

INSPECTION REPORT

GREATSTONE PRIMARY SCHOOL

Greatstone
LEA area : Kent

Unique Reference Number : 118864

Headteacher : Mr Leigh Mortimer

Reporting inspector : Mr Richard Brent
7465

Dates of inspection : 20th - 24th September 1999

Under OFSTED contract number: 707498
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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Self Governing
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Baldwin Road Greatstone Kent TN28 8SY
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Appropriate authority :	Governors of Greatstone Primary School
Name of Chair of Governors :	Mr Mike Fawke
Date of previous inspection :	22nd - 25th January 1996

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Team members	Subject responsibilities	Aspect responsibilities
Richard Brent - Registered Inspector	History; Art; Physical Education; Special Educational Needs	Attainment and progress; Teaching; Leadership and management; The efficiency of the school.
John Kerr - Core Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources
Sheila Moseley - Team Inspector	English; Under Fives	Pupils' spiritual, moral, social and cultural development
John Tate - Team Inspector Pat Lowe - Team Inspector	Mathematics; Design and Technology; Geography; Religious Education Equal Opportunities; Science; Information Technology; Modern Foreign Language; Music	The curriculum and assessment

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MAIN FINDINGS

What the school does well

Standards in English, mathematics, science and information technology are above average at the end of Key Stage 2.

Pupils make good progress overall and attainment has improved markedly in English, mathematics and science at Key Stage 2 over the last three years.

Pupils show good attitudes in class and behave well.

Relationships at all levels in the school are very good.

Overall teaching is good, particularly in Key Stage 2 where three quarters of lessons are good or better.

The school's strategies for literacy and numeracy are good.

Provision for moral and social development is good.

Arrangements for support, guidance and welfare are good.

Parents involve themselves well in the children's learning.

The school has good accommodation.

The Headteacher and governors provide clear educational direction to the school.

The school achieves its aims.

Standards of financial planning are good and financial control and administration are effective.

The school offers good value for money.

Where the school has weaknesses

Monitoring actions often fail to evaluate performance and guide improvement.

The results of assessment are not always used effectively to guide lesson planning and to set targets which are challenging.

There are differences in patterns of attainment and rates of progress within and between key stages.

Teaching varies in quality between and within key stages.

Curricular leadership by senior managers is not wholly effective.

The school's strengths outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians at the school.

How the school has improved since the last inspection

The school has made good progress in improving the areas of weakness noted in the last report. Standards in both information technology and English have improved and there is now a better match between teachers' qualifications and their responsibilities. There are also good systems to ensure value for money and non-teaching staff are deployed well. All statutory requirements are met. Teachers' expectations of pupils have improved and this has led to an improvement in the overall quality of teaching. However, notwithstanding some time and resources being given to help the training of co-ordinators, there remains scope for improving the school's monitoring arrangements. Similarly, whilst there are satisfactory arrangements for planning the curriculum and most subjects have schemes of work, there remain instances where the quality and planning of teaching is uneven from class to class.

Standards in subjects

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

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

The information shows that when pupils left school last year their attainment was above average in English and science and well above average in mathematics. Results have improved steadily over the last three years and attainment in 1999 was similar to that in 1998. In information technology, standards are above the national expectations and in religious education most pupils meet the requirements of the Locally Agreed Syllabus. Progress in Key Stage 2 is good overall. At the end of Key Stage 1, results of the 1998 National Curriculum Tests show above average standards in reading and writing and well above the national average in mathematics. Between 1996-1998 there has been a slight overall downward trend in performance at Key Stage 1 relative to the national averages but a clear upward trend in the performance of pupils in Key Stage 2. There is still a difference in performance between the two key stages.

Quality of teaching

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

The overall quality of teaching is good throughout the school, although it is more variable in Reception and at Key Stage 1. Teaching for children under five and at Key Stage 1 is satisfactory. In Reception, over a half of lessons seen were good, a fifth were satisfactory and a further fifth were unsatisfactory. At Key Stage 1, 60 per cent of lessons were satisfactory and the rest were good or very good. At Key Stage 2, teaching is particularly good: all lessons were at least satisfactory and three quarters ranged from good to excellent, with most being good or very good. The most common weakness in teaching is the result of lesson planning which lacks clear objectives. There is also an absence of pace in some lessons.

The overall picture is not dissimilar to the last inspection where teaching was better at Key Stage 2 and weaknesses were both lack of pace and objectives which were unclear.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in the school is very good. Pupils are polite and friendly to adults and each other. They support the school rules. The school is an orderly community.
Attendance	Good: above the national average. Pupils come to school regularly and on time.
Ethos*	Good: pupils are interested in their work, relationships are very good and there is an appropriate emphasis on academic standards and good behaviour.
Leadership and management	Good leadership from the Headteacher and Governing Body accompanied by effective school development planning. Senior staff and curriculum co-ordinators do not make sufficient impact on standards because their roles are not fully defined in this area.
Curriculum	Good; strengths in terms of literacy, numeracy and equality of access. Procedures for assessment in some subjects and its use to influence lesson planning shows weaknesses.
Pupils with special educational needs	Good provision. The quality of support in reading and writing helps pupils to make good progress. Management is efficient. All pupils in the school support those with special educational needs well.
Spiritual, moral, social & cultural development	Good moral and social development is supported well through an effective behaviour policy and a range of opportunities for collaborative working. Provision for spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	There are sufficient teachers and a large support staff to deliver the National Curriculum. Resources are satisfactory and the literacy and numeracy hours have been supported by the purchase of suitable books. Accommodation for teaching, including outdoor spaces, is good.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ● They are encouraged to take an active part in the life of the school. ● The school is approachable. ● The school handles complaints well. ● The school gives a clear indication of what is taught. ● The school enables pupils to achieve good standards. ● The school encourages pupils to get involved in more than daily lessons. ● Most parents are satisfied with the work their children do at home. ● The school's attitudes and values have a positive effect on pupils. ● The school achieves high standards of good behaviour. ● Pupils like school. 	<ul style="list-style-type: none"> ● The school does not always keep parents well informed about pupils' progress. ● There are occasional variations in the approach to younger children in some classes with inappropriate control strategies.

Ninety parents attended the meeting held at the school by the Registered Inspector. Of the questionnaires sent out, 240 were returned. Inspectors support the positive views of the parents. The school agrees that parents need to be informed sooner about pupils' progress. With regard to the management of younger pupils, the number of parents who highlighted this was very small, and this issue did not arise during the well attended meeting before the inspection. However, problems over lesson planning and matching work to a range of younger children's aptitudes and attainments did, occasionally, lead to management difficulties in some lessons.

KEY ISSUES FOR ACTION

In order to improve standards of attainment, the governors, Headteacher and staff should:

- Improve the quality of teaching further, more particularly at Key Stage 1 and in Reception, by:
 - sharing the best practice more widely across the school by featuring high expectations about pace, progress and the standards pupils should achieve.
 - ensuring that all teachers plan lessons that have clearly identified learning objectives.
 - making the programme of monitoring the quality of teaching more effective by clearly identifying shortcomings in order to set targets for individual improvement.

(Paragraphs 11, 13, 14, 22, 23, 25, 26, 28, 34, 35, 36, 49, 52, 72, 86, 95, 101, 118, 141, 146, 155).

- Improve the quality of curriculum leadership, monitoring and evaluation by:
 - reviewing and restructuring the roles of senior teachers to focus their efforts on curriculum development.
 - strengthening the roles of curriculum co-ordinators so that they give effective guidance and support in subject development.
 - implementing a planned programme of curriculum monitoring that acknowledges strengths, identifies weaknesses and provides a framework for development.
 - providing governors with detailed information about the teaching of the curriculum to help them form a view of relative strengths and weaknesses.

(Paragraphs 49, 52, 64, 65, 87, 127, 135, 141, 147, 150).

- Improve the quality and use of assessment by:
 - establishing clearly understood and agreed procedures for assessment in foundation subjects.
 - using the information about what pupils know, understand and can do to guide lesson planning.
 - using assessments to set challenging individual and whole school targets.
 - ensuring that assessment is used by senior staff both to maintain strengths and to address weaknesses in the curriculum.

(Paragraphs 13, 25, 27, 28, 34, 87, 124, 135, 141, 147, 155).

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

- Improve the provision for pupils under five. (Paragraphs 7, 29, 70, 76, 77, 78).

INTRODUCTION

Characteristics of the school

1. The school occupies a site close to the middle of the village of Greatstone. It draws its pupils mainly from the local area but some travel from Romney. The school is of above average size, with 350 boys and girls aged from 4 to 11. Numbers have increased by 35 since the last inspection and there are 30 more boys than girls.
2. A small proportion of children come from ethnic minorities and the number of homes where English is not the home language is a bit higher than in most schools. The current free school meal provision is around the national average and the overall numbers of pupils with identified special educational needs is well above the national average. However, the numbers of pupils with statements according to the Code of Practice for Special Educational Needs are at the national average. Data provided by the school indicates that most of the pupils with special educational needs have specific or moderate learning difficulties. Evidence from baseline assessments show that levels of attainment on entry are broadly at the national expectation.
3. The school aims to educate pupils to a high standard in an environment characterised by friendliness, honesty, self discipline and respect for others. The previous inspection took place in January 1996 and the school's development plan has taken good account of the key issues raised in the report. The major target which the school has set itself is to improve standards in English and mathematics.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	18	23	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	15	18
	Girls	21	21	22
	Total	37	36	40
Percentage at NC Level 2 or above	School	93	90	100
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	18	17
	Girls	21	22	20
	Total	37	40	37
Percentage at NC Level 2 or above	School	93	100	93
	National	81	85	86

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	22	23	45

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	15	17
	Girls	16	18	16
	Total	29	33	33
Percentage at NC Level 4 or above	School	67	77	77
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	16	18
	Girls	16	19	18
	Total	31	35	36
Percentage at NC Level 4 or above	School	72	81	84
	National	65	65	72

Attendance

Percentage of half days (sessions)

missed through absence for the latest complete reporting year

		%
Authorised Absence	School	7.1
	National comparative data	5.6
Unauthorised Absence	School	0.5
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	2
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	19
Satisfactory or better	98

Less than satisfactory	2
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PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In the 1998 National Curriculum Tests, at the end of Key Stage 2, the proportion of pupils achieving Level 4 or above was close to the national average in English, well above the average in mathematics and above the average in science. The proportion of pupils achieving Level 5 was close to the average in English, above the average in mathematics and close to the average in science. Overall, the results were above the average in English, well above the average in mathematics and above the average in science when compared to the national picture. In comparison with similar school, results were close to the average in English, well above the average in mathematics and above the average in science. Results in all three subjects have improved steadily over the past three years and the school has met the targets set for it.
2. The previous inspection report indicated that standards were similar to the expected level, except for English where a key issue related to the need to raise standards. Improvements in both the English curriculum and teaching have helped to ensure that most pupils make good progress.
3. In 1998, in National Curriculum Tests, at the end of Key Stage 1, the proportion achieving Level 2 or above was well above the national average in reading; above it in writing and very high in mathematics. Similarly, the proportion of pupils achieving Level 3 was close to the average in reading and writing and well above it in mathematics. Overall, the results were above the average in reading and writing and well above it in mathematics. In comparison with similar schools, results were above average in reading and writing and well above average in mathematics. These results had declined over the previous year in all three subjects. However, the fall was associated with the characteristics of the year, had been predicted by the school and was reflected in the assessments by teachers. Attainment of current Year 2 pupils is mainly at the average in English, mathematics and science.
4. Almost all children in Reception have attended a nursery or playgroup and they join with broadly average skills. They make satisfactory progress and most achieve the expected attainment by the age of five. At the time of the inspection, children had been in school for three weeks. Progress in language development is good: they listen well and speak confidently using sentences and good vocabulary. Writing skills are developed satisfactorily: they follow patterns and copy simple words; most understand that writing is used for many purposes. Progress in the mathematical area of learning is satisfactory and attainment is at the expected level. They learn the meaning of mathematical terms such as 'more than' and use toys for counting. The rate of progress in children's understanding of the world is satisfactory: they talk about family and home and extend their knowledge of their own lives. They have a developing scientific knowledge and skills of observation are sound. Children are developing a growing computer competence. Progress in the creative area of learning is satisfactory; children enjoyed painting 'themselves' but there are limited opportunities for constructive play. Progress in physical development is satisfactory. Children enjoy climbing, running and hopping in the hall but progress is checked by the absence of large toys and climbing equipment. However, they handle scissors correctly and use construction toys well. Most achieve the expected standard in this area of learning by the age of five.
5. Pupils in Key Stage 1 attain at the average in English. Most read confidently and with enjoyment. Pupils' writing displays a reasonable vocabulary and they use simple punctuation correctly. Handwriting is developing well and most seven year olds use joined up writing.

