

# INSPECTION REPORT

## WAYFIELD COMMUNITY PRIMARY SCHOOL CHATHAM

LEA area: Medway

Unique Reference Number: 118579

Headteacher: Mrs B M Trim

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Reporting inspector: R E G Cross  
15917

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

Under OFSTED contract number: 707486

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
Type of control:	County
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Wayfield Road Chatham Kent ME5 0HH
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Appropriate authority:	The governing body Wayfield Primary School.
Name of Chair of Governors:	Mrs J Cass
Date of previous inspection:	June 1996

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R E G Cross, RgI	Science, physical education	Attainment and progress, Quality of teaching, Management and leadership, Efficiency
Mrs D Lott, Lay Inspector		Attitudes, behaviour and personal development, Attendance, Spiritual, moral, social and cultural development, Support, guidance and pupils' welfare, Partnership with parents and the community. Curriculum and assessment
Mrs J Worden	Mathematics, Design and technology , Information technology	
Mrs M Cooper Mrs R Johns	Geography, Art, Music English, History, Religious education	Children aged under five Special educational needs English as an additional language

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## **MAIN FINDINGS**

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

- Curricular provision for children aged under five is very good, the quality of the teaching which these children receive is good and, as a result, they make good progress.
- The quality of teaching at Key Stage 1 is good and helps the pupils to make good progress and attain above average standards in mathematics and science.
- At Key Stage 2, standards in English, mathematics and science have risen consistently since 1996.
- The school's procedures for assessing the attainment of the pupils and its provision for their spiritual, moral, social and cultural development are very good.
- Pupils with special educational needs make good progress when they receive specialist support.
- The school has made a good improvement since its last OFSTED inspection and has a similar capacity to continue to improve.

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

- I. Due largely to weaknesses in the quality of some of the teaching, standards in English and science are below average at Key Stage 2 and, although standards in mathematics are average at this key stage, higher attaining pupils are not stretched enough.
- II. The statutory requirement to teach swimming at Key Stage 2 is not met although the school has plans to address this matter.
- III. Standards in religious education and art are unsatisfactory mainly due to the fact the teaching time given to these subjects is not used to best effect.

**The weaknesses are outweighed by the strengths but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school**

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

The school has made a good improvement since its last OFSTED inspection in June 1996. Of the key issues for action identified by that inspection, standards in mathematics have been raised successfully and are now above average at Key Stage 1 and average at Key Stage 2. Standards in information technology at both key stages are now average when they were below average in 1996 and progression in the children's learning in writing and mathematics between the Nursery and the Reception class is now good. Security arrangements have been well reviewed and improved and a number of suitable procedures to monitor teaching have been established. In addition to addressing the key issues of the last report, the quality of teaching has improved since the last inspection and, during this inspection, only one unsatisfactory lesson was seen. These improvements have come about from the successful implementation of the good action plan produced by the school following its last inspection. For example, staff training in information technology has been effective, setting by ability was introduced for teaching mathematics at Key Stage 2 and the school undertook a self supporting review with teaching and learning as its main focus. However, assessment information is still not used well enough to plan the pupils' learning at Key Stage 2, the monitoring role of co-ordinators is underdeveloped and monitoring is not sufficiently focused on the standards attained by the pupils and the effect which the teaching has on the progress which the pupils make. There was insufficient evidence to make a comparative judgement on standards in design and technology although the evidence clearly showed an improvement in curricular provision in this subject. The school has a good capacity to continue to improve, for example, its evaluation of its OFSTED action plan contains reference to further developments in some aspects of the issues identified.

## Standards in subjects

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

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

The information shows that compared with all schools, standards are well below average in English, mathematics and science. Compared with similar schools, standards are average in English, below average in mathematics and well below average in science. The results of the school's end of Key Stage 1 tests and tasks for 1998 show that, compared with all schools, standards are well above average in mathematics and average in reading and writing. Compared with similar schools, standards at Key Stage 1 are well above average in writing and mathematics and above average in reading.

The school's provisional end of key stage test results for 1999 at Key Stage 2 show a significant improvement in the percentage of pupils attaining Level 4 and above in mathematics and science and a slight fall in this percentage in English. At Key Stage 1, there are small improvements in the percentage of pupils gaining Level 2 and above in reading, writing and mathematics.

The findings of the inspection broadly agree with the school's end of Key Stage 2 national test results in English and science where standards are judged to be below average. In mathematics at Key Stage 2, the inspection findings judge standards to be average which is an improvement on the school's national test results. This improvement reflects the effectiveness of the steps, for example, implementing the National Numeracy Strategy last year, which the school has taken to raise standards. The success of the school's commitment to raising standards is shown in the fact that standards in the end of Key Stage 2 tests in English, mathematics and science have risen consistently since 1996.

The findings of the inspection also agree with the school's end of Key Stage 1 national task and assessment results and judge standards to be above average in science and mathematics and average in English.

The inspection findings also show that pupils with special educational needs, children aged under five and those for whom English is an additional language make good progress and attain good standards for their previous attainment.

### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science	N/A	Good	Unsatisfactory
Information technology	N/A	Satisfactory	Satisfactory
Religious education	N/A	Good	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

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

Overall, the quality of teaching is satisfactory. During the inspection, the quality of teaching was very good in 14 per cent of lessons; in 29 per cent of lessons, it was good and, in 56 per cent of lessons, it was satisfactory. Only one unsatisfactory lesson was observed. The quality of teaching is good for children aged under five, for pupils for whom English is an additional language and at Key Stage 1. At

Key Stage 2, the quality of teaching is satisfactory. The quality of teaching for pupils with special educational needs is good when they receive specialist support, but their needs are not always fully catered for at other times. These variations in the quality of teaching are a major factor in the differing rates of progress which pupils make.

The major strengths of the teaching are the knowledge and understanding which the teachers have of the subjects which they teach, their expectations of the pupils, the organisation of lessons and the teaching methods used, the way pupils are managed and the support which pupils receive when they encounter difficulties in their work. The most important shortcomings in the teaching are a slow pace to learning, a failure to insist that pupils apply themselves fully and the provision of work which is too hard for some pupils and too easy for others.

· **Other aspects of the school**

Aspect	Comment
Behaviour	Satisfactory. The pupils behave well when the teacher's control is firm and consistent but many lack self-motivation if teachers do not insist that they apply themselves to their work. Most pupils move about the school and the classroom appropriately and respect property and others. There have been five fixed period exclusions of pupils from the school in the last year.
Attendance	Satisfactory. Average attendance is lower than the national average. Too many pupils are not in school for the start of morning registration. A small number of pupils take more than the permitted number of days for holiday during school time.
Ethos*	Good. Pupils show good attitudes to work when appropriately motivated and the quality of relationships is good. There is a high degree of racial harmony. The school's commitment to high standards is increasingly effective.
Leadership and management	Good. The school has a clear educational direction which is pointed towards improving standards. Its aims, values and policies are well implemented. The monitoring and support of teaching and curricular development are satisfactory but do not involve co-ordinators sufficiently. The monitoring undertaken by the Headteacher and the governors does not focus sufficiently rigorously on standards of attainment. School development planning has some weaknesses, for example, it covers too short a period and some minor health and safety and statutory requirements are not met.
Curriculum	Satisfactory. Curricular provision is good for children aged under five. It is satisfactory at Key Stage 1 where there are weaknesses in art and religious education and unsatisfactory at Key Stage 2 where the statutory requirement to provide swimming is not met and there are weaknesses in the progression in pupils' learning in addition to the shortcomings identified at Key Stage 1. The school has very good procedures for assessing pupils' attainment and the information gained is well used to plan the work of children aged under five. The use of this information is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2 as some pupils are sometimes given work which is too hard or too easy for them.



Pupils with special educational needs	Good. Pupils with special educational needs receive enthusiastic and effective support from the special educational needs co-ordinator and the learning support staff. Their needs are not always fully met when teachers plan lessons and their individual education plans are not always sufficiently taken into account when pupils' work is planned. The monitoring of the effect of the school's provision for pupils with special educational needs is not rigorous enough.
Spiritual, moral, social & cultural development	Very good. All of the educational visits planned for the present school year are to historical places in Kent. The pupils are taught to know right from wrong and to treat each other with respect. Spiritual development is satisfactory but is not emphasised enough nor sufficiently developed throughout the curriculum.
Staffing, resources and accommodation	Good. The school is well staffed with appropriately qualified teachers and very well endowed with learning support staff. Its accommodation and learning resources support the teaching of the curriculum well although the school's information resources are not used fully. Arrangements for the professional development of staff are good although the programme for the appraisal of teachers is not up-to-date.
Value for money	Satisfactory. The pupils mainly make good progress although progress is not rapid enough in Key Stage 2. The quality of teaching is satisfactory overall. Expenditure per pupil is high compared with the national average.

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

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

#### **What most parents like about the school**

IV. The part they are able to play in the life of the school.

V. The fact that the school is approachable.

VI. The information which they are given about what their children are taught.

VII. The standard of work achieved by their children.

VIII. The fact that the school encourages their children to take part in more than just daily lessons.

IX. The values and attitudes promoted by the school.

X. The fact that their children like school.

#### **What some parents are not happy about**

XI. Inconsistency in the provision of homework and the lack of sufficient liaison with them about it.

XII. The amount of information which they receive about the progress made by their children.

XIII. The progress which their children make at Key Stage 2, particularly in spelling.

The findings of the inspection support the positive views of the parents and also find that the school provides parents with ample information about the progress that their children make. However, the findings of the inspection support those parents who are not happy about the school's provision of homework and progress at Key Stage 2 but also recognises that the school has introduced strategies to address these issues. These strategies were seen to be effective during the inspection.

