The national curriculum is effectively delivered although there is some restriction on larger art and design technology activities. The school hall is just large enough to accommodate the range of physical education activities although indoor games have to be restricted. A small music room is also used as a resource storage in addition to another small resource area for curriculum equipment. The accommodation is bright and made attractive by interesting displays of pupils' work and historical artefacts. The extensive school grounds provide very good space for a range of outdoor activities using the grass area and hard playground. In addition, there is an outdoor trim trail and climbing apparatus providing a challenging opportunity for all pupils to develop their balancing and climbing skills throughout the year. The outdoor area also has a secure pond for scientific investigations. The school buildings and grounds are very well maintained and the building is very clean. This is an improvement since the last inspection. Access for wheelchair users to use all parts of the building remains a problem, as identified in the previous report and there is no toilet available to support pupils or adults with physical disabilities. In spite of the building presenting an attractive environment for effective teaching, too much time and effort is having to be put into managing water leaking from the roof, rotting wooden wall panels and window frames.
54. The quality and quantity of learning resources to support the curriculum are satisfactory overall. There are good levels in science, physical education and history and adequate provision of information technology resources. Resources are also satisfactory and suitable for children under five, particularly for free play and role play to support their personal and social development. The library has a good range of fiction and non-fiction books and in addition each class has a book area. This is an improvement on the previous inspection report. The resources are well organised by subject co-ordinators as part of their management role. This is an improvement since the last inspection.
61. **The efficiency of the school**
55. Overall, the efficiency of the school is good which is an improvement since the previous

inspection report. However, there are a number of issues that require completion.

56. The quality of financial planning is satisfactory. The senior management and governor's finance committee have recently begun to predict both the future roll of the school, the resulting income and the necessary expenditure for several years ahead. There is no longer a large roll over figure as identified in the last inspection. The school's development plan, recently completed, identifies a wide range of issues requiring improvement over the next few years. This is a substantial improvement since the last inspection. However, the plan does not identify the main priorities from within the many headings. Thus it is difficult for the governors to assess the financial implications and to be able to make informed judgements about the level of expenditure. The previous inspection report identified this issue. The governors are aware of this situation and intend to identify priorities very soon. The governors do not have effective systems in place to judge if money has been well spent prior to deciding the allocation of future funding and this has not improved since the last inspection. The subject co-ordinators have identified the resource needs for their specific areas of responsibility and have a budget allocation.
57. The school makes good use of teaching and support staff. Many teachers have recently moved classrooms and taken on responsibility for different age groups, widening their experience. All teachers have subject responsibilities, usually matching their expertise and experience. However, a review of these responsibilities is to take place in order to match interest and expertise more closely to the subject responsibility. The support staff working with pupils with special educational need are well deployed and support the good progress shown by these pupils. Most of this support is within the classroom. The school also deploys other support staff well. Mid-day supervisors, cleaners, caretaker, secretarial staff all make a substantial contribution to the good progress of pupils. The school also makes good use of its learning resources and accommodation. Recent adaptations to provide a library, small resource room and large office and reception area are good examples.
58. The efficiency of financial control and school administration is very good. All the issues identified in the last auditor's report have been addressed, and any necessary procedures implemented. The current computerised system enables all cost centres to be established and monitored when required. The system provides sufficient information regularly for the management of the school and staff who wish to monitor their subject expenditure. Regular reports are provided for the governors' finance meetings and the finances are kept in good order. The school office is a focal point of the school for parents and visitors and is both welcoming and efficiently organised.
59. Children's attainments on entry to the school are below those expected. The pupils reach standards that are above average by the time they leave school. As they move through the school, most pupils, including those with special educational need, establish and maintain a good rate of progress in the development of what they know, understand and can do. The quality of teaching is good throughout the school. The cost of educating each pupil is slightly higher than that found nationally. Taking all these judgements into consideration, the school provides good value for money, which is an improvement since the last inspection when it was judged to be satisfactory.

66. **PART B: CURRICULUM AREAS AND SUBJECTS**

66. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

60. During the week of the inspection there were twenty-three children under five in the reception class, eighteen of whom attended mornings only. The majority were in their third week at school. Base-line assessment had not yet been fully completed. As pupils are admitted at the start of the academic year in which they are five, there is a very wide range of age and attainment. Inspection findings for the under-fives is, therefore, based on a small amount of evidence through observations in class and an interview with the teacher.
61. Provision for the under-fives is generally good with a large classroom, and adjoining toilet area, and an enclosed outside play area. The children also use the school's larger grassed area for play. The surface of the outside area needs leveling to ensure safety for children when using large play equipment. There is a good range of learning resources in the classroom and there are sufficient teaching and non-teaching staff to meet the needs of the children and the curriculum.
62. Attainment on entry is below what is expected of children of their age and well below in their understanding of number.
63. The majority of children come to school with personal skills appropriate for their age. They make good progress in a short time in their personal development because of the very clear management and organisational skills of the teacher who clearly tells the children what is expected of them. In class they share equipment with others and work as part of a group, for example in the dramatic play area. In physical education lessons they are given step by step instructions about how to use the hall. Children mix well, play happily in the playground with their large equipment and almost all are very attentive in class and enjoy answering questions. Where children have special educational needs, non-teaching staff provide good support, and progress is more gradual.
64. Childrens' language development is below what is expected in writing and reading but generally speaking and listening is in line with what is expected. They are confident when speaking but their phonological awareness is below that expected. They enjoy books, however, and know which way to hold them. They can turn pages from the beginning to the end of the book. Few children can write their name and are only beginning to write individual letters. They know letter names but not their sounds. In mathematics the majority of children can count to and from ten, and some pupil included zero. Children can recognise the numbers 9,8,6,2 and 3 and are developing a sense of number through story. They gain a sense of pattern when threading beads. They are developing an understanding of shape, size and quantity. They enjoy and know a large number of counting games. Their sorting and sequencing skills are average but their ability to solve practical problems is below what is expected.
65. Children gain good knowledge and understanding of the world about them through discussion, such as when they talk about their own families, through giving and listening to holiday news, learning about harvest and going around the school grounds collecting natural objects. They gain a respect for living things and are particularly curious when looking through a magnifying glass. They draw leaves after looking at them closely. They also learn about food from different countries. Children use the computer to help them with their language and number and can use the mouse and click on different icons. They make constructions from large bricks and other construction kits.