Pupils' speaking and listening skills are at least satisfactory and some pupils are particularly good when speaking to the class. Most pupils speak clearly but some cannot easily listen for long periods. Pupils' literacy skills are satisfactory and they are usually used competently across the curriculum. Most pupils produce satisfactory written work in a variety of styles. Year 2 pupils wrote some particularly imaginative pieces about their experiences at a local castle. Pupils' mathematical knowledge is around the average in the area of number, including mental arithmetic. Pupils numeracy skills are well developed, but planning does not incorporate its use to support learning systematically in other subjects. In science, pupils' attainment is around the average in Year 2. Pupils can explain why some materials conduct and that an electrical circuit must be closed for the bulbs to light; they describe the parts of a plant correctly. Pupils have at least average scientific skills: they understand what makes a fair test and observe and record well. In information technology, standards are good. Seven year olds have good keyboard and mouse skills and can use the computer independently: for example, they learn spellings on their own. In relation to the Agreed Syllabus, most pupils reach the expected standards. They have a good knowledge of Christianity and know something of other faiths, such as Hinduism.

6. Standards of attainment in Year 6 are above average. Inspection evidence shows attainment to be above average in English, mathematics, science and information technology. Pupils read well and their writing shows a wide vocabulary. Speaking and listening skills are similarly well developed and pupils explain their ideas lucidly. Handwriting is usually neat and well formed. Most pupils explain clearly how to find books in a library. Pupils have good literacy skills and imaginative use is made of them in history, where they write with feeling, in science, where they write reports and in religious education where they produce good pieces of extended writing. Pupils' mathematical knowledge is above average: they have good basic number skills and apply them well in solving problems. Their attainment in the areas of shape, measures and data handling is above average. Most pupils have good numeracy skills but, although examples were seen of them supporting learning in information technology and history, there are currently no arrangements to guarantee their systematic development across the curriculum. Pupils' knowledge of science is above the average with good understanding of growth and life cycles, for example. Their scientific skills are also above average and pupils use them well to plan their own investigations. In information technology, attainment is above average and pupils show good standards in control and monitoring; they have good keyboarding skills and Year 6 pupils produce impressive posters in English and detailed bar graphs in religious education. Standards reflect the expectations of the Locally Agreed Syllabus in religious education. Pupils have a good understanding of a number of faiths as well as Christianity and understand how religious ideas are able to influence so many lives.
7. In art, pupils show sound skills in observational drawing and three dimensional work but they do not always reach good standards in working in the style of famous artists. In music, pupils perform competently and listen and appraise satisfactorily. Year 6 compose using appropriate notation. Pupils have generally good mapping skills and a sound grasp of physical geography. In history, they understand about change over time and have a sound knowledge of important periods such as those of the Greeks, Tudors and the Second World War. In design technology, pupils design cards and marionettes and produce good models. In physical education, there are particular strengths in games but weaknesses in gymnastics.
8. Pupils make overall satisfactory progress at Reception and Key Stage 1, and good progress in Key Stage 2. From inspection evidence, pupils make at least sound progress in most lessons in Reception and Key Stage 1 and good progress at Key Stage 2. However, progress over time is more variable and is affected by the curriculum organisation and management, schemes of work and the quality of teaching. The school also experiences rises and falls in numbers as above average numbers of pupils come and go. Many taking National Curriculum Tests at eleven are

relatively new and a significant number of newcomers have special educational needs. In the occasional lesson where progress was unsatisfactory, it was because of work not being matched to pupils' needs.

9. Good progress is linked firmly to good teaching which is characterised in turn by good schemes of work, accurate short term planning and helpful assessment procedures. Good examples are seen at Key Stage 2 in English, mathematics, science and information technology where pupils respond to good teaching and well planned provision which help to improve their rate of progress.
10. Pupils make satisfactory progress at Key Stage 1 in all subjects, except for information technology where they make good progress. At Key Stage 2, pupils make good progress in English, mathematics, science and information technology and satisfactory progress in all other subjects. The reasons for slower progress in some foundation subjects are related to the absence of sharp short term planning linked to clear schemes of work and weaknesses in assessment.
11. Progress of higher attaining pupils is satisfactory at both key stages, and particularly in the core subjects, because pupils are usually challenged by the work set for them. However, in some mixed age classes, planning does not always cater for the needs of higher attainers. Generally, boys and girls make similar progress except at Key Stage 1 where girls make slightly faster progress. This is due in part to the disproportionate number of boys with behaviour problems and challenging behaviour.
12. Pupils with special educational needs make sound progress at Key Stage 1 and good progress at Key Stage 2. Close on 40 per cent of pupils have an identified special need and the factors which affect all classes also affect them. Generally, progress is satisfactory and often good in most lessons, and over time, towards the targets set for them in individual education plans (IEPs). They are often taught in smaller groups by adults who provide good levels of individual support and set high, but achievable, expectations.

Attitudes, behaviour and personal development

13. Pupils enjoy school and attitudes to work are good. In lessons their attitudes are never less than satisfactory and in over two-thirds they are good or very good. Pupils have a positive approach to learning, listen to instructions and concentrate on the tasks they are given. They select and use resources confidently; good examples were seen in art, history and physical education. Pupils work well individually, co-operatively and collaboratively; for instance, when reading in a group or performing music with others. Generally, the better and more interesting the teaching, the more positive the response from pupils and this mainly accounts for the very good attitudes particularly noticeable among older pupils. Pupils with special educational needs work hard on their learning targets and all pupils show positive attitudes in literacy and numeracy lessons. Although the term has just started, the under fives settle well and relate confidently to known adults. Some make positive choices and they are all willing to share and take turns. Children work and play independently and in groups and sustain concentration: in one lesson they listened intently for half an hour.
14. The behaviour of pupils is good in class, at lunch times and outside in the playground. The school functions in an orderly and secure manner and this helps standards of learning and personal development. Pupils are polite to each other, their teachers and visitors. They open doors and step aside and are good company at lunch time. The school has an above average proportion of pupils with special educational needs and they fit in well with the general pattern of positive behaviour. There is no evidence of vandalism or graffiti around the school: it is a tidy place and the majority of pupils look after possessions and resources conscientiously.

There have been two fixed period exclusions. No reported bullying or harassment was observed during the inspection.

15. The pupils' relationships with each other are very good. Pupils were observed working and playing well in pairs and in small groups. Relationships between pupils and staff and other adults are secure and characterised by mutual respect.
16. The majority of pupils show very good levels of personal development. The behaviour policy and class rules help to develop their self-esteem. Study skills are good and pupils work well on their own, both in and out of doors. A good example was seen in a class where individual pupils used information technology skills to reinforce their classwork. Pupils with special educational needs make good progress due to the good provision and individual behavioural programmes. They are willing to take responsibility for, and to be involved in, the routines of the school. Older pupils act as lunchtime monitors and help younger pupils at the table; they act as 'pals' at playtime to lonely or worried youngsters and help in assemblies, with registers, setting up apparatus. Pupils also contribute considerably to the local community: they help with the 'Daffodil Tea' and 'Harvest Supper' for older residents and, with their parents, get involved in community projects.

Attendance

17. Attendance is good. It has slightly improved since the last report and is currently the same as the national average for this type of school. Registers are correctly called but reasons for absence are not consistently recorded. Attendance is reported according to statutory requirements
18. The education welfare officer attends the school on a regular basis. Pupils are punctual at the start of the day. There are good contact procedures with parents if a pupil is absent or regularly late.

QUALITY OF EDUCATION PROVIDED

Teaching

1. The overall quality of teaching is good throughout the school, although more variable in Reception and at Key Stage 1. Teaching for children under five is satisfactory; just over a half of the lessons being good, a fifth satisfactory and a further fifth unsatisfactory. Teaching at Key Stage 1 is satisfactory with approximately 60 per cent of lessons sound and the rest good or very good. Teaching is particularly good at Key Stage 2: all lessons were at least satisfactory and three quarters ranged from excellent to good with most being good or very good. The quality of teaching has improved since the last inspection report, particularly in Key Stage 1, where a half of lessons were unsatisfactory. However, there are now some weaknesses in the mixed Reception/Key Stage 1 class. The overall improvement is due in part to improved curricular arrangements in subjects such as English and, to a lesser extent, mathematics, and to more lessons having a sharper pace and purpose.
2. The teaching of children under five in the Reception classes is satisfactory. Strengths are associated with clear planning, effective assessment and the imaginative use of adult support which helps attainment. Weaknesses are related to the use of the literacy hour framework in the mixed age class and matching work and activities to the prior attainment of the pupils.