## · **KEY ISSUES FOR ACTION**

The governors, Headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

### **1.Ensure that pupils' attainment, particularly in English, mathematics and science, at the end of Key Stage 2 continues to improve by:**

(Paragraphs 14, 15, 30, 44, 59, 61, 62, 66, 83, 84, 89, 93, 94, 96, 97, 98, 99, 101, 104, 106, 108, 111, 114, 115, 136, 158)

- making certain that teachers always have effective control and expectations of the pupils, insist that they do as they are told, and that lessons proceed at a fast enough pace;
- ensuring that teachers use assessment information effectively to provide pupils, particularly the more able and, when they are not receiving specialist support, those with special educational needs, with work which is challenging but attainable;
- being sure that the school's good quality curricular planning is fully reflected in the teaching in all subjects not only English and mathematics;
- raising standards in speaking throughout the school;
- reconsidering the rationale for the organisation of classes and the timetable at Key Stage 2, in particular, the balance between academic and behavioural priorities;
- ensuring that rigorous monitoring of the standards attained by the pupils and the effects which the quality of teaching has on the progress made by pupils of all capabilities is carried out by the senior management, co-ordinators and the governors.

### **1.Fulfil the statutory requirement to teach swimming at Key Stage 2 as indicated in the subject action plan.** (Paragraphs 34, 154, 158)

### **2.Raise standards in religious education and art throughout the school by:**

(Paragraphs 14, 15, 34, 61, 123, 125, 127, 128, 133)

- making more effective use of the teaching time devoted to these the subjects;
- developing the role of the subject co-ordinators;
- ensuring that the art curriculum contains more variety;
- meeting the requirements of the locally Agreed Syllabus in religious education.

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

1. Improving the quality of the school development plan by extending the period it covers, ensuring that all important documentation related to school development is reflected in it, making its success criteria more evaluative and linking financial planning securely to it. (Paragraphs 65,70)
2. Making more effective use of the school's information technology resources. (Paragraphs 72, 122)
- 3.Ensuring that plans to improve the use of homework are successful. (Paragraphs 30, 34, 57)
- 4.Bringing the programme for the appraisal of teachers up-to-date. (Paragraphs 66, 68)
5. Addressing the minor health and safety and statutory matters identified in the support, guidance and pupils' welfare and management and leadership sections of this report. (Paragraphs 54, 66)

## 5. INTRODUCTION

### 5. Characteristics of the school

Wayfield Community Primary School and Nursery is located on an attractive site on the outskirts of Chatham. Until 1992, the school was an infant and Nursery school. Most of the pupils live near the school in a mainly residential area of mixed rented and owner-occupied housing. The socio-economic background of the pupils is varied although some come from disadvantaged homes. Since the last inspection, the school has had significant changes in staff particularly in the Nursery and in Key Stage 2. In addition, the governing body has also undergone change and expansion and there are a number who are in the early stages of their careers as governors. A new Chair of Governors was appointed in July 1998. Another relevant change is that the school is now part of Medway Council not the Kent County Council.

6. There are 253 full time pupils on roll, of whom 121 are identified as having special educational needs. Four pupils have statements of special educational need. The percentage of pupils identified as having special educational needs is well above the national average and the percentage of pupils with statements of special educational needs is broadly at the level of the national average. Seven of the pupils come from homes where English is not the first language which is a slightly higher proportion than in most schools. Five pupils come from ethnic minority backgrounds which is below the national average. Around 22 per cent of the pupils are entitled to free school meals which is broadly the national average. The school has six more girls than boys on roll. Children aged under five are normally admitted to the school in September and January, initially on a part-time basis for a short period. At the time of the inspection, the school had 21 children aged under five on roll in its Reception class and 69 part time children in the Nursery. A further 13 children were being inducted into the Nursery. Children are admitted to the Nursery at the age of three. The ability level of the children on entry is below average overall.

7. The school's aims include making the children happy and successful in all they do, teaching children the nature of relationships and interpersonal skills, giving them confidence and maintaining a safe and secure environment. The school also aims to provide a lively and purposeful curriculum, to raise standards of attainment, to meet the needs of each individual child and to continue to extend links with parents and the community. The school development plan covers the period 1999-2000 with two priorities extending until 2001. It covers the areas of staffing, energy and services, premises, assessment, information and communications technology, curriculum and finance. The plan shows targets, those responsible, timescales, success criteria, finance and training. Its priorities include the introduction of the National Numeracy Strategy, to improve resources for the teaching of science, to make better use of learning support staff by targeting literacy and numeracy lessons and raising standards of achievement at Key Stage 2 by reintroducing a six class structure. The school development plan is supported by detailed action plans.

#### 4. Key indicators

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	97/98	19	28	47

4.	<b>National Curriculum</b>	Reading	Writing	Mathematics
<b>Test/Task Results</b>				
Number of pupils at NC Level 2 or above	Boys	13	14	15
	Girls	24	24	24
	Total	37	38	39
Percentage at NC Level 2 or above	School	84(87)	86(82)	89(92)
	National	80(80)	81(80)	84(83)

4.	<b>Teacher Assessments</b>	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	15	17
	Girls	25	25	25
	Total	39	40	42
Percentage at NC Level 2 or above	School	89(78)	91(75)	95(76)
	National	81(85)	85(83)	86(85)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

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

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	97/98	13	23	36

### 4. National Curriculum Test

Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	3	6
	Girls	14	12	10
	Total	19	15	16
Percentage at NC Level 4 or above	School	54(35)	43(35)	46(54)
	National	65(63)	59 (62)	69(69)

### 4. Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	6	8
	Girls	14	14	18
	Total	21	20	26
Percentage at NC Level 4 or above	School	60(35)	57(33)	74(63)
	National	65(63)	65(64)	72(69)

4.