66. Children make satisfactory progress in their physical development. Children make clay pots and use plasticene and play dough. They paint and are able to use glue spreaders. They enjoy doing jigsaw puzzles. Whilst they have physical education lessons in the hall, no teaching or assessment is made of their play and use of outdoor large toy equipment. The outside play area is uneven and could cause an accident when children are on their tricycles.
  
67. Little was observed, in the short time available, which promoted creative development but children showed enjoyment when playing instruments and some had a good sense of rhythm. They have learned a good number of songs and enjoy singing them.

74. **ENGLISH, MATHEMATICS AND SCIENCE**

74. **English**

68. By the end of both key stages overall attainment in English is above the national average. Analysis of the 1998 tests for eleven year-olds shows that an above average percentage of pupils reached the expected standard: the proportion exceeding it was close to the national average. When the average of the school's test data is compared to all schools it shows that standards are above the national average. Standards are also close to the average when compared with schools of a similar size and context. Both boys and girls attain above average standards. Comparison of test results from the last three years shows that performance was above the national average. On information received from the school, the 1999 test results indicate a similar picture with an increase in the percentage of pupils achieving above average results.
69. On the evidence of lessons and work seen, these standards are being maintained. By the time they are eleven pupils' speaking and listening skills are good, having made progress since the last inspection; they are now able to develop ideas in discussion. The majority speak confidently and with a good range of vocabulary in informal settings and listen very well to each other and their teachers. Pupils have good reading skills. Since the last inspection, the use of phonic skills has improved and they have extended the range of books they read to include many with a complex narrative. For example, pupils now read Gulliver's Travels and books by Roald Dahl. Standards in writing are also good. Pupils now write for a wide range of purposes. They use a variety of imaginative writing skills well, particularly when producing a newspaper including stories, reports, riddles and puzzles. This is also an improvement since the last inspection, particularly for pupils of lower prior attainment. All pupils regularly plan the structure of their written work and this assists in the production of well-balanced stories, using appropriate sequences of events. Pupils can write complex sentences using accurate punctuation. Handwriting and presentation of work are very good and spelling standards are good. There is some evidence of the use of information technology to present finished work, but using word processing skills for first draft remains an area for development as identified in the previous inspection.
70. Analysis of the 1998 National Curriculum tests for seven-year olds in reading shows the percentage of pupils reaching the expected standard was above the national average and well above for those exceeding the expected standard. In writing, the percentage of pupils reaching the expected level was well above the national average. No pupils, however, reached levels higher than the national expectation. In comparison with similar schools, these results indicate a well above average picture in reading and above average in writing. Performance over the past three years 1996-1998 shows that standard in English for boys is close to the national average and well above average for girls. On information received from the school, performance in the 1999 Key Stage 1 national tests indicates that these standards are being maintained. There is also an improvement in the percentage of pupils reaching the higher level of attainment in writing.
71. From evidence in lessons, work seen and hearing pupils read, the attainment of pupils by the time they are seven is good; above nationally expected standards. Standards in speaking and listening are satisfactory. Pupils listen quietly and attentively to teachers and are able to listen to each other's ideas in class discussions. Pupils' reading skills are good. They read with confidence and expression using a good understanding of phonics and context cues to decode unfamiliar words. They enjoy talking about the characters in books and are able to discuss the



possible events and endings to the stories. They have a clear understanding about authors and illustrators as in the literacy hour lessons when pupils were reading and discussing the works of an author. Standards in writing are also good. Evidence from last year's work indicates that pupils write for a range of purposes, including imaginative stories, reporting events, crosswords and character descriptions. Present Year 2 pupils have written extensive accounts of The Hedgehogs Balloon and The Cross Rabbit stories by Nick Butterworth. They can write in correct sentences, using simple punctuation accurately. Spellings are usually correct and pupils' presentation and handwriting skills are very good. Overall, this is an improving picture since the last inspection, particularly in spelling, handwriting and the presentation of written work.

72. Pupils use language effectively across the curriculum, for example they write extensively and in a variety of styles in history and use the appropriate technical vocabulary in science as they describe their experiments. Handwriting continues to be very good across all areas of the curriculum. By the age of eleven, pupils can use good vocabulary in discussions in geography as when they were investigating the effects on the local environment of a proposed development.
73. From below average levels of attainment on entry pupils make good progress in both key stages. Handwriting skills continue to develop at a good rate with most pupils forming letters neatly and establishing joined writing by the time they are seven. Pupils receive many opportunities during the literacy hour to practise key skills in reading particularly developing phonic awareness. From Year 1, pupils develop a good understanding of sentence structure and simple punctuation and by Year 2 many also use speech and question marks. Progress in speaking and listening is satisfactory but many pupils adopt a passive style when in class or group situations. They are more able to discuss opinions and ideas individually.
74. In Key Stage 2 pupils continue to build on previous attainment and make good progress. They gradually improve their speaking and listening so that by the time they leave the school pupils can contribute good ideas to discussions and respond enthusiastically to question and answer sessions. For example, in a literacy hour lesson focusing on a poem "The Frozen Man", pupils were able to identify the feelings depicted in the poem and make lively and imaginative responses to the teacher's questions. Pupils also make good progress in reading. They know the difference between fiction and non-fiction and can use reference skills effectively. By Year 4, most pupils can read confidently, enjoying reading both at school and home. They know about a range of authors, including Helen Cresswell, Beatrice Potter and Roald Dahl. By Year 6 progress continues well. A wider range of books is understood and read and they continue to read fluently and with improving expression. They know how to scan text for relevant information as in the newspaper reports on developing a skate park in Sandwich. Progress in writing is also good. From Year 3 pupils use story plans to support a range of styles of writing from reporting facts to imaginative stories. In Year 4, pupils know about writing plays and added movements and gestures to a play script to develop the story. By Year 6, pupils understand the use of metaphor and simile to improve their writing styles.
75. The progress made by pupils with special educational needs is good in both key stages. This is due to the high level of support provided for them in lessons. Teachers and support staff, plan appropriate work for these pupils based on prior attainment.
76. Pupils have good attitudes to their work, particularly in Key Stage 2. They behave well, having become accustomed to the work routines of the literacy hour. Very good relationships exist between pupils and teachers. Pupils respect the views of others, listening sensitively and beginning to share ideas well as they move through the school. They have good independent