3. Insufficient evidence is available to make secure judgements about the quality of teaching in each key stage in art, design and technology, geography and history. Available evidence indicates that, in each of these subjects, teaching is mainly satisfactory. In individual classes teaching quality varies between mainly satisfactory and usually good or very good. It is overall good in English, mathematics, science, information technology and French. In other subjects teaching is satisfactory. The strengths and weaknesses are similar in both key stages, although the strengths are particularly evident in Key Stage 2. Teachers' subject knowledge is satisfactory or good in all subjects. Literacy is taught well and the effective use of the literacy hour is helping to raise standards in English. Pupils' literacy skills are particularly good in Key Stage 2 and teachers use them in a range of subjects including science, history and information technology. Expectations of pupils are generally good, particularly in parts of Reception and Key Stage 1 and across Key Stage 2. A particularly good example was a Year 5/6 lesson in games which kept close on ninety pupils at full stretch for a long session. Teachers use a good range of strategies to engage pupils' attention and they usually provide clear explanations and relevant activities. On occasions, however, where short term planning has not addressed the issues of both age and the range of attainment in a given class, some activities are inappropriate and check progress. Mathematics and information technology are taught well. The teaching of numeracy is good, with brisk question and answer sessions and well organised tasks helping mental skills in particular. Whilst the school is improving provision for the teaching of information technology in other subjects, the use and development of numeracy skills, other than in mathematics, is not sufficiently extensive. Teachers use resources well but on occasions, particularly with younger pupils, lessons and activities do not always have a crisp pace and time is not always fully used. Pupils manage pupils well: relationships between teachers and pupils are good and most lessons are characterised by an orderly and calm atmosphere. However, the challenging behaviour of a minority of younger pupils, sometimes present problems of control.
4. The needs of lower attaining pupils, including those with special educational needs, are usually met effectively because most staff are aware of pupils' strengths and weaknesses and the generous adult support provision is used well. In particular, good direct teaching of literacy skills is evident, which helps progress in other subjects. However, in some other lessons assessment results are not always used fully to organise both classes and groups in such a way as to support lower attaining pupils. I.E.Ps (Individual Educational Plans) are of sound quality and they are monitored carefully. Support assistants also keep a good note of progress.
5. Despite good quality long and medium planning, the quality of lesson planning, particularly in foundation subjects, is variable. This weakness is evident across the school. Generally sound planning within each year group ensures that all pupils receive similar subject content, but this is not always delivered to a similar standard. As a result, the needs of all pupils are not fully met. This planning and delivery weakness is the most prominent unsatisfactory feature of the teaching seen.
6. Procedures for assessment in the foundation subjects and their use to help lesson planning are unsatisfactory across the school. Currently, formal procedures are only in place in core subjects and these are satisfactory. Teachers mark work regularly and sometimes offer constructive advice to pupils but this is not widespread and systems for recording are unsatisfactory. Homework supports pupils' learning satisfactorily, especially in English and mathematics.

The curriculum and assessment

1. The school has been successful in dealing with most of the curriculum issues raised in the last inspection report. Standards have been raised across the curriculum, particularly in English, and there is increased provision for information technology at Key Stage 1. Medium term curriculum planning and policies for all subjects, except physical education, have been

developed, but short term planning is unsatisfactory and does not include assessment to inform future planning. Management arrangements do not ensure that curriculum planning and progression are fully effective and best use is not always made of subject co-ordinators. However, subject responsibilities now achieve a better match with teachers' qualifications and experience. Teachers' expectations of pupils' learning and achievement have been raised, particularly in the core subjects. The work of non-teaching assistants has been reviewed and those working with pupils with special educational needs, in particular, use their time effectively to support pupils' learning. Curriculum targets and priorities are detailed appropriately in the school development plan. The statutory requirements for pupils with special educational needs are met.

2. The planning and content of the curriculum for areas of learning for the under fives is satisfactory, although there are insufficient opportunities for pupils to develop skills in balancing, climbing and controlling wheeled toys. This is mainly because of their lack of access to an adjacent outdoor area.
3. The school has suitable curriculum aims and a good curriculum statement. All required policies are in place and are being implemented satisfactorily. The governors discuss curriculum matters at full meetings and there is a curriculum committee with clear terms of reference. In particular, governors monitor both the National Curriculum Test results and progress from year to year closely. The school has a satisfactory pattern of meetings to discuss curriculum issues.
4. All pupils have access to the curriculum which is broadly based and is enriched by the addition of French. The statutory requirements of the National Curriculum are met fully in all subjects and in religious education. The provision for pupils' personal and social education, including sex education, is good. Arrangements for health education, including drug awareness, give proper guidance to these issues.
5. There is a good focus on literacy and its planning has been a recent school priority. The daily literacy hour has been implemented successfully and the time is used well. Literacy skills are reinforced and extended appropriately across the curriculum. Provision for numeracy is good and the school is implementing the principles of the Numeracy Strategy. Currently, however, there is less linkage between numeracy and other subjects than there is in literacy. Provision within the curriculum for subjects to deliver information technology is good.
6. There is satisfactory provision for extra-curricular activities. Year 6 pupils have undertaken school journeys to Shropshire and France recently. There is a satisfactory range of extra-curricular activities, including football, netball, gymnastics, sewing, art, dancing and music. There are also opportunities for pupils to learn the recorder and the guitar in school and the Kent School of Music offers tuition in a range of instruments.
7. Medium term planning is satisfactory and helps to enhance the standards of attainment and progress. However, the daily plans of the foundation subjects often have weaknesses. They do not sufficiently address either objectives, learning outcomes or assessment to inform future planning. The school organises pupils' transitions from nursery schools and to secondary schools well. Good curricular links are evident in a range of subjects, including science and information technology.
8. There is good provision for pupils with special educational needs and for equal opportunities. Work is usually varied to meet the needs of most pupils, but is not always matched to the needs of higher attainers or to all pupils in mixed age classes. The above average numbers of pupils with an identified educational need are well supported by teachers, non-teaching staff and by visiting professionals. Their needs are met well through activities appropriate to their aptitudes

and by IEPs which contain a comprehensive range of targets.

9. Overall procedures for assessment are satisfactory in both key stages but the inclusion of assessment in daily planning and its use to inform future planning is unsatisfactory. There is some informal assessment and occasional self-assessment in science, but practice is inconsistent and there are no formal procedures for assessment except in the core subjects. The school does not keep portfolios of work for moderation and for informing assessment. The mechanisms to ensure that curriculum co-ordinators monitor for coverage, continuity and progression are not yet in place. The best practice in marking offers oral and written help to pupils but practice is inconsistent. However, the identification, targets and progress of pupils with special educational needs are recorded appropriately. The school complies with the statutory requirements for reporting to parents and termly meetings are held with them. The school acknowledges its weakness in the areas of assessment and recording and is planning to address it.

Pupils' spiritual, moral, social and cultural development

1. The school's provision for spiritual, moral, social and cultural (S.M.S.C.) development is satisfactory overall and it has a number of good features. Arrangements for moral and social development are good. However, there is still no overall planning to deliver SMSC within the curriculum as a whole. Generally, the situation is the same as at the time of the earlier report; however, there have been improvements: for example, there are now planned opportunities for reflection.
2. Provision for spiritual development is satisfactory and the school provides its pupils with knowledge and insight into values and religious beliefs through the teaching of religious education. Assemblies, whilst planned to incorporate moral themes, do not always have a strong spiritual atmosphere: music is often absent and pupils rarely take part in role-play or drama. In lessons, pupils respond to opportunities for the discussion of a variety of issues which help them to reflect and discover. Younger pupils delight when they first see the effect of mixing colours in art; older pupils reflect on the experiences of the evacuees of 1939 when they write imaginary letters and there are many opportunities to explore mood in music: for example, the seasons of the year when they listen to Vivaldi. A particularly good example seen were the efforts of older pupils to paint without hands and feet before comparing their inferior examples with landscapes painted by disabled artists.
3. Procedures for promoting pupils' moral development are good. Staff use opportunities well to teach right from wrong. Pupils are helped to understand themselves better through discussion and reflection on their feelings. At circle time, the youngest pupils learn how to listen and take turns, how to share and how to be kind to each other. An effective policy helps good behaviour and parents are kept informed of expected standards. The school succeeds in providing a place where children learn that good behaviour makes effective teaching and learning possible. Pupils are aware of those worse off than themselves and collect for a range of charities. Similarly, religious education causes them to think of people of different faiths and in geography they study about the waste of the earth's resources and the need to conserve things.
4. The provision for the social development of pupils is good. Adults in the school provide good role models and teachers provide useful opportunities in the classroom for the pupils to develop their social skills in class discussions. Many lessons encourage co-operative working: pairs of pupils work well to produce databases in information technology; pupils compose and perform in groups in music and a range of teams compete well, as when the school's football team took part in a French tournament. Pupils develop an understanding of citizenship through the personal and social education programme and break and meal times are used well to stimulate the pupils' growing social skills. For example, 'playground buddies' help the lonely and

potentially unhappy younger child. Good work is done in the community and the quality of relationships is very good with evidence of pupils confident enough to share their views with their peers in class and with adults.

5. Provision for cultural development is satisfactory: the school provides a range of opportunities for pupils to participate in the cultural and creative aspects of education to which they respond well. However, there is no systematic planning to ensure consistency of delivery across the curriculum. French lessons enable pupils to understand a European culture and the history curriculum allows them to discover something of their local and national tradition. They learn about the music of other lands and of famous composers in music but, although they experience some Japanese and Egyptian art, their awareness of the work of famous artists is limited. Similarly, local studies are not well developed in geography. Finance and relative distance make it difficult to organise visits to places of interest to stimulate cultural development.

Support, guidance and pupils' welfare

1. Since the last inspection, the school has improved its provision for pupils' support and welfare. It is now good. There is a good range of policies for most aspects of this provision. Monitoring of academic progress and personal development is satisfactory. Staff know the children well and are usually sensitive to their needs. They take care to support them with any concerns. Assessment procedures help the monitoring of academic progress and target setting arrangements is used constructively, as when offering private tuition to those judged to be in need. Arrangements for the under fives are good. Similarly, the school has good arrangements in place to ensure that pupils' progress is assessed accurately in literacy and numeracy lessons. The school works hard to provide an environment in which pupils feel valued and supported. Parents feel the school takes care of their children well. The provision for pupils with special educational needs is good: support is provided both in and outside of the classroom and progress is monitored. Extra help is given to those with behavioural problems. Children are prepared well for entry to Reception and they settle in well. Similarly, older pupils are helped to prepare for secondary education.
2. Procedures for monitoring and promoting discipline and good behaviour are good. Teachers' expectations are high and pupils respond well; the behaviour policy has been reviewed and endorsed recently by governors. It works effectively. Parents are satisfied with the school's approach to discipline. Lunch time procedures are good and midday supervisors are aware of their responsibilities. Instances of reported bullying are said by parents and pupils to be few but, when they occur, they are dealt with quickly and effectively. Pupils are aware of the procedures which they must follow to inform staff of any such incident.
3. Procedures for monitoring attendance are good. Parents of new pupils are told of attendance requirements and guidance on the completion of registers is satisfactory. Good attendance helps the continuity of learning and progress and there are very low levels of unauthorised absence.
4. Procedures for child protection have improved since the last report and arrangements for health and safety are good. All staff are familiar with the procedures and are vigilant about such matters. The school co-operates well with the relevant authorities and teachers also pay proper attention to health and safety in the classroom. The governors monitor health and safety matters and the site manager keeps full records of risk assessment and the work done. Health education is taken seriously by the school; a programme is contained within the curriculum which emphasises the need for pupils to care for their bodies, eat healthily and be aware of the misuse of drugs.