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1997/98			%
	Authorised	School	7.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

4.

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	5
	Permanent	0

4.

### Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	14
	Satisfactory or better	99
	Less than satisfactory	1

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4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

8. Analysis of the national end of Key Stage 2 tests for 1998 shows that the percentage of pupils attaining Level 4 and above in English was below the national average and, at Level 5 and above, it was well below the national average. In mathematics and science, the percentage of pupils attaining Level 4 and above and Level 5 and above was well below the national average. When the average of the school's results is compared with all schools, standards are well below average in English, mathematics and science. Compared with similar schools, standards are average in English, below average in mathematics and well below average in science.

9. When the averages of the school's end of Key Stage 2 test results for 1998 are compared with those reached by the school in 1996 and 1997, they show, overall, a rise in standards. This improvement is consistent in English over the period and is very marked in science and mathematics between 1996 and 1997 although standards in both of these subjects show a slight fall between 1997 and 1998. The school's provisional end of key stage test results for 1999 show a significant improvement in the percentage of pupils attaining Level 4 and above in mathematics and science and a slight fall in this percentage in English. The combined data for 1996, 1997 and 1998 show no significant variations in the attainment of boys and girls.

10. The inspections findings are in line with the standards achieved in the school's 1998 end of Key Stage 2 National Curriculum tests in English and science and show standards to be below the level of the national expectation in these subjects. In mathematics, the findings of the inspection differ from the school's 1998 end of key stage test results and show standards at the level of the national expectation although few pupils attain standards above this level. The difference is due to the effectiveness of the school's plans to raise standards in this subject, for example, by implementing the National Numeracy Strategy early. In religious education, the standards attained are below those expected by the locally Agreed Syllabus. Standards in information technology are at the level expected by the end of Key Stage 2. At Key Stage 2, standards are average for the pupils' ages in history, geography, music, physical education and numeracy and below average in art and literacy. There was insufficient evidence to make a judgement about standards in design and technology although the evidence of curricular provision was satisfactory. The findings represent an improvement in standards compared with those found in the school's last OFSTED inspection in mathematics and information technology and similar standards to those found in the last inspection in history, geography, music and physical education. Standards in art and religious education have fallen since the last inspection. The last inspection judged standards in English and science to be sound. However, the school's end of Key Stage 2 national test results for 1996 show standards to be well below the national average. This inspection judges standards to be below average in English and science which represents an improvement on the 1996 end of key stage test results.

11. In English, by the age of 11, most pupils answer questions readily and offer ideas and relevant information. However, few are able to express opinions at any length or to discuss their work in detail. Many pupils read with fluency and accuracy using appropriate strategies to establish meaning. They show general understanding of the text but are unable to discuss characters in depth, reflect on their reading and explain their preferences. The pupils write for a good range of purposes and audiences. They can communicate clearly in their writing but their words and sentences are often not well constructed as they are written as the pupils would say them. In mathematics, by the end of Key Stage 2, the pupils look for patterns in their work, for example, when trying out their own ideas when working with square numbers. They use fractions and simple percentages to describe proportions, draw common two dimensional shapes on grids and construct and interpret simple line graphs. By the age of 11, in science, the pupils use magnifying glasses to make appropriate observations and draw and interpret

simple line graphs. Their skills in devising and organising their own investigative work are underdeveloped. They understand food chains, use terms, such as evaporation and condensation, accurately to describe changes and are aware of the shape and relative sizes of the sun, earth and moon.

In information technology, the pupils add to, amend and seek information when handling data and, in religious education, they can understand the need for rules and laws in religion and society and to govern their own personal behaviour.

12. Analysis of the national end of Key Stage 1 tests for 1998 shows that, in reading, writing and mathematics, the percentage of pupils attaining Level 2 and above was above the national average. The percentage attaining Level 3 and above in reading was well below the national average and in mathematics and writing, it was close to the national average. When the averages of the school's test data are compared with those of all schools, they show that standards are average in reading and writing and above average in mathematics. When the averages of the school's test data are compared with those of similar schools, they show that standards are above average in reading and well above average in mathematics and writing.

13. When the end of Key Stage 1 test results in reading, writing and mathematics for 1998 are compared with 1996 and 1997, they show that standards are consistently broadly at the level of the national average. The school's provisional end of key stage test/task results for 1999 show small improvements in the percentage of pupils gaining Level 2 and above in reading, writing and mathematics. Taking the three years 1996, 1997 and 1998 together, the performance of boys was significantly better than that of girls in reading and writing. There was no evidence of any significant variation in the attainment of boys and girls in these areas during the inspection. In the 1998 end of key stage assessments by teachers in science, standards were well above average at Level 2 and above and above average at Level 3 and above.

14. The inspection findings are in line with the standards attained in the school's end of Key Stage 1 national tests and assessments for 1998 and show that standards are average in English and above average in mathematics and science. In religious education, standards are below those of the locally Agreed Syllabus and, in information technology, they are at the level of the national expectation. Standards are above the average for the pupils' ages in physical education and numeracy, average for their ages in literacy, history, geography and music and below average in art. There was insufficient evidence to make a judgement about standards in design and technology. These findings represent an improvement in standards compared with those found in the school's last OFSTED inspection in mathematics, science and information technology. Standards were similar in both inspections in all other subjects except for art and religious education where standards have fallen since the last inspection.