learning skills, frequently preparing to present group findings to the class as in the work on *Sandstorm* by Judy Cumberbatch. Pupils develop good concentration skills and these support the good progress seen throughout the school.

77. The quality of teaching overall is good. This is an improvement since the previous inspection. In Key Stage 1 teaching is satisfactory and in Key Stage 2 it is good with some examples of very good teaching in Years 3 and 6. Teachers have good subject knowledge and have planned the implementation of the National Literacy Strategy effectively. They use resources well, such as big books and sets of group readers, to support the development of reading skills. In the best lessons the group work has clearly defined objectives matched to pupils' prior attainment. In Key Stage 1, however, the learning objectives planned for higher attainers are insufficiently matched to their stage of learning and therefore the work is less challenging. All teachers use a variety of teaching strategies effectively. Examples of very effective teaching are when teachers used a wide range of open-ended questions prompting good responses from the pupils. All teachers have good classroom management skills, as when organising group work in confined spaces, which has a positive influence on the quality of learning.
78. There is a strong commitment by the staff to the National Literacy Strategy and they have implemented it successfully. This is having a positive impact on the quality of learning and the improving standards. Resources to support implementation are good. The school has particularly improved the range of books and dictionaries. The school library has a sufficient range of books for the number of pupils and is classified, well organised and maintained. All classes have a time allocated each week in which to select books and to borrow them from the library. The library is used for a limited amount of time for developing individual study and research skills.
79. The co-ordination for the subject is good which is an improvement since the last inspection. The school has implemented a monitoring programme which includes teachers being observed in the classroom and consequent feedback to staff about the quality of teaching and learning. Assessment information and recording systems are well established. Analysis of national test results and in school assessments has also had a positive impact on the planning for English. There is little evidence of planning the use of literacy skills across the curriculum.
86. **Mathematics**
80. The results of the 1998 national tests, at the end of Key Stage 1, show that pupils' attainment is in line with the national average, both when compared to all schools and when compared to similar schools. The number of higher attainers is well below the national average. Inspection findings confirm these results. Results in national tests in 1998 at the end of Key Stage 2 show that pupils attain well above the national average, when compared to all schools and by comparison with similar schools. Inspection findings are that attainment is above average. With a very small cohort of pupils, the ability of one or two pupils can have a significant impact on test results. Results for 1999, for which there are no official national averages, show that 83 per cent of pupils achieve the expected level at the end of Key Stage 1 and that 77% of pupils achieve the expected level at the end of Key Stage 2. Since 1996, the results of national tests at the end of Key Stage 1 show that standards are being maintained at a level close to the national average, with no significant difference in the performance of girls and boys. Over the past three years, results of national tests at the end of Key Stage 2 show that attainment has improved, and overall is above the national average. The performance of boys was well above the national average, whilst girls achieved above average results.
81. Attainment at the end of Key Stage 1 is in line with the national average. Pupils in Year 2 can

carry out simple number problems using addition, subtraction and multiplication. Higher attaining pupils show a good understanding of place value to three digits, and are able to order numbers to 1000. They investigate problems, for example, deducing challenging rules demonstrated by number sequences. Pupils use simple fractions such as halves and quarters. Higher attainers use and apply these concepts, using numbers to 20 confidently. Investigation and problem-solving work is well developed and pupils can use and apply mathematics in practical every day tasks. For example, they estimate the weight of a range of objects against one kilogram, and then check their estimations. Pupils can carry out mental additions and subtractions competently, with numbers to twenty.

82. Attainment, at the end of Key Stage 2, is above average. Pupils have well developed numeracy skills. They know their multiplication tables and use their knowledge to solve a variety of problems. They successfully develop their own strategies for using data, such as comparing the prices to be charged for biscuits to make an adequate profit for Red Nose Day. Pupils present their data accurately in graphs and charts and understand the importance of title, correct scale and labels of axes. They interpret their results and know what a 'constant' means and why it is important in a mathematical investigation. There is little evidence of use of information technology to record data. Their ability to carry out mental calculations is good. They are confident mental 'Countdown' performers, solving problems with numbers to 1000. They are able to relate their knowledge to real life situations, for example gathering whole class data about choices for spending £40, and analysing their results most successfully. The provision made by the school to introduce the numeracy hour has had a positive impact on standards in both key stages.
83. The progress of pupils in Key Stage 1 is good. Pupils on entry have mathematical skills, which are below average. They make good progress with numbers, quickly learning to count successfully. For example, Year 1 quickly arrange themselves in a line, numbering correctly from one to ten. Higher attainers identify missing numbers or numbers out of sequence. Pupils make good progress in becoming familiar with a range of shapes and are able to carry out simple investigations, for example measuring length using handspans. The progress of pupils with special educational needs in relation to their previous attainment in Key Stage 1 is good. The progress of pupils in Key Stage 2 is good. Competency with numbers is systematically developed, well supported by regular use of a published scheme. Investigative work successfully employs numerical skills and data handling across the key stage. For example, Year 3 pupils investigate patterns of odd and even numbers, using a range of methods to present their findings. Good links with art are made in a series of patterns, which effectively transform two-dimensional shapes. Progress in understanding the properties of a wide variety of shapes and measures is most effectively supported by selective use of published texts. Pupils make insufficient progress in using information technology to support mathematics. The progress of pupils with special educational needs in relation to their previous attainment is good in Key Stage 2.
84. Pupils' attitudes in Key Stage 1 are good and they look forward to their lessons. Classroom routines are understood and followed. Pupils' attitudes in Key Stage 2 are very good. All pupils are keen to answer questions and in group activities they co-operate and work well together. Most pupils are able to work independently and persevere with difficult tasks. Their very good behaviour has a positive impact on the progress they make in cramped accommodation.
85. The quality of teaching in Key Stage 1 is sound. The quality of teaching in Key Stage 2 is good. Eight lessons were seen, six of which were sound or better. There was one unsatisfactory lesson in each key stage. Subject knowledge is good. Teachers have a positive approach to the new numeracy strategy. Termly and weekly planning is good but some daily