Partnership with parents and the community

1. Information provided for parents is satisfactory. Newsletters, though infrequent, are helpful and information for new parents and the prospectus cover such matters as attendance and the benefits of homework. Parents are appreciative of the accessibility of staff and teachers' knowledge of their individual children. They are able to approach the staff informally and there are regular review meetings through the year. However, parents would like more help with assessment of their children's progress during, rather than at the end of, the year. Annual reports on pupils' progress for both key stages are full and cover pupils' attitude to work, behaviour and progress.
2. Most parents are involved well in their children's learning. They hear children read at home, commenting on progress in their reading notebooks. The benefit to reading standards and learning through homework was discussed with parents in the summer when the home school agreement was introduced. There is an adult section in the library and both parents and their children are encouraged to take books home. The library is also open to the local playgroup which gives children an opportunity to get to know the school. Parents help in the classroom and assist with school events. They are also well represented by parent governors.
3. Satisfactory links are kept with nursery schools in the area and with the secondary schools to which the majority of pupils go. There is a close relationship with the local community, the churches, old people and the police. The school benefits from visits and gifts of equipment from the Dungeness Power Station. Educational visits to Shropshire and France make a valuable contribution the pupils' learning and social development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

1. The school has made good progress in improving the areas of weakness noted in the last report. Standards in both information technology and English have improved and there is now a better match between teachers' qualifications and their responsibilities. There are also good systems to ensure value for money and non-teaching staff are deployed well. All statutory requirements are met. Teachers' expectations of pupils have improved and this has led to an improvement in the overall quality of teaching. However, notwithstanding some time and resources being given to help the training of co-ordinators, there remains scope for improving the school's monitoring arrangements. Similarly, whilst there are satisfactory arrangements for planning the curriculum and most subjects have schemes of work, there remain instances where the quality and planning of teaching is uneven from class to class.
2. Arrangements for development planning are good. There is a clear and helpful process of consultation with governors, senior management team and staff before the plan is drawn up. In particular, the Finance Committee plays a central part in assessing the cost of competing priorities. School improvement features strongly in development planning and points for action contain budgetary implications and success criteria. At a subject level, the core subjects have been enhanced but some other subject development planning has not been systematic.
3. The Governing Body is organised effectively and is well led. A hard working and able Chair of Governors is supported well by appropriate committees. The Body is clerked effectively and, as a result, pays good attention to its major duties in areas such as finance, buildings and staffing. The school has established an effective framework for the introduction of the National Literacy Strategy and the National Numeracy Strategy. It has resourced these initiatives well and has provided the direction necessary for action by staff. Similarly, the Governing Body has taken its

responsibilities for the above average number of pupils with special educational needs very seriously. It ensures that resources are sufficient and receives reports from staff, governors and the named governor.

4. Overall arrangements to monitor the quality of teaching and curricular development are currently unsatisfactory. Teaching is only monitored by the Headteacher and a weakness is that senior staff are not systematically involved in reviewing the planning and teaching in the areas for which they have responsibility. Monitoring is done through classroom observation and scrutiny of planning but the effect on the quality of education and standards is limited. Similarly, the senior management team ensures the smooth running of the school on a day to day basis and emphasises standards of attainment in the core subjects. However, it does not give a clear enough lead in curricular development. Curriculum co-ordinators have job descriptions but some are unclear about priorities and practice is inconsistent. Systems and structures are in place but a firm lead is required to help them work more effectively.
5. The Headteacher provides clear direction for the school. He is central to the everyday life of the school, is dedicated to it and ensures very good links with parents. He is approachable and this was commented upon favourably by parents in their responses to questionnaires and at their meeting. Parents have also indicated that they have confidence in the leadership of the school and support strongly its aims and values. The Headteacher is well supported by a Governing Body and staff which offer support in the day to day life of the school.
6. The ethos of the school is good. The pupils enjoy their life at school. There are good relationships between teachers, pupils and parents. Teachers provide a caring, supportive environment. The pupils work hard and behave well, both in lessons and around school. Pupils of all attainments are valued and given good opportunities to participate fully in the life of the school.
7. Overall, leadership and management has been successful in realising the school's aims which place a premium on high academic standards and a friendly, self-disciplined atmosphere. Governors fulfil statutory requirements in all areas. As a result of current organisational arrangements and the rate of progress achieved so far, the school has a sound capacity to improve further.

Staffing, accommodation and learning resources

1. The school has satisfactory staffing levels and class sizes are at the national average. There is sufficient expertise amongst the teachers to cover the National Curriculum and the school also has a generous complement of support staff. Both are effective in supporting pupils' learning.
2. There are satisfactory arrangements to support teachers new to the school, including newly qualified teachers. Satisfactory job descriptions for all staff are in place. The school's arrangements for the appraisal of teachers are satisfactory and priorities for training are identified clearly in the school development plan. As a result, teaching and standards have improved in information technology and in literacy; both subjects have improved since the last inspection.
3. The administrative staff contribute well to the smooth running of the school and caretaking support is first class. Other staff, including lunchtime supervisors, are hardworking and operate well as a team. The involvement of visiting professionals is well co-ordinated and complements the school staff's contribution to attainment and progress.
4. The school's accommodation is overall of very good quality and helps the delivery of the

curriculum. It has improved vastly since the earlier report. Indoor accommodation for the under fives is, however, somewhat small and there is no space outdoors dedicated to their use. Classrooms are generally bright and roomy elsewhere and the library is situated centrally. The hall is of suitable size and outdoor play areas are very good. Facilities for storage are good and there is sound accommodation for special educational needs.

5. The earlier report indicated no significant shortage of resources and this remains the case. The school's resources are good and in no subject does a shortage of resources inhibit standards of attainment and progress. However, the lack of suitable equipment among the under fives hinders their physical development. At both key stages there is a variety of resources appropriate both to the age and interests of the pupils and the curriculum taught. They are clearly labelled and, where appropriate, accessible to the pupils. In particular, provision has improved in information technology and there is both a good number of machines and plentiful software.
6. Overall, staffing, accommodation and learning resources make a good contribution to the quality of education and the standards achieved.

The efficiency of the school

1. The Governing Body has attended very well to the only concern mentioned in the earlier report: it has sought, and obtained, value for money in contracts for meals, grounds maintenance, payroll and the school's choice of accountants.
2. Financial planning is good: it is competent, open and efficient. Decisions are made to meet educational objectives. The Headteacher, senior management team and the governors' Finance Committee work together in a systematic way to form a budget. The Committee also monitors the school's expenditure against yearly plans carefully and makes necessary adjustments. Currently, the Governing Body is planning to develop a more formal and detailed response to the full financial implications of both the change from grant maintained status and a projected increase in pupil numbers as a result of new housing.
3. Financial administration and budgetary control are very good. The school has efficient procedures to provide the Headteacher and governors with accurate figures to monitor expenditure against that forecast. The most recent audit report was extremely positive and its minor recommendations have been acted upon. Budget details are published appropriately in the annual report to parents. The administrative procedures of the school are efficient and secure. Clerical ordering, invoicing and cheque book management are excellent. Procedures for the collection and banking of monies are very good. As a result, the school's administration supports the work of the school. There is a clear segregation of budget responsibilities but a rather limited base of cost centres. For example, subject co-ordinators are allocated their allowance annually and there is no process of bidding or devolved responsibility.
4. Relationships between members of the senior management team are very good and individuals have defined roles and responsibilities. However, senior staff are not sufficiently involved in strategic curricular matters. The allocation of non-contact time and responsibility allowances awarded to staff is generally equitable. Expenditure on clerical and administrative staff is above average but the buildings, ordering resources and other day to day financial sometimes occupy too much of the Deputy's and Headteacher's time. Support staff are well deployed and this represents an improvement on the earlier report. Expenditure on teachers is marginally below average. In general, teaching time is used well but a few lessons, mainly with younger pupils,

were characterised by lack of pace. The significant sums received to support pupils with special educational needs are disbursed appropriately and used well and suitable time is provided for the special educational needs co-ordinator to carry out her duties.

5. Staff development funding is below average but is used satisfactorily to support a programme which ensures that major priorities are met. Funding to support literacy and numeracy development has resulted in better provision and progress. Good use is made of resources and accommodation, particularly the outdoor spaces and the information technology room.
6. When pupils enter the school their attainment is average and they come from an average mixture of socio-economic backgrounds. Pupils' progress is overall good during their time at school and, by the age of eleven, their attainment exceeds national averages overall. The attitudes, behaviour and personal development of the pupils at the school are good. The quality of education and, in particular, the teaching provided by the school is good and, with unit costs per pupil now average, the school is providing good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. Children are admitted into the school in September of the year in which they are five. The youngest under fives form one Reception class; the rest join a class which contains Year 1 pupils.
2. Almost all of the children have attended playgroup and the school has good links with them. Parents are encouraged to bring their children to visit before they are admitted and the school prospectus has some helpful, relevant advice.
3. The provision for teaching the children is overall satisfactory but there are weaknesses. For example, there is no designated outside play area and no large toys or climbing equipment. The rooms are a little small with the result that all possible activities cannot be put out simultaneously.
4. At the time of the inspection, children had been in school for barely a fortnight and children were being assessed with the help of the authority's baseline assessment and the school's own procedures.
5. Preliminary evidence indicates attainment to be average on entry. As a result of the satisfactory provision class progress is satisfactory. By the time they reach statutory school age, the majority of pupils reach the standards set out in the Desirable Outcomes for Learning in mathematical development, knowledge and understanding of the world, physical and creative development. They exceed expectations in language and literacy development.

Language and Literacy

1. Children make good progress and by the age of five standards are above average. All children are encouraged to join in class story time, sing rhymes and share speaking games with each other and with the teacher. They listen well and speak confidently using sentences and good vocabulary. Most of the children like books and understand how to look at them. They know that print has meaning and like to point at the words and 'talk the story' to an adult. All the children take part in games which teach them about letters and the sounds of letters. There are many opportunities to use pencils and crayons. Children are taught to colour within lines, to follow a pattern, to trace and, eventually, copy simple words. They understand that writing is used for many purposes and some are beginning to draw pictures that tell a story. By the end of Reception, almost all are ready for the more formal National Literacy Strategy.

Mathematical Development

2. On entry to the Reception class children's mathematical skills are around the average. Provision for children's development and awareness of mathematical language and skills is satisfactory and they make satisfactory progress. Some of the children come into the class already able to count up to five and to understand 'more than one'. This early knowledge is extended and children are given experiences in matching, sorting by colour and looking at shapes. They learn the meaning of a few mathematical terms such as 'longer', 'more than' and play games in groups, or with each other, using construction toys for building and counting. By the time they reach statutory school age most reach the expected standards.

Knowledge and understanding of the World

3. Provision for children to develop knowledge and understanding of the world around them is satisfactory and it is good for the development skills in information technology. Children learn about the world in which they live. They are occasionally taken for walks around the school grounds or onto the beach. They like to talk about family and home and adults build skilfully upon the experiences in order to extend the children's knowledge about their own lives. They produce simple plans of their homes. During the inspection all the children in the class painted 'myself' and very much enjoyed explaining the results to the adults present. Many of these children are developing a growing competence on the computer and make progress with their first skills by typing in and printing out their names. Most are familiar with a tape recorder. Children identify plants and are quick to discover what helps living things to grow.

Physical development

4. Provision for physical development is a balance of strengths and weaknesses and children make satisfactory progress. All the children enjoy the freedom and space provided by lessons in the hall. They are learning to obey simple rules, to respond to music, to climb, run, jump, hop and practise skipping. They then try to throw and catch using beanbags. Children are beginning to understand the first rules about taking turns and following each other. Good provision is made for the development of children's dexterity through the handling of objects such as jigsaws and the use of pencils and crayons and other art materials. Children cut, stick and paste materials satisfactorily. They make good animals using junk materials. However, because of the absence of some toys and items of equipment, children's opportunities to develop control in order to balance, turn and move in different directions is hindered, as is their sense of space and awareness of others.