15. In English, by the age of seven, most pupils have well developed listening skills and listen with sustained concentration. Speaking skills are not well developed and many pupils need support in order to speak clearly. The pupils have a sound knowledge of phonics and use a good range of strategies to tackle unfamiliar words. They show confidence in reading although they do not talk easily about what they have read. The pupils write simple sentences and combine them to write stories, descriptions and reports of an appropriate length for their ages. Most spell simple words accurately and understand the use of full stops and commas. Handwriting is well formed and consistent in size. By the end of Key Stage 1, in mathematics, the pupils use appropriate mathematical symbols correctly, they choose suitable methods, for example, doubling, to deal with addition and subtraction problems and use standard measures for length and time. By the age of seven, in science, the pupils say if things happened as they expected them to, are aware that living things grow and reproduce, describe how some materials are changed by heating and make electrical circuits to operate light bulbs. Pupils use information technology to create pictures and compare this method with traditional skills. In religious education, they can explore and discuss their ideas and feelings about special festivals such as Harvest Thanksgiving and special people like their grandparents.

16. Children aged under five are broadly achieving the standards expected by the age of five, although with some variation between areas of learning. Attainment is satisfactory in personal and social development, mathematics, creative development, and in the children's knowledge and understanding of



the world. Standards are low both in language and literacy, particularly speaking skills, and in physical development. Children aged under five show interest and enjoyment in the experiences they are offered in both the Nursery and Reception years and demonstrate developing independence by taking responsibility for choosing some of their activities, and by maintaining concentration on their tasks well.

The children use conventional letters to write their names, match and name shapes including a diamond, rectangle and a circle, show awareness of past and present, use space suitably during gymnastic activities and paint and use collage to produce faces. The attainment of children when they enter the Nursery is generally low though there is some variation from year to year. Standards in both language and literacy, particularly speaking skills, and in personal and social development, are very low. However, children aged under five make good progress in both the Nursery and Reception classes, and make particularly good progress in their personal and social development.

17. The pupils make good progress at Key Stage 1. Good progress is made in mathematics, science, numeracy and physical education and progress is satisfactory in English, literacy, information technology, history, geography, and music. Progress is unsatisfactory in art and religious education. Twenty two lessons were observed at Key Stage 1 and progress was good in 11 and satisfactory in 11. Overall, at Key Stage 2, progress is satisfactory. At Key Stage 2, progress is satisfactory in mathematics, numeracy, information technology, history, geography, music and physical education and unsatisfactory in English, literacy, science, art and religious education. At Key Stage 2, 39 lessons were observed during the inspection. Of these lessons, progress was good in eight, satisfactory in 29 and unsatisfactory in two.

18. Variations in progress between Key Stage 1 and Key Stage 2 and in different subjects and classes are mainly due to differences in the quality of teaching although, in religious education and art, the use of curricular time adversely affects progress and, in English and literacy at Key Stage 2, the National Literacy Strategy is not yet fully assisting the rate of pupils' progress. In addition, the school's rationale for the way classes are organised at Key Stage 2 is largely based on the management of the pupils' behaviour. Effective strategies, such as setting pupils by ability for the teaching of literacy and numeracy and revision classes for science, are then used to speed up the rate of academic progress in these subjects. However, these strategies do not promote additional progress in other areas of curriculum and, in science, they are not applied throughout the year. In practice, pupils with behavioural difficulties are managed well but, in some classes, largely in Key Stage 2, the teachers do not always ensure that other pupils apply themselves fully. The school has set challenging targets for the raising of standards in English and mathematics and has made consistent progress towards attaining these targets.

19. Satisfactory progress is demonstrated in English as pupils at Key Stage 1 develop their understanding of simple sentence structures and write at greater length using a wider range of punctuation. Their handwriting improves in consistency and neatness. In Key Stage 2, progress is unsatisfactory, for example, they develop their confidence in responding to questions in class and become more aware of the relevance of their answers. However, very few pupils question and exchange ideas confidently or give answers that show a wide range of vocabulary or form. In mathematics, the pupils progress from measuring length by direct comparison in Year 1, to measuring in centimetres in Year 2, capacity in millilitres in Year 3, finding the areas of shapes, including circles, in Year 5 and measuring angles to the nearest degree when constructing triangles in Year 6. In science, the pupils initially recognise and name the main external parts of plants and animals. As they move through the school, they recognise life cycles such as that of the frog, explain how a healthy diet is important to humans and name and locate some of the major organs of the body. The pupils make good progress in the development of scientific vocabulary but more able and older pupils do not develop their own investigative work sufficiently. Further exemplification of attainment and progress is given in the subject sections of this report.