planning lacks sufficient detail. In the best lessons, teachers plan pupils' activities meticulously and keep up a brisk pace so that no learning time is wasted. Expectations of what pupils can achieve are high. Effective lessons begin with a clear explanation to the whole class and a quick recap of past learning. For example, in a Year 3 class there is a mental recap of target doubles, which includes an above average challenge for higher attainers and a good assessment of pupil problems when using the bridging process for addition with numbers to 1000. This is followed by group work with a plenary session well related to the learning objectives outlined to pupils at the start of the lesson. Too many lessons lack pace at the start. Not all teachers in Key Stage 1 are able to match work successfully to the assessed ability of pupils at this stage in the term. Assessment procedures are firmly established in both key stages but assessment information, provided on entry to Key Stage 1, is limited. Support staff are used very effectively to support groups, particularly lower attainers. In some classes, especially in Key Stage 1, the teacher focus group is unclear. Opportunities to use support staff, during the mental and plenary sessions, to make assessments of progress, are missed. Homework is regularly given and complements work in the classroom.

86. Mathematics is very well managed throughout the school. The interest, expertise and hard work of the curriculum co-ordinator has enabled the school to make a good start to the numeracy hour. Her analysis and use of information from statutory tests and from yearly tests, done by all classes, is exemplary. This has had a very positive impact on standards attained by pupils. Staff and pupils are supported by a good range of mathematical resources that are well organised for ease of access. Effective use is made of display to support mathematics within the school.

87. In the school's previous inspection, standards in mathematics were judged to be in line with the national expectation by the end of both key stages. The school has made a significant improvement in mathematics in Key Stage 2. The subject meets National Curriculum requirements

94. **Science**

88. Pupils' attainment in the teacher assessments at the end of Key Stage 1 in 1998 were well above the national average with 100 percent reaching Level 2 or above. The proportion of pupils achieving the expected Level 2 or above was very high in comparison with similar schools. The proportion achieving Level 3 or above was well above the average for similar schools. Pupils' achieved very high standards in areas such as life and living things, and materials and their properties, and were broadly average when learning about physical processes and in experimental and investigative science. The results of the 1999 teacher assessments were slightly lower than the previous year with 80 per cent of pupils achieving Level 2 or higher, similar to results in 1997. In lessons, pupils achieve above average standards when using the senses to identify different objects, sounds and smells. A very good adult pupil ratio enables pupils to reach good standards in recording their findings. Pupils' scientific vocabulary increases well when they learn about the changes that occur from the growing of food through the manufacturing and cooking processes to the time when a cake, for example, can be eaten. All abilities are well provided for, with pupils with special educational needs being well supported with additional adult help and larger work sheets matched to their needs. Higher attainers produce work in greater detail.

89. Pupils' attainments in the national tests at the end of Key Stage 2 in 1998 were above the national average at the expected Level 4 and above and well above at the higher Level 5 and above. The performance of boys was above the national average and that of girls close to the national average. Whilst the results of tests in 1997 showed a dip in standards, in 1998 they

rose higher than in 1996, and the 1999 results show that 94 pupils achieved Level 4 or above which is higher than in 1998. Standards are therefore rising. In lessons pupils mainly achieve above average standards and work in their exercise books over a year shows well above standards of attainment. Younger pupils understand the meaning of words such as properties, absorbent and transparent and can state which materials are magnetic. They can say why different materials are used to make different things and why some material would not serve a useful purpose. Lower attaining pupils can use structured worksheets to state simple properties and their uses and average attaining pupils state why materials are used, justifying judgements with reference to their properties. Higher attaining pupils can classify by properties into which are man made and natural materials.