Creative development

5. Children make satisfactory progress, particularly through the stimulating art activities which are provided and, by the time they are five, most children achieve the standards expected. They express themselves well in art as in a lesson where they painted 'myself' and enjoyed talking about their painting with the adults present. They sing songs enthusiastically and use good expression, with most knowing the words. Some show good imagination in role-play activities. Currently, however, a weakness is that activities which stimulate creative and imaginative play are only set out at certain times during the day.

Personal and social development

6. Provision for children's personal and social development is satisfactory and they make sound progress. Most children work well together in groups, line up ready for playtime, and put their hand up if they want to say something in a discussion. Discussion periods also help children to understand the feelings of others. However, when there is a range of different activities going on in a classroom, involving, for example, the Literacy Hour for Year 1 pupils, younger pupils can become restless. Behaviour is generally good and most children share things readily. Social development is promoted satisfactorily and children give things out and tidy them up well. However, the limited range of activities sometimes limits such opportunities. Whilst staff get to know the children quickly, examples were seen of children's misconceptions not always being handled sensitively with a resulting lack of confidence.
7. The teaching of children under five in the Reception class is satisfactory overall: however, the quality of lessons seen in the Reception class was higher than the mixed age class. Features of good lessons were clear planning based on the areas of learning, good teaching of literacy and

number, sound classroom management and good use of resources. In particular, a good balance between adult focused activities and learning through structured play is achieved. Unsatisfactory features were related to planning which failed to incorporate an appropriate range of activities suitable for both immature, young children and more experienced pupils. On occasions also, management strategies used were sometimes unsuitable for younger children.

ENGLISH, MATHEMATICS AND SCIENCE

English

1. Pupils' attainment in 1998, as recorded in National Curriculum Key Stage 1 Tests in reading and writing, was above both the national average and that for similar schools. Those reaching higher levels were at the national average. This year's results are broadly similar. Generally, girls perform better than boys and results have been broadly consistent over the last three years. At the end of Key Stage 2, pupils' attainment was above the national average but at the average for similar schools. Those reaching the higher Level 5 are close to the national average. Overall, results since 1996 have been below the national average but they have improved significantly recently. Results in English are not as good as those attained in mathematics and this is, in part, linked to those pupils who have additional educational needs in verbal reasoning. The earlier report identified English as an area where standards needed to be improved. This is being achieved well.
2. Children in both key stages communicate well. They have the confidence to speak in class, to answer questions and to enter into discussions. Children moving around the school greet visitors politely and are able to converse sensibly. Most children in nearly all the classes respond well to the good strategies used by teachers in the Literacy Hour, as when pupils joined in a stimulating question and answer session on Guy Fawkes. Those with special needs are supported well and make sound progress. They join in class games and take part in group sessions. A particularly interesting innovation is 'Story Shop'. Teachers read from their favourite authors and children choose which teacher to 'visit' for their story time.
3. Inspection findings show that attainment in reading at the end of Key Stage 1 matches national expectations for most pupils. At the end of Key Stage 2, attainment is also close to national expectations. In both key stages some children achieve above national expectations. The Literacy Strategy has been in place for one year and is used well to teach reading. Pupils in all classes are sure of the skills they have learned. They read aloud with confidence and enjoyment. The contribution made by parents is vital. The school's prospectus contains a very good section explaining how parents can help their children's reading and most respond conscientiously. Parents and other volunteers also come into school and help in classes or in the school library. The latter is well resourced with books for reference, fiction books, puzzles, magazines and an adult fiction section. A library club for parents and children is run once a week. Pupils are encouraged to use the library at any time of the day or after school. They know how to ask people for help to find the book of their choice. However, there are not enough opportunities for older pupils to develop more advanced library skills. An effective scheme has been introduced aimed at improving boys' attainment in reading. Pupils from the top of the school attend meetings with the Deputy Head and the English co-ordinator to research the sort of reading material that appeals to boys. Following this special lists of recommended books are produced. Evidence so far indicates that this development is raising standards in boys' reading.
4. The earlier report identified writing at both key stages as a weakness. This has been addressed successfully. Inspection findings show that attainment in writing at the end of both key stages matches national expectations. By the end of Key Stage 2, some children are reaching levels of

attainment beyond those expected for their age. Teachers have high standards in writing and formal handwriting lessons take place in all classes. Children in Reception practise forming letters and develop pencil control by tracing and colouring. By the end of Key Stage 1 most children are using joined up writing. In Key Stage 2, most children develop their own style of handwriting in different styles on worksheets or in exercise books. These include exercises in grammar, spelling and punctuation. Children write reports letters and accounts. Little evidence was found of drafting or of creative writing or poetry. Writing in all curriculum subjects is of good standard and presentation is usually good. At Key Stage 1, pupils use writing skills competently across the curriculum as when they explain how animals adapt to their environments. Other pupils write imaginative letters from evacuees in history, describe clearly which metals conduct electricity in science and outline the characteristics of different faith communities in religious education.

5. Progress is satisfactory at Key Stage 1 and good at Key Stage 2. The variation is due partly to the range of ability in some classes but, more often, to effective teaching characterised by a brisk pace. Pupils with special educational needs make satisfactory progress because of extra help to assist them achieve their literacy targets. Factors making for positive progress include frequent opportunities for pupils to develop their speaking and listening by explaining their own ideas. Also, the Literacy Hour has increased the concentration on literacy throughout the school. Pupils enjoy the shared text session and many work hard in their groups. Similarly, reading progress is helped by arrangements which ensure that most pupils get sufficient practice at home. Whilst library skills are taught satisfactorily, higher attainers are not always challenged. However, regular access to a library helps progress and the provision of special lessons helps to improve standards of handwriting.
6. Pupils' attitudes to the subject are good overall. Most pupils behave well and work hard. They want to learn and they like to please their teachers. In nearly all classes they listen attentively and concentrate on the work given. Pupils, especially in Key Stage 2, set themselves high standards and usually finish their work. In occasional lessons in Key Stage 1, children sometimes lose interest and do not pay attention, mainly as a result of sitting still for too long or because instructions are unclear.
7. The quality of teaching at Key Stage 1 is satisfactory; at Key Stage 2 it is good. The most successful lessons are well planned, have clear learning objectives and high expectations of pupils. Teachers set challenging tasks which are structured well to meet the needs of children working at different levels. Resources support learning well. Teachers have both a good subject knowledge and an engaging style of imparting information. The major unsatisfactory features of teaching are a lack of organisation in the classroom and a failure to plan for the full range of pupils' needs. Throughout the school very little use is made of assessment to help lesson planning.
8. English is managed effectively. The teaching of English meets statutory requirements. Special needs are being met and all children are given equal access to the subject. The co-ordinator is well informed and has written clear guidelines for teaching each year group. No procedures are in place to assess the progress of individual pupils and there are limited opportunities for the co-ordinator to go into classrooms to monitor day to day practice. The effective implementation of the Literacy Hour is having a positive effect upon pupils' attainment and, provided attention is properly paid to weaknesses, the subject has a sound capacity for future improvement.

Mathematics

1. At the end of Key Stage 2, National Curriculum Test results in 1998 show that pupils' performance in mathematics was well above the national average. The percentage of pupils

achieving higher levels was above the national average and, compared to schools of a similar type, overall pupil performance was well above the average. Over a three year period there has been a gradual improvement in standards, with boys and girls performing equally well. At the end of Key Stage 1, National Curriculum Test results in 1998 show that pupils' performance in mathematics was well above the national average. The percentage of pupils achieving higher levels was also well above the national average. In comparison to schools with pupils from similar backgrounds, pupils' performance was well above average. Boys and girls performed equally well. Indications from the 1999 tests are that pupils at the end of Key Stage 2 have maintained the overall high standard and improved their performance at the higher level. At the end of Key Stage 1, the overall high standard has been maintained but there has been a fall in the percentage of pupils reaching the higher level.

2. Evidence gained during the inspection shows attainment being satisfactory at the end of Key Stage 1. There are two main reasons for the discrepancy in test results and inspection findings. The first of these is that the percentage of pupils requiring special needs assistance has risen in recent years; the second is that the quality of work produced, both during classroom observations and through scrutiny of the previous years work, does not match as well as it might with the test results. At the end of Key Stage 2, attainment is good, even though pupil turbulence has been monitored at over 50% since entry at age five with many pupils coming and going.
3. Standards of numeracy are good at the end of Key Stage 2 and progress for all pupils, including those with special educational needs, is also good. Understanding of number, shape and space is reinforced by work in other areas of the curriculum, but not to any great extent. Charts, graphs and tables are used correctly in science and geography lessons and accurate measurements are made in design and technology. Nevertheless, the school recognises that this is an area for development. Pupils use information technology confidently to help their mathematics: Year 5 calculate how many litres of water is used by an average household every week and younger pupils produce graphs to calculate road accidents sixty years ago.
4. The major emphasis in both key stages during the inspection week was on number work, but long and medium term planning documents reveal that there is an appropriate focus on investigation and on relating mathematics to everyday life. In Key Stage 1, the pupils' acquisition and consolidation of knowledge about number, and the development of their skills and understanding, is progressing satisfactorily. The progress of pupils with special educational needs is likewise satisfactory. Pupils' understanding of number to 100 is becoming established. In Year 2, they can count to and from 20 with increasing confidence. They use effective strategies to order numbers and are becoming mentally agile. Pupils are developing a good mathematical vocabulary and use it correctly. In Year 1 they know that an estimate is a good guess. They estimate how many matchsticks are stuck in pieces of plasticine and check their results.
5. Numeracy skills in Key Stage 2 are developing very well. All pupils are learning about place value at an appropriate level. Years 3 and 4 are working confidently with hundreds, tens and units. Year 5 can recognise and understand the value of numbers up to hundreds of thousands and Year 6 to numbers beyond that. Multiplication skills receive due attention and most pupils in all classes can recall number facts with speed and accuracy. At Year 3, pupils are learning about coinage and translating place value into pounds and pence, and at Year 6 pupils work confidently with whole numbers and fractions.
6. In most lessons opportunities to talk about mathematical ideas are plentiful. There is generally a very positive and enthusiastic atmosphere during lessons, particularly at Key Stage 2. Pupils listen to instructions carefully and are prepared to question and discuss outcomes with

confidence and interest. They develop accurate mathematical language. Levels of concentration are good in both key stages and pupils are generally careful about presentation. Most pupils say that they enjoy mathematics and this clearly helps their understanding and progress.

7. Teaching is sound overall and is often good, especially in Key Stage 2. Most classes are well managed and organised. Teachers have a secure knowledge and understanding of the work being taught. Expectations are satisfactory overall and particularly good in Key Stage 2. Teachers usually set clear expectations of work and behaviour, and encourage pupils to recall number facts quickly. The teaching helps pupils to build up their confidence in the subject. The best lessons are very well structured and differentiated, pupils are clear about what they are doing, the pace is well suited to the particular groups, and resources are available and used effectively. In general, teachers contribute significantly to progress by setting demanding, but achievable, tasks matched to pupils' capabilities. The teachers are very well supported by a team of classroom assistants who are fully involved with the pupils and their work.
8. The subject is well managed by an experienced co-ordinator. The Numeracy Strategy has been introduced and all the teachers have embarked on this new initiative with enthusiasm. The co-ordinator is not able to monitor standards of attainment and the quality of teaching in mathematics directly. Instead he uses meetings and informal discussions and often helps with planning. Long and medium term planning is satisfactory but short-term plans vary widely in quality and in detail with the result that mathematical objectives sometimes lack clarity. Teachers mostly rely on published schemes of work to secure continuity and progression through the school. Formal assessments of attainment are completed at fairly regular intervals but day-to-day assessments of progress are unsatisfactory and the particular needs of individual pupils cannot be planned for fully. The subject has improved standards of achievement since the last inspection and, provided the issues above are addressed, is well placed to sustain them in future.