20. Pupils with special educational needs, including those with statements of special educational need and behavioural difficulties, make good progress and attain good standards for their previous attainment when they receive specialist support. For example, during a literacy lesson, the pupils were given challenging work related to spellings, recognising punctuation marks and understanding the function of a verb. By the end of the lesson, most pupils were able to recognise exclamation marks and question

marks and had an early understanding of verbs. However, pupils with special educational needs do not always make adequate progress at other times, their individual education plans are not always sufficiently taken into account when their work is planned and teachers' planning does not always cater for their needs.

21. Pupils for whom English is an additional language make good progress and attain good standards for their previous attainment. The pupils receive well targeted support which enables them to take part fully in the lessons in which they receive support and which helps them to have effective access to all areas of the curriculum.

22. There are no significant variations in the progress of pupils from ethnic minorities or from different backgrounds.

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

23. Overall, pupils have good attitudes to their work which is broadly in line with the findings of the last inspection. Where the teaching is good, pupils are keen to learn and concentrate well. Some pupils settle quickly and work well on their own but, although most work satisfactorily independently, there is often a lot of chatter which is not related to their work. Some pupils, particularly in parts of Key Stage 2, find it hard to concentrate when the quality of the teaching has weaknesses. These pupils, most of whom have been in the school for some time and have no untoward behavioural difficulties, do not demonstrate the well established working routines set up in Key Stage 1. This, to some extent, reflects the fact that establishing consistency of practice has not been helped by the circumstance that nine teachers have been appointed and nine have left the school in the last two years. However, it also indicates that the good practice of Key Stage 1 is not consistently developed at Key Stage 2 for these pupils although well developed and effective procedures for pupils with behavioural difficulties are in place.

24. Pupils' behaviour is judged to be satisfactory whereas it was considered good at the time of the last inspection. Some pupils behave well but where the teacher does not have firm and consistent control, many are constantly calling out and talking across the teacher thus denying others, particularly the quieter and lower attaining pupils, the chance to respond to questions and participate in the discussions.

Pupils eat their lunches in a suitable manner and on the playground usually play sensibly. Most pupils move about the school and the classroom appropriately and respect property and others. They know that bullying is unacceptable and will be dealt with firmly. They are respectful to teachers and their peers but some, particularly those with behaviour problems, do not always value the feelings, values and beliefs of others. Pupils' respect for visitors is satisfactory. There is good racial harmony. Pupils work well in groups and pairs and share resources well. The nature of the litter in the grounds is of a type likely to have been left by people outside the school and there is no graffiti. The five exclusions for a fixed period of time during the last school year were all for unacceptable behaviour.

25. Pupils are keen to gain points for their team and very enthusiastic when the weekly totals are read out. Some show considerable initiative such as purchasing a tree to replace one that had been destroyed. Pupils are eager to be included in the opportunities for responsibility and carry out their duties well. Many pupils attended the introductory sessions for the various extra curricular activities. The Year 6 club was very well supported and pupils responsibly participated in the various activities. Pupils make a good contribution to the life of the school community.

26. Children aged under five are eager to explore new experiences, concentrate and handle resources carefully. They demonstrate independence in selecting an activity and in participating responsibly in the daily routines within only a week or two from joining the Nursery. The children behave appropriately, develop their understanding of right and wrong, learn to take turns, and to work co-operatively as seen, for example, in the class role-play area.

27. Pupils with special educational needs concentrate well when they receive specific support but often lack sustained concentration when their work is not well matched to their needs

## 24. Attendance

28. Attendance is satisfactory. At 92.5 per cent, it is below the national average and is broadly the same as at the time of the last inspection. Unauthorised absence at 0.2 per cent is below average. Most of the unauthorised absence is recorded as being due to illness. A small number of pupils have more than the permitted number of days for holiday but the extra days are recorded as unauthorised absence. Most pupils arrive punctually for school but too many are not in the class for the start of registration. Parents are requested to notify the school the morning that their child is absent but the school does not contact parents of children who are absent until the third day of absence. Pupils are punctual to their lessons during the day. Attendance and punctuality have a positive effect on the standards of attainment.

## 25. QUALITY OF EDUCATION PROVIDED

### 25. Teaching

29. Throughout the school, the quality of teaching is satisfactory. During the inspection, 70 lessons were observed. In ten of these lessons, the quality of teaching was very good; in 20, it was good; in 38, it was satisfactory and in one, it was unsatisfactory. In one observation, no judgement was made as there was insufficient evidence. These findings are an improvement compared with those of the school's last OFSTED inspection when the quality of teaching was judged to be "sound in nearly half of the lessons and ... good or very good in a further third" and 23 per cent of the teaching was unsatisfactory.