90. Pupils' progress in Key Stage 1 is good and sometimes very good in lessons, when new work builds on what was learned the previous week and is directly related to what is to be taught the following week. Pupils are encouraged to see this continuity and this aids progress. Very good or good progress is also evident when a lesson is clearly planned to develop their knowledge and understanding, such as in cake making or when learning to recognise items through the senses.
91. Pupils' progress in Key Stage 2 is very good, overall. New scientific vocabulary is constantly being learned, and knowledge and understanding gained. For example, all magnetic objects are metal but not all metal objects are magnetic. Higher attainers develop a good understanding of more complex materials and pupils gain considerable knowledge, understanding and skills when dissecting a flower and naming its different parts and functions.
92. Pupils' attitudes in both key stages are very good. In Key Stage 1 they are often excellent. Pupils are really interested, focused well on each activity and try to follow instructions carefully. They respond well to the good adult support available to them and show enjoyment of the humorous way the teacher puts across scientific facts, such as when suggesting 'silly materials' to use to make different objects. Pupils settle quickly to written work and discuss their answers sensibly with one another. In Key Stage 2 younger pupils work well together discussing their work as they test materials and resource their findings. They take a real pride in the presentation of their work. From a slow start at the start of the lesson pupils are very quick to respond at the end of the lesson having gained understanding through a practical activity. Older pupils enjoy sharing their knowledge, written work and diagrams are carefully completed and pupils of all abilities take a full part in answering questions. Pupils are industrious, have excellent concentration and show real curiosity and excitement at the discoveries made when dissecting a flower. They are very responsive to investigative activities and this shows an improvement on the test results. They use the knowledge they have gained during the lesson to solve problems later.
93. The quality of teaching in both key stages, and in all lessons observed, is very good. In Key Stage 1 lessons are well planned and high adult pupil ratios ensure that the lesson is successful. All adults fully understand their roles and teach and support pupils very well. Relevant activities, which are challenging, are planned to clear objectives, and different parts of lessons are very well timed. There is, however, little evidence of recording ongoing assessment during lessons. In the best lessons work is excellently matched to pupils' abilities and here is clear progress from one activity to another. In Key Stage 2 questioning is used very well to help pupils really observe, learn new vocabulary and increase their understanding of what different parts of flower are used for. Questions are appropriately targeted to different abilities of pupils. The very good progress that is made is directly related to the very good teaching of facts, carefully given one at a time. Lessons are carefully thought through and progressively structured to ensure appropriate increases in knowledge, understanding and skills for pupils of differing attainment. Higher attainers are expected to be more independent in the recording of

their work. Teachers have very good subject knowledge with many of the teachers having science as their specialist subject. Support staff are used well to record pupils' practical work, spelling, communication and comprehension of the task. Good links are made with English and geography lessons.

94. The subject is very well led by the co-ordinator supported by her specialist colleagues. A school portfolio has been developed with teachers moderating levels. The co-ordinator has monitored teaching. The Qualifications and Curriculum Authority document gives a clear guide to the school as a scheme of work being which is well structured and adapted to meet the needs of a two-year cycle. There is a good range of well-organised equipment, centrally stored and the library is very well stocked with a good range of new books. Good use is made of outside resources which have been developed through the sponsorship of a local firm. The co-ordinator and a governor are planning to develop a nature trail in the grounds. External human resources are used well. A science theatre group has visited the school and a local business link scientist has worked in the school with pupils.

101. **OTHER SUBJECTS OR COURSES**

101. **Information And  
Communication Technology**

95. Few lessons were seen during the inspection. Judgements are based on evidence of previous work as well as lessons observed. The school has timetabled information and communication technology as a weekly class lesson, where a new skill will be taught, followed by pupils practising on their own, or in small groups. Lessons observed showed that attainment in both key stages was in line with expectation, but there was little evidence of individual follow-up. In Year R they begin to use a mouse, move it across the screen and click on an icon. By Year 2 pupils are able to work on their own at a given skill in the teacher's absence. In Key Stage 2 pupils are able to open and close a programme, manipulate pictures and text, and print out their results. Pupils use their computers for research, such as finding out information about the ancient Egyptians. They are encouraged to plan their own programmes.
96. Evidence from work on display and in folders indicate that pupils make satisfactory progress. In Key Stage 1 they are able to use Word for Windows to assemble and print out an extended piece of work, for example about their trip to the beach. They operate a programmable floor robot and use audio tapes in subjects like English, mathematics and science. In Key Stage 2 they can change font and colour whilst word processing and can select and insert a picture into a text. Older pupils use e-mail, for example in the Comenius Project when they send and receive letters from children in the participating schools abroad. By the end of Key Stage 2 pupils use spreadsheets as part of their multiplication table work. Their progress is restricted because of the lack of time spent in individual practice and the underdeveloped use of information technology across the curriculum.
97. Pupils' attitudes are generally satisfactory although when the task is not sufficiently challenging for the higher attainers, or when too many pupils are expected to observe the computer screen at the same time, they become bored. Pupils are attentive in the class lessons and enjoy putting forward suggestions about what to do next. Pupils work well with partners, discussing their experiences and evaluating their work.
98. The quality of teaching is satisfactory in both key stages. Teachers have a clear understanding of how to structure the content, but do not always plan sufficient challenge for higher attainers

in their class, for instance when using a CD-ROM to research information, notes were not taken and the pace was slow. Although split age groups are planned for well, differentiated activities were only noted occasionally. Timing and pace of some lessons is unsatisfactory, and some teachers spend too much time preparing a programme during the lesson. In some classes homework is set, for example to prepare a cover design for their information and communication technology folder.

99. The subject is effectively led by the co-ordinator who monitors teachers' planning and gives good individual support to them. A published scheme of work is followed, and further in-service training is a priority in the school improvement plan. The lack of subject expertise has been addressed by the appointment of a further teacher with information technology skills from January. The school has sufficient computers for each class to have immediate access, and a machine is available in the library. There have been satisfactory improvements since the last inspection.