Science

1. At the end of Key Stage 1, in 1998, on the basis of teacher assessment, the percentage of pupils reaching Level 2 or above was above the national average. The percentage of pupils reaching Level 3 was also above the national average. At the end of Key Stage 2, in 1998, on the basis of the tests, the percentage of pupils reaching Level 4 or above was above the national average. The percentage reaching Level 5 or above was close to the national average. Taking the three years 1996 to 1998 together, the figures at Key Stage 2 show performance to be close to the national average, with no significant differences between the performance of boys and girls. In 1998, pupils' performance at Key Stage 2 in the science tests was above average in comparison with schools with pupils from similar backgrounds. The figures for 1999 show continued improvement at both key stages.
2. Standards are consistently sound across the required areas of study. Pupils are able to talk about what they have learned and how it affects their lives. At all stages, they learn to work safely. There are no significant variations between classes, boys and girls or pupils from different backgrounds. In science, there are strong links with literacy, speaking, listening and writing up experiments, although limited links with numeracy or information technology were observed during the inspection.
3. During Key Stage 1, pupils make satisfactory progress in science. Due to a good scheme of work, sound medium term planning and satisfactory teaching, pupils extend their knowledge and understanding of science, building well on their earlier experience. Pupils in Reception know some features of living things and what helps them to grow. By the end of Key Stage 1, pupils know the difference between living and non-living things. They realise that humans need

food and water and that plants need light and water. They identify parts of flowering plants and they understand that they produce seeds which turn into new plants. They explain a number of ways in which animals are adapted to their environments. Pupils in Year 1 examine materials and explain similarities and differences. They sort them into groups and describe them accurately. They identify the uses of different materials such as brick, wood and glass in building houses. Year 2 explain why some materials are suitable for specific purposes and why metals conduct. They recognise that some changes, such as the freezing of water, can be changed and some, such as the baking of bread, cannot. They also learn to classify changes. Pupils use their knowledge and understanding to explain why an electric bulb fails to light. They explain how the speed of a toy car changes because of a force applied to it. Supported by what they do in music, they explain why sounds are louder the nearer that they are to the source. They understand what a fair test is, carry out investigations and explain what they have discovered. However, their written work throughout the year is brief and not always well presented scientifically. Although satisfactory overall, it does not reflect the good results obtained in the recent Tests. Clearly, the pupils have grasped knowledge and learned new skills over the key stage and can demonstrate them in formal circumstances.

4. During Key Stage 2, pupils make good progress in science. As a result of soundly planned work and good teaching, which draws on pupils' knowledge and skills, their capabilities improve. They grasp the importance of a fair test early in the key stage. For example, Year 3 use a fair test to discover which materials conduct and which insulate and Year 6 test various substances to see if they are soluble. They use equipment safely and with confidence. Pupils use an appropriate and increasing range of scientific vocabulary such as 'conductors', 'insulators', 'circuit', 'soluble' and 'insoluble'. They understand what they are doing and are able to explain it. Pupils with special educational needs make good progress, because lessons are usually planned to take account of IEPs. Higher attaining pupils and those of average attainment also make good progress because work is usually well matched to their abilities.
5. All pupils enjoy science and capture the enthusiasm of their teachers. They engage fully in their work and make effective use of the time available. They ask relevant questions and they are keen to engage in scientific discussion. They show respect for a fair test and for evidence. They have a responsible attitude towards safety: for example, they do not attempt to taste substances when testing them in Year 6. They show care and respect for living things, as when Year 3 discuss healthy diets for carnivores, herbivores and omnivores. They behave well and they respond positively to the tasks set. They work independently, and co-operatively in groups, when it is appropriate. There are good relationships between pupils and between pupils and teachers.
6. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2, with some instances of very good teaching. Features of good teaching are clear objectives which teachers communicate to their pupils. At Key Stage 2, teachers manage their classes particularly well, exercising effective control in teacher centred activities and providing sound support and guidance in practical work. Pupils are enabled to make progress through carefully planned work which develops scientific knowledge, understanding and skills, to test and refine ideas through practical activities and relate the science taught to their everyday lives. There are strong links with literacy and good use of resources, including the outside environment when Year 3 tested the railings to see whether they were conductors. At both key stages, pupils are expected to write their observations and conclusions neatly and accurately and they are encouraged to analyse their findings in class discussions. Occasional weaknesses in teaching are linked to lesson planning which is not always clear about how Programmes of Study are to be achieved in lessons and this leads to a lack of pace.
7. The curriculum meets statutory requirements and covers a good balance of all attainment

targets. The subject co-ordinator gives good leadership. There is a clear and comprehensive policy for science which guides teachers' planning. It is planned to meet the needs of pupils with special educational needs. The results of baseline, National Curriculum and commercial tests are used to track progress. However, apart from some self-assessment in a few classes in Key Stage 2, assessment is not built into planning or used to inform future planning. Support staff are not involved in the process of assessing and recording and there are no portfolios of pupils' work exemplifying consistency of teachers' judgements. There are good links with pupils' moral, social and cultural development. For example, pupils discuss how science affects them and the environment and they work well collaboratively when carrying out investigations. The accommodation is good and allows the science curriculum to be taught effectively: the classrooms and school grounds provide a stimulating environment. There are adequate resources which allow teaching to be carried out efficiently and they are stored safely. The subject has maintained its earlier standards and is well placed to build on them.

OTHER SUBJECTS OR COURSES

Information Technology

8. Pupils' attainment in information technology is good at both Key Stage I and Key Stage 2. The planning is good and includes provision for all the Programmes of Study. National Curriculum requirements are fully met.
9. By the end of Key Stage 1, pupils have good keyboard and mouse skills. Pupils in Year 1 use developing word-processing skills to promote literacy. Four year old pupils in Reception, who have only been in school two weeks, learn to use the computer independently to type in and print out their names, with initial capital letters and they are able to explain the steps that they take to do so. They become familiar with a tape recorder. Pupils in Year 1 use a word bank, label and classify, represent information graphically and understand instructions. Pupils in a Year1/2 class use the computer independently to learn spellings using the look, cover, write, check method and make good progress.
10. Pupils make good progress throughout the key stage: they use word-processing skills to re-draft stories and create graphs, using collected data. They display good grammar and punctuation. Pupils use Paint Brush to create pictures and find information from the Children's Encyclopaedia. They control a floor turtle well. Some are familiar with the volume, play and stop buttons on a tape recorder.
11. Work in Key Stage 2 develops skills further. Pupils in Year 3 combine graphics and text to create a landscape, using 'Storybook Weaver'. They cut and paste and save information competently into their own personal files. Pupils add sounds to stories to create atmosphere. They produce databases to present information about a variety of subjects and they understand the terms 'cell', 'row' and 'column' when using a database package. In Year 4, pupils know how to use the maximise and minimise keys and follow the correct procedure to access the required program. They build on their work well in literacy: for example, they create a newspaper page complete with a headline and an article on 'Collision in the Channel' and persuasive articles in the form of advertisements. They use information technology in history when writing about Doctor Syn, the brandy smuggler from Dymchurch, and in local studies when writing an imaginative article on 'Goldrush in Greatstone'. Year 5 use information technology skills to produce a graph showing the amount of water in litres used during a week in the home, linking with previous work in mathematics. They create a poster advertising a lost animal with appropriate headings, pictures and text and practise changing font, style, colour and size. Year 6 design a poster about "Macbeth", and concoct a recipe for a witch's spell. They input data

from religious education, showing the number of followers of the six major world religions in the form of bar graphs and pie charts.

12. Pupils make good progress throughout the key stage. By the end of Key Stage 2, pupils design a multimedia document, present information as a branching tree program, sample, record and edit sounds, scan and edit photographs, record video footage and download to a computer for sampling and using in a multimedia presentation. They create a wide range of interesting documents and are developing a school website.
13. Pupils' response to information technology is very good: they are interested and enthusiastic. They are motivated to succeed and they remain on task. Pupils work well in pairs and take responsibility for their own learning, communicating confidently and sharing ideas. Relationships with the teacher and with each other are good and computer suite rules are followed.
14. The quality of teaching is good and in a number of lessons at Key Stage 2 it is very good. Teachers have high expectations and challenge the pupils. Lessons move at a good pace, motivating the pupils and maintaining their interest. Effective cross-curricular links are made. Literacy skills, such as writing, spelling and punctuation are well-promoted through word-processing and re-drafting. Some numeracy skills are employed, with an emphasis on block graphs and pie charts at all stages. Teaching is confident throughout both key stages, due to good in-service courses and regular training given every Thursday evening by the co-ordinator. Teachers give instructions that are very clear and which enable pupils to understand exactly what they have to do. They are very patient in their response to minor problems that arise and class routines are well-established.
15. Resources are adequate at Key Stage 1. Each class has a 486 computer but it is hoped to replace these with donated machines very shortly. There is an excellent computer suite, which is used by pupils in Key Stage 2 and, towards the end of the academic year, by pupils in Year 2. The work stations were built by the Headteacher and caretaker with fifteen computers for pupils. Such excellent facilities have led to improved attainment and progress at Key Stage 2 since they came into use in April, 1999.
16. The subject is very well led and the further development of the subject is a school priority. The co-ordinator conducts INSET and offers training to teachers and classroom assistants for an hour each week; this training is taken up and has a considerable impact on improving pupils' knowledge, understanding and skills. There is a detailed scheme of work and the school is connected to the Internet. When in full use, this will further enhance the teaching and learning, strengthen cross-curricular links and promote pupils' independent learning.
17. At the time of the last inspection, attainment and progress were satisfactory overall but a key issue was to increase the provision of information technology at Key Stage 1. Attainment and progress are now good at both key stages and the subject is well placed to sustain its improvement.

Religious Education

1. At Key Stage 1, pupils reach standards expected in the Locally Agreed Syllabus. They have a good understanding of Christianity and some idea of other world faiths. Children in the Reception class are encouraged to think about the unique nature of themselves and of others and they develop an impression of those things which distinguish one person from another. In Year 1, pupils are preparing for Harvest Thanksgiving. They talk about food and where it comes from. They think about those people who grow it and bring it to the table. They are aware that

in many places there is not enough food to eat and there is hardship. Year 2 pupils listen to the story about Rama and Sita and can recall the significance of the monkey to the Hindu faith. Pupils make satisfactory progress in learning about religion and learning from religion. They recognise what different religions can teach them about how to behave.