30. The quality of teaching for children aged under five is good. It is very good for personal and social development, good in the areas of language and literacy, mathematics and knowledge and understanding of the world and satisfactory in creative and physical development. Nine lessons were observed for these children: three were very good, five were good and one was not graded for teaching. The quality of teaching for children aged under five was judged to be "generally satisfactory or better" by the previous inspection. Strengths of teaching include a good knowledge and understanding of younger children and their learning needs. Teachers plan and structure indoor and outdoor activities well, and provide a good balance of focused teaching, with systematic provision of opportunities for children to choose activities and take responsibility for their learning. This is contributing to the very good progress in their personal and social development. All adults work well together to provide a secure and caring environment, and pupils are managed well at all times. The involvement of nursery nurses and learning support assistants in planning and assessment is a particularly strong feature. The available space, both in and outdoors, as well as material and equipment, is used carefully to organise a broad and stimulating range of experiences. Opportunities are used well to promote children's speaking, personal and social skills through a range of activities as seen, for example, when a nursery nurse took part in a role-play visit to the beach with a small group of children. Characteristics of very good teaching were seen in a Reception lesson in which children were engaged in a variety of activities including a computer task, cutting out and discussing pictures of machines, using a tape recorder to play a sound game, and playing in the class hospital area. The teacher organised the activities and managed the children very effectively so that the adults were able to provide direct teaching for small groups of children with little interruption from the rest of the class. The teacher also made good use of opportunities to emphasise social skills such as taking turns fairly. A calm but productive atmosphere was maintained throughout the lesson.

31. At Key Stage 1, the quality of teaching is good. At this key stage, 22 lessons were seen during the inspection: five were very good, six were good and 11 were satisfactory. The quality of teaching is good in English, mathematics, science, religious education and physical education and it is satisfactory in information technology, history, geography and music. The quality of teaching is unsatisfactory in art. Insufficient evidence was available to make a judgement about the quality of teaching in design and technology. A mathematics lesson dealing with subtraction exemplified the strengths of the teaching at Key Stage 1 that help the pupils to make good progress. In this lesson, planning was clear and detailed and built on earlier work very well. The teacher established a good rapport with the children and held their attention very well. The pupils' understanding of the process of subtraction was challenged and extended very well and their work was carefully related to the level of attainment and to their needs. Learning resources were well prepared and well organised, for example, a toy robot was used effectively

to create interest and to demonstrate counting on and counting back along a number line. The teacher demonstrated high expectations of the pupils by well posed questions, by developing the pupils' mathematical vocabulary and by extending the strategies which they used to undertake their calculations. The teacher made clear use of assessment when supporting the pupils and checking their work.

32. At Key Stage 2, the quality of teaching is satisfactory overall. At this key stage, 39 lessons were observed during the inspection: two were very good, nine were good, 27 were satisfactory and one was unsatisfactory. At Key Stage 2, the quality of teaching is satisfactory in English, mathematics, information technology, history, geography, music, physical education and religious education. It is unsatisfactory in science and art. There was insufficient evidence to make a judgement about the quality of teaching in design and technology. The strengths of the teaching at this key stage were seen in a mathematics lesson that involved the pupils working towards formalising procedures for multiplication. This lesson was based on a very clear plan in which work was well matched to the level of attainment of different groups of pupils. The teacher's secure knowledge and understanding of the subject were demonstrated by well framed questions and the use of suitable mathematical vocabulary. The high expectations that the teacher had of the pupils were evident in the challenge that the pupils were set and in the way in which they were encouraged to work speedily and accurately. Whole-class teaching and group work were both well used and pupils learned from the teacher and from each other and were able to apply the knowledge gained to their own calculations. Good progress was made in this lesson as the pupils spent a high proportion of their time learning and applying new knowledge.

33. Throughout the school, the teachers have a secure knowledge and understanding of most of the subjects that they teach although there are training needs in art and physical education for some teachers. The teachers' expectations of the pupils, the organisation of lessons, the teaching methods used, the way pupils – particularly those with behavioural difficulties - are managed and the use of day-to-day assessment are generally strengths of the teaching. During the inspection, teachers were seen to plan and set suitable homework regularly. The most significant shortcomings in the teaching are slow paced lessons, failing to ensure that pupils do their best and not matching work to the attainment of the pupils. These shortcomings are most evident at Key Stage 2 and they largely account for the slowing down in the progress made by the pupils at this key stage and are exhibited by teachers of varied experience. There are also significant variations in the quality of the teaching which pupils receive in different classes at Key Stage 2 which mean that rates of progress also vary between classes at this key stage.

34. The quality of the teaching of both literacy and numeracy is good at Key Stage 1 and satisfactory at Key Stage 2. The factors causing the variation in the quality of teaching are explained in the previous paragraph. At both key stages, the National Literacy Strategy and the National Numeracy Strategy have been well implemented. There are daily literacy and mathematics lessons. In the numeracy lessons, the tasks that the pupils are set are all well related to each other and the work set is suitable for their level of attainment. The pupils are assisted to develop mental mathematical strategies and to share and discuss their ideas about how to carry out mathematical processes. In literacy lessons, the structure of the National Literacy Strategy is appropriately followed and lessons contain a good range of activities to interest and motivate the pupils and to increase their awareness of language. Teachers also use appropriate opportunities to develop both literacy and numeracy skills across the curriculum. The decision to separate the teaching of the National Numeracy Strategy and the National Literacy Strategy into either morning and afternoon sessions rather than teaching both in the morning at Key Stage 1 is promoting good progress.

35. The quality of teaching for pupils with special educational needs is good when they receive specialist support. This teaching is enthusiastic and motivates the pupils who respond well and make good progress. The quality of relationships is good, resources are well used and extension work is available to challenge pupils. The needs of pupils with special educational needs are not always fully met at other times. Their individual education plans are not always sufficiently taken into account when their work is planned and, too often, they do the same work as other pupils which is often too hard for them. As a result, they make little progress on these occasions.