## **Art**

100. The progress pupils make in Key Stage 1 is satisfactory. In Year R pupils work together to create brightly coloured fish, effectively increasing their awareness of pattern. They draw their own portraits, identifying similarities between hair and eye colour. Year 1 pupils use paint confidently to communicate their feelings about their summer holidays. They experience a range of media as they observe and draw an exciting range of fruit. By the time pupils are in Year 2, they can work in pairs to identify patterns in their classroom and in other areas of the school. They take the task seriously, looking at bricks and floor tiles, making quick sketches to identify patterns observed. They reach standards which are broadly in line with those expected of pupils of their age. The progress pupils in Key Stage 2 make is satisfactory. In Year 3 they make good progress in understanding the properties of drawing pencils, clearly identifying the difference between 3B and 4H pencils. They make sound progress in refining sketches of an oil lamp, in light of this new knowledge. Good cross-curricular links with history are made in this lesson. Year 5 make very good links with science as they look at plants closely, sketching using a variety of papers and pastels. Progress in this lesson is good as pupils refine and develop their ideas, through sharing techniques. Pupils study the work of Matisse and create lively animal collages in his style. Information technology is used successfully to develop their awareness of pattern. By the time they reach Year 6 pupils can develop a range of patterns successfully, well linked to mathematics. They reach standards that are in line with those expected of pupils of their age.
101. Pupils' attitudes in both key stages are good. They enjoy their work and show good levels of concentration as they seek to refine and improve their first efforts. They handle materials and tools with care. They listen carefully to instructions and really try to comply. Both in lessons and when discussing work, pupils are pleasantly confident. When given the opportunity to display imagination and creativity they respond very positively.
102. The quality of teaching in both key stages is sound. In the best lessons, instructions are clearly given and pupils are encouraged to use their knowledge gained in other subjects as, for example, when Year 4 science studies of plant parts support detailed observational plant drawings. In Key Stage 2 teaching shows both expertise and enthusiasm. Tasks are well matched to the age and interest of pupils. Teachers' planning identifies activities to be followed but does not always make clear which skills or what knowledge pupils are to learn. Teachers' knowledge of individual pupil attainment is not supported by sketchbooks or portfolio collections. Relationships with pupils are good and enable sound attainment and progress even in classes where accommodation is somewhat cramped.

103. The role of subject co-ordinator is still at a developmental stage, as a result of staff changes. Resources are of good quality, are well organised and available to all staff. Present schemes of work outline expected knowledge and skill progression but do not identify activities year by year. The cramped accommodation in Key Stage 2 limits the range of activities that can take place. The requirements of the National Curriculum are met. Standards have been maintained since the last inspection.

### **Design And Technology**

104. The progress pupils make in Key Stage 1 is good. They start by making simple pop-up cards, which are brightly coloured and move effectively. Pupils soon move on to designing their own windmills, clearly listing the resources they need to complete the task. By the time they are in Year 2 they can join five pieces of material, using four joining methods: sewing, gluing, taping and stapling. They are very aware of the safety reasons, which mean that they have to have adult help to join with staples. They test their joints stringently, making sound evaluations about the strength of the resources used. Higher attainers record their findings clearly and concisely. Pupils can design a healthy sandwich and evaluate problems faced in its construction, effectively using practical experience whilst at the same time making good cross-curricular links with science. They reach standards above those expected of pupils of their age. In Key Stage 2 they design a mini-beast, again making good cross-curricular links with science. They state their design brief, carefully listing and labelling their required tools and resources, before engaging on the making task. Pupils comprehensively evaluate problems encountered, clearly identifying areas for improvement. One pupil writes, with feeling, that she could have stuck the legs on properly. Pupils across the key stage make good progress in food technology, for example, evaluating bread made for taste and texture. By the time they reach the end of Year 6 pupils design and make a rotating fairground model, using control technology involving a most effective application of their understanding of circuits. They make a series of first designs for a bus shelter, identifying the horizontal and vertical framework which might take stress. They are able to build a model and carry out successful tests to evaluate their hypotheses. They reach standards that are above those expected of pupils of their age.
105. Pupils' attitudes to learning are very good in both key stages. They work at a good rate, and remain focused on their tasks, taking pride in refining their work to the point where they feel they have produced their best efforts. When pupils talk about design and technology, they relate what they make to their original designs. Pupils behave well in lessons, use equipment safely and support one another in their work. They are good at taking responsibility for seeking out appropriate resources for their projects and for asking for help when they need it. These good attitudes limit the adverse effect of the cramped accommodation in Key Stage 2.
106. The quality of teaching is good in both key stages. Although only two lessons were observed, evidence from teachers' planning, the quality of work on display and the unusually good quality of record keeping in pupils' books, indicates that teaching is good in both key stages. A key strength of teaching is the quality of planning and the skilled way that the design and technology curriculum is woven into the rest of the pupils' work. This has been a key factor in the quality of the pupils' work and in the progress they make through the years. The evidence from pupils' work and teachers' assessments over the past year shows that very good attention is being given to the design, making and evaluation aspects of this subject.
107. The subject is very well managed. The co-ordinator has provided a curriculum map which enthuses pupils and staff alike. Resources are good and well organised. The accommodation for Key Stage 2 is cramped and limits the range of activities possible. National Curriculum



requirements are fully met. There has been a significant improvement since the last inspection in all aspects of provision.

114. **Geography**

108. Due to timetable arrangements, very few lessons were observed. Judgements are based on evidence from last year's work in pupils' books, current work on display and informal discussion with pupils.
109. Pupils at Key Stage 1 make satisfactory progress as they study geographical themes and places. They know about their own locality and how to identify its key features. They make simple plans of the classroom and progress to mapping the route to school. They understand the importance of visiting local places, recording their observations and using them to discuss the similarities and differences with other localities. Pupils made comparisons of village life in Ash with life in La Alumina in Spain. Year 2 pupils identify a wide range of transport methods and can select the best way to travel between Britain and America. They use globes and maps, identifying the main continents of the World, recognising the features of land, mountains and seas. They also know how to use simple compass directions.
110. By the end of Key Stage 2, pupils make good progress in geography. They have a good knowledge of how the environment is effected by modern changes and local planning decisions. They have a wide range of knowledge and understanding of local issues including the village of Ash and surrounding towns such as Sandwich and Canterbury. Year 6 pupils are making a particular study of the effects of building a skate park in Sandwich using newspaper reports of the proposals. They have also identified the various styles of farming in use locally, including arable, livestock and fruit farming. They have a good knowledge of geographical features such as rivers, valleys, hills, and lakes and their effects on human settlements. Pupils have good mapping skills including how to use six figure co-ordinates to identify locations on ordnance survey maps. They can locate and name the major European countries and are aware of the effects of climate, earthquakes and volcanoes.
111. Pupils' attitudes to their work are good. They show an enthusiastic interest in aspects of geographical enquiries. They work co-operatively, especially when questioning the effects of change on the environment as in Year 6 when pupils examined the newspaper reports from the local area. They pose an interesting range of questions in class discussions and react positively to targets for completing work. Their behaviour is good.
112. Only two lessons were seen but from this evidence and the scrutiny of previous work, the quality of teaching in geography is good. Teachers' planning for lessons and activities is good and field trips are planned carefully. Teachers have a secure knowledge of the subject and provide clear direction and open-ended questions to ensure pupils make good progress. Resources are good and pupils have easy access to atlases, maps and photographs.
113. The management of geography is good. As a result of monitoring the pupils' progress in geography, the co-ordinator has revised the scheme of work in co-operation with the history co-ordinator. A two-year cycle of work is in place to support progress in Key Stage 2 mixed age classes and to ensure sufficient time is available for geography teaching throughout the school. This is a significant improvement since the last inspection.