2. Key Stage 2 pupils reach the standards expected in the Locally Agreed Syllabus. They continue to make satisfactory progress in building on their knowledge and understanding. Thematic stories are used to emphasise the importance of the individual and the good qualities inherent in everyone. Year 6 pupils listen to the story about the blind man and the elephant to understand that people are fallible. They then engage in a mature discussion about the good characteristics of friends who have low self esteem. In Year 3, pupils think about the family, their place within it and the need for rules. They talk about laws which they consider to be good and those which they think are the opposite. Larger community groupings are explored in Year 5. Pupils are well aware of the need for rules and are introduced to the concept of tolerance and respect for people with other beliefs. All pupils at Key Stage 2 increase their knowledge of different beliefs and forms of worship through their studies of the major world faiths and appreciate the importance of religion in many aspects of life.
3. Religious education lessons support pupils' spiritual, moral, social and cultural development well. Teachers are good at helping pupils to understand the elements of worship, and in lessons they create an atmosphere of respect and reflection. The moral and social teaching of different faiths are well emphasised and pupils are encouraged to link this to their own experiences.
4. Religious education also promotes literacy skills well. At both key stages pupils engage in lively discussions which help to develop their speaking and listening skills. Opportunities are provided for recording their ideas and opinions which helps to develop expressive thought through their writing. They also produce interesting stories. The subject makes a sound contribution to numeracy and information technology development when pupils produce bar graphs to show the numbers of followers of the world's major religions.
5. Pupils' attitudes are positive in both key stages. At Key Stage 1, pupils are attentive and interested; they take part in discussions very well. At Key Stage 2, the quality of debate and of pupils' perception of other people and cultures can be very stimulating. Circle time is well used in this respect and is a good vehicle through which to explore sensitive topics.
6. At Key Stage 1, teaching is satisfactory overall and sometimes good. Teachers have a sound subject knowledge and plan lessons according to the Agreed Syllabus. Resources, including artefacts, are well used to promote learning. Teachers are skilled at explaining the significance of religion and promoting good discussion. Sometimes, however, lessons lack pace. Key Stage 2 teaching is good overall. One excellent lesson was observed. Teachers have secure knowledge of the subject but lesson plans are variable in quality. In some cases, short term plans lack clear objectives and teaching methods which, in turn, hinders progress. Teachers' explanations of important celebrations and religious difference are careful and sensitive and pupils are given every opportunity to share their feelings and reflect upon outcomes. In particular, pupils develop a good understanding of, and respect for, people whose faith is different from their own.
7. The curriculum is based appropriately on the Locally Agreed Syllabus which is presently under review. The experienced subject co-ordinator gives good support to colleagues and has provided books and artefacts to enable teachers to plan effective activities for pupils. Learning in lessons is assessed informally and procedures to discover what pupils understand, know and can do are unsatisfactory. Overall standards have been sustained since the last inspection and, provided assessment and monitoring are enhanced, it has a sound capacity for improvement.

Art

1. Due to timetabling arrangements, only two lessons were seen during the inspection week. Additional evidence was taken from the available displays and pupils' past work, conversations with pupils, an interview with the co-ordinator for the subject and from teachers' plans.
2. The pupils' work shows a balance of strengths and weaknesses and pupils at both key stages make satisfactory progress. The school has attended well to the weaknesses observed at Key Stage 1 in the earlier report: pupils use paint well. However, few examples were seen of good quality work in the style of famous artists.
3. Pupils develop their investigating and making skills and their knowledge and understanding of art satisfactorily at both key stages. At Key Stage 1, they use playdough and plasticine before making sound quality pinch pots. Older pupils develop this by producing slab tiles with surface decoration before graduating to make dioramas and fridge magnets on the theme of 'Star Wars'. There are strengths in mixed media work: younger pupils show good stitchery skills which are taken further at Key Stage 2. Older pupils produce colourful mosaics and good examples were seen of Tudor portraits where pupils had used feathers, cotton wool and silks to produce interesting likenesses. Progress in observational drawing is sound: pupils use water colours to represent themselves at Key Stage 1; older pupils produce some good likenesses of each other using pen and pencil and also of insects and animals. Similarly, some landscapes based on the view from the classroom showed good use of primary colours. Weaknesses remain in the area of using the work of famous artists to reflect a range of moods and styles. This probably results from the fact that an otherwise good policy is insufficiently detailed in its advice to teachers.
4. Pupils with special educational needs make satisfactory progress as a result of a policy which provides a helpful structure for the progressive development of skills and knowledge. However, overall assessment and recording procedures are unsatisfactory and this affects planning; as a result, progress is sometimes checked. The subject is at an early stage in its development of information technology programs; older pupils use an animation program and, occasionally, 'Paint Box' but currently the subject's contribution to the development of skills in that area of the curriculum is limited.
5. In the lessons seen and from discussions, pupils have good attitudes to art and their response in lessons is good. They enjoy using tools and materials and show initiative and perseverance. Their positive attitudes help their progress. Art makes a satisfactory contribution to pupils' spiritual, social and cultural development. Younger pupils are often entranced when they see the effects of mixing colours for the first time; all pupils work together well on a range of assignments. Also, Year 6 pupils reflected on physical handicaps and overcoming them when they painted without using their hands or feet and compared their efforts to paintings produced by disabled artists. However, there are few visits out and insufficient use is made of visitors. Whilst some pupils occasionally encounter the use of papyrus when studying the Egyptians and some Japanese and Indian art, there is insufficient planned cultural provision.
6. The quality of teaching in the lessons seen was good. Particular features noted were the sharing of objectives with the pupils, including the skills to be learned. Teachers kept a good balance between the teaching of skills and techniques and the opportunities for pupils to explore various media. Pupil management is good.
7. The co-ordinator has provided a helpful policy for colleagues and resources are very good. Current weaknesses which remain to be tackled are the development of the policy into a comprehensive scheme of work and the inclusion of assessment arrangements. Currently,

arrangements for the co-ordinator to support, develop and monitor the art curriculum are unsatisfactory. In all other respects, the subject is satisfactorily placed to build upon its present position.

Design and Technology

1. Very little teaching of design and technology was seen during the inspection, but evidence from discussions with pupils, teachers' planning and scrutiny of work, indicates that progress is satisfactory at both key stages. Evidence gained from plans and models in different year groups confirm that all pupils, including those with special education needs, improve their design and making skills as they progress through the school. The chocolate bar covers, designed by Year 5 pupils, are a good example of a process that started with an idea, was planned and discussed, and even included ideas for marketing. At Key Stage 1, pupils improve their cutting and making skills and are introduced to the planning concept. Reception and Year 1 children make their own animals using junk materials. In Year 2 they design and make glove puppets. Different materials are used and the results are carefully evaluated.
2. At Key Stage 2, the design and making process is well understood. In the one observed lesson in Year 3, pupils are designing cards with moving parts using Harvest as a stimulus. They research similar designs in published books and through a process of trial and error gradually improve the standard of their own work. At Year 6, pupils make marionettes. They plan carefully, selecting materials which meet particular criteria. The models themselves are made to a high standard and the pupils reflect critically on the work, offering sensible re-design suggestions.
3. During discussions with pupils it was obvious they were enthusiastic about design technology and enjoyed the lessons. They made reference to their plans when talking about their work and could explain why plans had been modified. At Key Stage 2, pupils co-operate with each other very well. In the one observed lesson, the quality of teaching was good. The lesson had clear learning objectives and the teacher had a sound understanding of the design and making stages within the National Curriculum. From a scrutiny of the work it is evident that there is a good focus on the development of skills, using a range of tools and materials, and that pupils and teachers evaluate the success or otherwise of each project.
4. There have been improvements since the last inspection. Standards have been maintained and there is now an effective scheme of work in place. Resources are good. As a result more certain progress is now assured. The co-ordinator has recently been appointed and further improvement will depend largely on the quality of monitoring arrangements.

Geography

1. Observations of lessons was limited but scrutiny of written work, discussions with pupils and staff, and a review of planning documents indicate that progress in both key stages is satisfactory. The policy and recently adopted published scheme of work set out the key skills to be taught and the learning activities, vocabulary and assessment opportunities for each topic in each year group very clearly. Pupils are reasonably confident and secure in geographical knowledge and skills by the end of each key stage and make satisfactory progress.
2. In Reception and Year 1, pupils are beginning to explore the geographical features of their local and immediate area. They are developing their mapping skills by drawing plans of their home and the local district. They are learning to follow directions. In Year 2, pupils are creating a map of an island and marking key features, including treasure, using a grid. Evidence from pupils' work indicates that pupils can locate places on a map and record them accurately. At

Key Stage 2, pupils develop their mapping skills. Year 3 learn about settlements. They can locate large and small towns and villages in Kent and are beginning to understand why particular places are located where they are. In Year 5, pupils study the weather and are finding out why rainforests and deserts occur. They use Ordnance Survey maps satisfactorily and complete a more detailed local study. The recent eclipse was used as an opportunity to study the immediate solar system. In Year 6, the planets and solar system are studied in greater depth. Pupils find out about world climate and atmosphere with particular reference to Britain. They complete a personal study of a foreign country. They are encouraged to think about the use and abuse of the world's resources and overall the subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

Correct geographical vocabulary is used by the teachers throughout the school and general enquiry skills are being developed effectively.

3. Pupils' attitudes towards geography are good. They are curious and interested and their written work shows a concern for appearance and quality. They complete their tasks and discussions with pupils indicate that they particularly enjoy finding out more of the physical world. A study of their books show that report writing and surveys are communicated well. There is also good use of charts and tables; however information technology is not well developed to support the subject.
4. The geography co-ordinator is newly appointed and keen to continue developing the subject. A policy is in place and the school has adopted a published scheme of work but standards of attainment and pupils progress are not monitored at the present time and assessment arrangements are unsatisfactory. Also, the school makes insufficient use of the rich opportunities for local study. However, resources for geography are satisfactory and the subject has improved since the earlier report in terms of the pupils' progress. Provided that it attends to present weaknesses, it should continue to develop satisfactorily.

History

5. Not enough lessons were observed during the inspection to enable separate key stage judgements about the quality of teaching. However, evidence from a survey of pupils' work, displays, teachers' planning and records and discussions with both staff and pupils make some general comments possible.
6. Younger pupils at Key Stage 1 develop a satisfactory sense of time by finding out about their families' history and by looking at toys and houses from the past. They listen to stories about Grace Darling and Florence Nightingale and ask and answer questions in an interesting and informed way. By the age of eleven, pupils continue to make satisfactory progress and have a broad understanding of the topics which they have covered. Pupils extend their knowledge of the Greeks, Tudors, Victorians and the twentieth century and visits to Dover Castle and Hever Castle help enhance their understanding. Weaknesses occur where pupils are unsure about dates and the range of sources available to the historian. The subject makes a good contribution to literacy and good examples of narrative and personal styles were seen in work on castles and the Second World War. When they write as typical evacuees in 1940, the pupils show a sympathetic awareness of the plight of children from the past. Some very good individual examples were seen of history's contribution to numeracy development when pupils used the computer to produce graphs on cars and road accidents in the 1930's and today. However, numeracy provision is not planned. Similarly, although software is sometimes used imaginatively information technology is undeveloped.
7. Visits to sites of historical interest stimulate curiosity and progress. Also, sound teaching and the pupils' interest and care in attending to their work mean that they make steady gains in knowledge and understanding. Most longer term planning shows a satisfactory balance between the teaching of knowledge and skills.
8. Observation of pupils in lessons, a study of their work and discussions with them indicate positive attitudes to the subject. They become involved with historical questions, such as finding out about the Greeks and whether and why some Germans landed in Romney Marsh during the war. They enjoy their visits to places of interest and handling historical artefacts.
9. Teachers have good subject knowledge and are able to enthuse pupils with interesting lessons: good examples were seen when younger pupils found out about clothes worn by

youngsters and listened to the story of a shipwreck. They also use a range of appropriate methods and resources, as when older pupils found out about the evacuation of British cities from newspapers and text books.

10. The subject has addressed the issues raised in the last report well. There is now a good scheme of work; the standard of written work has improved at Key Stage 2 and higher attaining pupils are mainly well challenged. Some lesson planning over the short term lacks a clear focus on specific historical skills and assessment and recording remains a weakness. The hard working co-ordinator is developing the curriculum but systems for monitoring the subject remain undeveloped.

Music

11. Pupils make sound progress across both key stages. At Key Stage 1, pupils listen attentively to music and respond to its mood. They listen to rhythm and clap in time to the beat. In a Year1/2 lesson, pupils 'pass on' a clap around a circle, responding well to the beat. They accompany taped music, using a variety of instruments. They sing a range of songs tunefully, in unison and from memory. They compose their own pieces competently, using a range of instruments. They have a good understanding of rhythm, beat and repeating pattern and they are confident in creating short musical compositions.
12. In Key Stage 2, pupils are able to perform an individual part with developing confidence and control and interpret the mood of the music. They show awareness of other performers and their own part within the whole. Pupils in Year 3 perform an individual part on a percussion instrument, whilst the rest of the class sing. Year 5, after listening to Vivaldi, are able to judge that the season is autumn and they compose a tune with autumn images: for example, leaves falling from trees, squirrels collecting nuts, hedgehogs in the leaves and autumn storms. They develop musical ideas within structures and exploit the musical elements, using a variety of resources. Year 6 use a Music Workshop programme to follow the shape of a tune, match the shape to the tune, draw the shape and compare it to stave notation. This helps them understand shape and pitch. They perform with confidence and control, making expressive use of phrasing within the musical elements. Year 5 direct others in group performances and perform a solo part in a group demonstrating a sense of ensemble. Year 6 explore musical ideas in groups and they refine and complete compositions using appropriate notations. They are able to explain their intentions and how they have sought to achieve them. Throughout the key stage, pupils sing well with good pitch and tone. They accompany songs with instruments. They increasingly identify a range of instruments when listening to music. They use an accurate and developing musical vocabulary. Pupils with special educational needs enjoy music and achieve well.
13. Music makes a contribution to pupils' spiritual, moral, social and cultural development. It encourages pupils to reflect on the mood of the music, to work together socially and to listen to a variety of styles of music from different cultures and from well-known composers and performers. It contributes to literacy through speaking and listening, performing and composing, learning about different composers and then writing about them. Pupils often use good descriptive words when describing the mood of the music, as when Year 5 pupils talk of 'squirrels scabbling for nuts among the autumn leaves.' Music contributes to numeracy when composing, in counting beats and repeating patterns. Pupils use information technology competently to add sound to their work.
14. Pupils enjoy music. They are motivated to succeed. They try very hard to succeed when performing alone, or as part of a group. They work well together and contribute and share ideas. Their relationships with the teacher and with each other are good. All pupils, including those with special educational needs, communicate confidently through music. They respect the contribution of others.

Where the teaching is most effective, lessons are well planned and build on pupils' prior learning. The pace is brisk and pupils are actively involved in the lesson. The ethos promotes learning and pupils are clear about the purpose of the lesson. Teachers use questioning to elicit information and to ensure the involvement of all pupils. Pupils are given opportunities for active involvement in composing and performing activities, in groups, which the teacher manages effectively. Where teaching is less effective, lesson planning does not always provide clear objectives and there is an absence of pace.

16. There is a useful scheme of work, shortly to be updated, which is used effectively throughout the school. It provides a basis for interesting lessons which enable the pupils to make progress. However, there is little evaluation of what the pupils actually receive and little assessment of their progress in terms of national standards. There are some opportunities for pupils to extend their musical experience through learning the recorder or the guitar or singing in the school choir. Tuition is available on a variety of instruments from external tutors during school hours. The co-ordinator organises contributions from the Kent Music School to give pupils first-hand musical experiences as well as providing the specialist music tuition. In general, however, arrangements for co-ordinating the subject are in need of development.
17. Resources are satisfactory. They include a variety of tuned and untuned percussion instruments, electronic keyboard, autoharp, electronic 'Wizard', photocopiable worksheets, posters, pre-taped music programmes for radio and television, and a variety of music tapes in the library. All classes have a tape recorder and access to a television and video.
18. The subject has built on the strengths mentioned in the earlier report and there is an interesting range of musical activities to challenge the pupils. Improvements in lesson planning and co-ordination arrangements should enable it to improve still further.

Physical Education

1. At the time of the last inspection the oldest pupils in the school were found to be achieving very well; however, some in Key Stage 1 were considered to be underachieving. This remains largely the case and is mainly due to variations in the quality of teaching and the presence or not of well structured lessons. Pupils in Key Stage 1 make satisfactory progress and those in Key Stage 2 good progress. Pupils with special educational needs are fully included in lessons and they also make sound progress. The curriculum is not yet fully developed and planning has not yet achieved an effective balance between dance, gymnastics and games, although all are covered. Swimming lessons cannot be provided. At the time of the inspection, the focus was outdoor games and gymnastics.
2. At Key Stage 1, pupils perform a variety of movements and sequences with a reasonable degree of balance and some awareness of space. At both key stages, pupils move with satisfactory standards of control and co-ordination when carrying out floor exercises. At Key Stage 2, pupils show good skills of dribbling, passing, controlling and shooting in football. Similarly, in hockey most pupils control and pass a puck well with a hockey stick. Most also hold the stick correctly. In netball, pupils catch, throw and dodge well. Standards are helped by extra-curricular activities such as football, netball, gymnastics, dancing and athletics. Games' skills improve quickly due to very good teaching which explains both skills and tactics well. Pupils' own positive attitudes also play their part in helping them to improve.

3. **Factors making for good progress are mainly associated with effective teaching. The good level of expertise is reflected particularly well in games at Key Stage 2 where teachers give clear instructions and use resources well. In lessons on football and hockey the quality of organisation and attention to the teaching of skills was particularly good. Routines were made clear, positive interventions maintained discipline and helped pupils improve their skills. Lessons moved at a good pace. Slower progress is associated with lessons that lack pace and where teachers' occasional lack of confidence and expertise is made more noticeable by the absence of both planning and a scheme of work. Pupils also do not evaluate both their own and others' performance in a routine way or suggest improvements.**
4. **Pupils respond enthusiastically to the tasks set and work well individually, in pairs, groups and teams. They listen carefully to instructions and carry them out willingly and sensibly. Behaviour in the lessons and during changing is good. Pupils walk sensibly to the hall or playground or field and work with an awareness of the safety of others.**
5. **Physical education makes a satisfactory contribution to pupils' moral and social development. Co-operation and the need to help others are emphasised and pupils often work in mixed gender groups. The curriculum suffers from the absence of a detailed scheme of work and this lack of help for teachers in lesson planning, which was noted in the earlier report, has not been tackled yet. The policy also does not contain detail of how physical education can support learning in subjects such as mathematics and science. Arrangements for assessment and supporting and monitoring the subject need to be developed. The hall, playground and field enable the subject to be taught effectively.**

Modern Foreign Language

1. **French is taught to pupils throughout the school, from the Reception Class to Year 6. By the end of Key Stage 1, pupils have made good progress. They are able to greet each other and adults appropriately in French, answer the register in French, state their name and age, obey simple instructions, count from one to twenty and add and subtract in French. They know the days of the week, the parts of the body and family members. They enjoy number games, "Simon says" and a birthday song sung in French.**
2. **In Key Stage 2, pupils continue to make good progress. By the end of the key stage, they can count and add and subtract to sixty. They give directions and identify accurately colours and the months. The school has adopted the local authority scheme of work and other resources include tape cassettes and work cards, French dictionaries and library books. Standards of attainment and progress are enhanced when Year 6 pupils visit France for a week.**
3. **All pupils, including those with special education needs, attain well and make good progress at both key stages. By the end of Key Stage 2, pupils have had some experience of speaking and listening, reading, and writing. The subject enhances pupils' understanding of cultural diversity, supports the literacy and numeracy programme and has links with information technology.**
4. **Pupils have good attitudes to the subject. They enjoy the emphasis on oral work and repeating responses. Their behaviour is good and they are courteous in their responses. Pupils communicate confidently in French, as they progress through the school and they show respect for the oral contributions of other pupils.**

5. **All teachers have a sound knowledge of the subject: they speak clearly and fluently, with a good accent. Lessons have a clear purpose which is communicated to the pupils. They manage oral work very effectively, trying to involve all pupils in the lesson. Teachers emphasise enjoyment and stimulate interest and confidence in learning a second language. This prepares the ground for study at Key Stage 3.**

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 6. The team consisted of 5 inspectors, including a lay inspector, who spent a total of 19 inspector days in school. The inspection team:**
 - .. spent 55 hours observing 81 lessons and reviewing children's work**
 - .. attended a sample of registration sessions attended assemblies and a range of extra-curricular activities had lunch with the pupils on several days**
 - .. observed pupils' arrival at and departure from school**
 - .. observed all teachers at least once and most several times**
 - .. had discussions with the Headteacher, teaching and non-teaching staff, the Chairman of Governors and other governors**
 - .. reviewed all the available written work of a representative sample of three pupils from each year group**
 - .. held informal discussions with many students**
 - .. analysed a large amount of documentation provided by the school both before and during the inspection, including:**
 - .. the school prospectus;**
 - .. school policies;**
 - .. the Governors' Annual Report to Parents;**
 - .. minutes of governors' meetings;**
 - .. financial statements;**
 - .. the School Development Plan**
 - .. subject policies and planning;**
 - .. pupils' reports and records, including special educational needs records**

Held a meeting attended by 90 parents and considered 240 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	350	4	31	18.4

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	13
Number of pupils per qualified teacher	25.7 : 1

Education support staff (YR - Y6)

Total number of education support staff	18
Total aggregate hours worked each week	227.5

Average class size:

29

Financial data

Financial year:	1998
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	£
Total Income	611,671
Total Expenditure	616,093
Expenditure per pupil	1,856
Balance brought forward from previous year	50,682
Balance carried forward to next year	46,260

PARENTAL SURVEY

Number of questionnaires sent out:

350

Number of questionnaires returned:

240

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	34.2	55.0	5.4	4.2	1.3
I would find it easy to approach the school with questions or problems to do with my child(ren)	59.6	35.4	2.9	1.7	0.4
The school handles complaints from parents well	33.3	49.6	12.5	3.3	1.3
The school gives me a clear understanding of what is taught	25.4	55.4	12.1	5.4	1.7
The school keeps me well informed about my child(ren)'s progress	26.7	48.3	12.1	9.6	3.3
The school enables my child(ren) to achieve a good standard of work	44.6	48.8	5.4	1.3	0
The school encourages children to get involved in more than just their daily lessons	33.3	47.5	12.5	5.8	0.8
I am satisfied with the work that my child(ren) is/are expected to do at home	31.3	52.9	6.3	7.5	2.1
The school's values and attitudes have a positive effect on my child(ren)	46.3	47.5	5.0	0.8	0.4
The school achieves high standards of good behaviour	49.6	41.3	7.5	1.3	0.4
My child(ren) like(s) school	59.6	35.0	4.2	0.8	0.4