120. **History**

114. Due to timetable arrangements, very few lessons were observed. Judgements are based on evidence from last year's work in pupils' books, current work on display and informal discussion with pupils.
115. By the end of Key Stage 2 pupils make good progress in history. They understand the importance of historical enquiry and can convey their understanding of events in narrative and descriptive forms, as in writing a Saxon Newspaper reporting on the influence of St. Augustine and in describing the life of Thomas a-Becket. Pupils also know about the lives of famous people in Tudor Times, such as King Henry VIII and Mary Tudor. Pupils in Year 4 use a variety of artefacts to imagine how they were used in Roman Britain. In Year 6, pupils develop note-taking skills during the work on 'Britain since 1945' making particular observations of how events changed peoples' lives. In Key Stage 1, pupils make satisfactory progress. They know about peoples' lives beyond living memory. This includes knowledge about transport developments including how the bicycle and car were invented. They also have an understanding of how people such as Florence Nightingale and Grace Darling became famous. They understand the difference between 'past' and 'present' as an exciting range of old and new toys are examined.
116. Pupils' attitudes to their work are good. They show an enthusiastic interest in historical enquiry. They enjoy investigating the changes in peoples' lives over time. They work with good levels of concentration, especially when presenting the results of their research. Homework for Year 6 pupils was very effective in motivating pupils' interest in history and encouraging good levels of presentation.
117. Only three lessons were observed in history but from this evidence and the scrutiny of pupils' work, the quality of teaching is good. This is an improvement since the previous inspection. Teachers' planning for lessons and historical investigation is good and links with appropriate homework supports pupils' progress. Teachers have a secure knowledge of the subjects and ensure that all pupils have appropriate experiences to develop their research skills. Teachers provide pupils with a wide range of writing opportunities such as note-taking, reporting and descriptive accounts of peoples' lives in the past. Resources, such as recorded video material and interesting books and photographs are effectively used to promote pupils' learning.
118. The management of history is good. As a result of monitoring teachers' planning, the co-ordinator has revised the scheme of work to ensure progression throughout the school. A two-year cycle of work supports progress in mixed age classes in Key Stage 2. A portfolio of pupils' work for each year group supports teacher assessments of progress. Overall, the management and standards achieved in history have improved since the last inspection.

**Music**

119. Within the constraints of the inspection, it was not possible to observe any music lessons in Key Stage 1. The progress pupils make in Key Stage 2 is satisfactory. In year 3 they clap and follow quite complicated rhythms. They explore the use of simple notation to develop their ability to clap loudly, softly, quickly and slowly. Good progress is evident as they use a wide range of drums to develop their understanding of dynamics and tempo. They follow simple, but effective, notation to adapt their drumming to the rhythm of a poem. By the time they reach Year 6 pupils follow conventional musical notation successfully when learning a new song. They begin to gain confidence in composing their own syncopated rhythms, using clapping and

a range of percussion instruments. Higher achieving pupils make sound progress in understanding the way composers communicate ideas through the conventions of musical notation. A significant number of pupils in Key Stage 2 make sound progress in playing the recorder. Instrumental performances, in whole school assemblies, enhance the progress of all pupils. Pupils in Key Stage 2 reach standards which are broadly in line with those expected of pupils of their age.

120. Pupils' attitudes in Key Stage 2 are satisfactory. They respond well to music lessons and willingly take part in class and assembly performances. They handle the school's wide range of musical instruments with care. They all enjoy their opportunities to sing, and appreciate and value each other's contribution to lessons.
121. The quality of teaching is good. Lessons are well prepared and planned. They proceed at a brisk pace. Good use is made of resources available. Teachers use questioning well to assess pupils' understanding and demonstrate complicated rhythms through singing, whilst making it clear to pupils that a teacher can learn with her pupils. Teaching generates and sustains interest and allows pupils to make good progress in skills' development. Subject vocabulary is promoted effectively and evaluation well used with pupils considering for themselves how their performances could be improved.
122. The school's musical curriculum is broad and is to be reviewed in light of the new requirements. Pupils benefit from private instrumental tuition that takes place within school time. Three school recorder clubs enrich the music curriculum. The requirements of the National Curriculum are met. The school has maintained generally sound standards since the last inspection.

129.

### **Physical Education**

123. Judgements are based on a range of lessons seen in both key stages but in most instances they are only the first or second lesson of the school year.
124. Pupils make satisfactory progress in physical education in both key stages. Pupils in Key Stage 1 know and understand how their bodies change during exercise and the importance of the warm up session when preparing for physical activity. In dance and movement, they are developing skills of travelling in different ways and reacting to the different moods of the music, as in the taped lesson focusing on scenes from the seaside. Pupils are able to balance and to control their bodies to change direction. In gymnastics in Key Stage 1, pupils are developing their knowledge of how to move across the floor in different ways. They can use spinning and sliding movements and know how to use different parts of their body to propel themselves along the floor. They are not yet able to sequence these movements together. Within a Year 1 games lesson, pupils were able to improve throwing and aiming skills, working individually and then co-operatively with a partner. In the team game session pupils were able to use these skills to successfully complete a team relay race with good accurate throwing and following the simple rules.
125. By the age of eleven, pupils continue to make satisfactory progress in the full range of physical activities. From school records, most pupils can swim 25 metres by the time they leave school. They use gymnastic skills of turning and balancing when devising a group response to music, expressing their own moods and ideas. Pupils can control hockey sticks in order to stop and pass the ball to a partner. They also know the basic rules of invasion games such as dodge ball, can pass accurately showing control and take part in small-sided games to practise these

skills.

126. Pupils at both key stages consistently show a good attitude to their physical activities. They are enthusiastic, listen carefully to instructions and carry them out accurately. This supports their progress. In Key Stage 2, pupils collaborate well with a partner and all pupils know about co-operation in team games. The majority of pupils behave well especially in group and team games activities.
127. The quality of teaching is satisfactory overall with some lessons indicating good teaching. Teachers prepare lessons well and make appropriate resources available such as taped music and a sufficient range of balls, bean bags and hockey sticks. They give clear instructions that encourage pupils to respond and make provision for some demonstration to support progress. In the good lessons, teachers encourage greater pace and activity, balancing teacher intervention with time for pupils to evaluate performance and practice improvements.
128. Since the last inspection, responsibility for the co-ordination of physical education has been allocated to a member of staff. A scheme of work for dance and gymnastics supports continuity and progression but there is no games scheme available. The intention to complete this task is in the subject improvement plan for this year. Overall, the management of physical education shows an improvement since the last inspection. There are adequate resources available in a central store that is secure but easily accessible to pupils and staff. Good use is made of the school outdoor facilities and the school hall.

135. **PART C: INSPECTION DATA**

135. **SUMMARY OF INSPECTION EVIDENCE**

- 1 The team of four inspectors, one of whom was a lay inspector, was in school for a combined total of 14 days. The Registered Inspector spent a day conducting pre-inspection meetings with teachers, non-teaching staff and governors and was joined by the lay inspector for the pre-inspection meeting with parents. Nineteen parents attended the parents' meeting and 22 returned questionnaires, 6 of whom added written comments.
- 2 During the inspection, 57 lessons or parts of lessons were observed and additional observations and interviews about lessons were recorded. Inspectors heard a sample of pupils read from each year group. At least three pupils' work from the present year was scrutinised from each class and more from Years 2 and 6 in core subjects. Time was also spent gathering information from the displays about the school. Three whole-school assemblies were attended.
- 3 Teachers' plans and records were examined, as were pupils' assessments and the individual educational plans of pupils with special educational needs. The morning arrival, breaks and lunch times were observed and morning and afternoon registrations attended. The school's wider documentation, class registers and a sample of pupils' reports were inspected. The school development plan, budget figures and the school's administrative procedures were scrutinised. Interviews were held with the headteacher and the budget manager and chair of the finance governor with regard to efficiency.
- 4 Inspectors held ten interviews with governors and 21 with the headteacher and teachers. Inspectors talked to support staff about their work. The registered inspector reported back to the headteacher daily on the inspection team's preliminary judgements on the wider aspects of the school. Meetings were held at the end of the inspection, reporting back to the headteacher together with co-ordinators on ten subjects, the under-fives and special educational needs provision, and to teachers individually on their teaching. The preliminary strengths and weaknesses of the school, linked to the Key Issues were reported back to the headteacher at the end of the inspection.

**DATA AND INDICATORS**139 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	178	2	54	20

139 **Teachers and classes**139 **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	7
Number of pupils per qualified teacher:	23

139 **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	95

139 **Financial data**

Financial year:	1998/1999
	£
Total Income	279,371
Total Expenditure	281, 159
Expenditure per pupil	1,626
Balance brought forward from previous year	5,658
Balance carried forward to next year	18,394

Number of questionnaires sent out: 120

Number of questionnaires returned: 22

A low number were returned therefore the percentages are not indicative of identifying issues.

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	41	50	9	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	45	5	0	0
The school handles complaints from parents well	23	41	32	5	0
The school gives me a clear understanding of what is taught	23	59	9	9	0
The school keeps me well informed about my child(ren)'s progress	32	50	14	5	0
The school enables my child(ren) to achieve a good standard of work	36	55	5	5	0
The school encourages children to get involved in more than just their daily lessons	36	50	14	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	59	9	14	0
The school's values and attitudes have a positive effect on my child(ren)	36	36	23	5	0
The school achieves high standards of good behaviour	27	45	14	9	0
My child(ren) like(s) school	45	50	0	5	0

There were additional comments from parents on six of the twenty-two questionnaires returned.

### 139 Other issues raised by parents

*Amongst the positive points mentioned were:*

- It is a caring school with a happy family atmosphere
- Good extra support is provided in the classrooms

*Amongst the concerns expressed in some questionnaires were:*

- The setting of homework can sometimes be erratic, and there is a lack of sanctions for homework not done.
- Large class sizes mean teachers cannot give enough attention to majority when a few are disruptive.
- The school needs a new building. Amongst other things the roof leaking in several places.
- Neither of the parents' evening coincides with their child's annual report

*Inspectors agree with parents' comments about what they like about the school and the following points:*

- Homework should be more systematically planned for and clearer guidance given to parents about when it is to be returned to school. All pupils should be encouraged to complete homework.
- Greater challenge should be given to higher attainers in some lessons. In many lessons, however, they are well catered for.
- Reports should give a clearer indication of their child's progress.

*Inspectors observed that:*

- Because the school has a high number of support staff, pupils with special educational needs are well supported and do not prevent sufficient attention being given by the teacher to other pupils. There is no connection between large class sizes and the number of disruptive pupils.
- The school has already responded to the parents' wish to have a meeting after they have received their child's annual reports at a summer term open evening and has always given parents the option to discuss individual issues from the report if they so wish. reports at parents' meetings.