36. The quality of teaching for pupils for whom English is an additional language is good. They generally receive one-to-one support, normally in the classroom rather than on a withdrawal basis, and this enables them to undertake successfully the same work as the other pupils. The pupils receive very clear explanations and good encouragement to succeed. Thorough records of progress are kept including a record of achievement, targets for improvement and evaluations of lessons.

### 33. **The curriculum and assessment**

37. Overall, the curriculum provided by the school is satisfactory. All subjects of the National Curriculum, religious education, personal and social education, including sex education for Year 6, are covered. However, there are limiting factors, which impinge to a greater extent at Key Stage 2, making it unsatisfactory at this key stage. The requirements of the locally Agreed Syllabus are not met at both key stages in religious education, where insufficient time is allocated, and in physical education at Key Stage 2, where swimming is not included, although there are plans to address this matter. In art, throughout the school, certain aspects are underdeveloped, for example, three dimensional work. The arrangements for homework have been inconsistent. The headteacher is aware of this and suitable actions to ensure consistency and to inform parents were in hand during the course of the inspection. The curriculum is enhanced very effectively through school productions, visitors, educational visits, and participation in music festivals and sporting activities. All year groups have out of school visits and those planned for the forthcoming year include visits to historical places in Kent, for example, Rochester and Knole. Previous Year 6 pupils have attended a residential weekend. Visitors, such as the police and the 'Life Education Centre', support aspects of pupils' personal and social education.

38. Most of the issues relating to the curriculum from the school's last inspection have been attended to successfully. Curricular provision and planning have been improved in information technology and mathematics and the levels of attainment in these subjects have been raised in both key stages. Design and technology has a suitable scheme of work in place and scrutiny of photographs and pupils' work from the previous year indicates improvement. However, a judgement on standards could not be made because of limited first-hand evidence. The provision for pupils' spiritual, moral, social and cultural education is very good. In history, for example, pupils are taught to consider the plight of evacuees during the Second World War and, in mathematics, they have considered the notion of infinity in Turkish patterns. Cultural development is fostered through the study of their own heritage and that of other cultures, both ancient and modern. Pupils are learning about life in other countries, the early settlers in Britain, the Ancient Greeks and Egyptians, and have an awareness of other religions.

39. The school has implemented the National Literacy and National Numeracy Strategies appropriately. Structures, such as daily lessons, relevant allocations of time and suitable planning systems, are in place. A range of purposes for writing has been developed. In history, for example, pupils write factual accounts about the effects of the Roman invasion and about life in Victorian times. When writing about evacuees, they express empathy in their personal views. Subject specific vocabulary is developing well at Key Stage 1 and pupils use terminology, such as author and illustrator, in English and lever and pivot in design and technology. In Key Stage 2, pupils' attention is not adequately maintained with appropriate control by all teachers and this hinders the steady development of speaking and listening skills. The provision for numeracy is good and an effective start has been made through implementing the National Numeracy Strategy ahead of time. Part of each lesson focuses on oral work and the manipulation of number to aid mental calculation. This aspect of provision is having a positive effect and pupils are already showing improvement in their use of mental strategies. Mathematics is appropriately used across the curriculum, for example, in design and technology, measurement and spreadsheets are used, graphs in geography and science, and symmetry in art.

40. The school has worked hard to develop and implement the schemes of work identified as areas of weakness in the previous inspection. Up-to-date policies and schemes of work are in place for all subjects but personal and social education, which is intertwined with sex education, lacks adequate guidance in the form of a discrete scheme of work. The school's system for curricular planning is well organised and much work has been done to link assessment with curricular planning. The formats, used by all staff for planning, include space for assessment. Half-termly planning in English and mathematics provides clear guidance for both age groups within each class. Where the provision is not as effective,

for example, in science, the planning does not sufficiently clearly address the needs of mixed aged classes. Scrutiny of pupils' work demonstrates the limitations of planning as some teachers do not cater sufficiently for the full range of abilities. The weaknesses have a greater impact during the four-year time span of Key Stage 2.

41.Extracurricular provision is very good with a high level of commitment from staff. There is a full programme of seasonal sports and extra-curricular activities, for example, netball, football, cricket and rounders and, in the summer term, an athletics week when certificates are awarded. The school is involved in a wide range of inter-school competitions, such as a cycle challenge during the national Bike Week and representing the school in the Medway Youth Games. Lunch time and after school clubs operate during the week including outdoor games, recorders for infants and juniors, stamp collecting, needlecraft, computer website, choir and disco dancing. There is a Year 6 club where the pupils take responsibility for its organisation. Although it was early in the term and clubs were only just getting started, a large number of pupils were eager to be involved.

42.Curricular provision for pupils for whom English is an additional language is good. These pupils receive effective support which enables them to take a full part in all aspects of the curriculum. Meticulous records about their development, attainment and progress are kept and these are well used to plan their future learning.

43.Pupils with special educational needs have full access to the school's curriculum. The pupils individual education plans address their needs well and learning support assistants and teachers work well together. Curricular provision to address the needs of pupils with special educational needs includes support in groups based on attainment, individual assistance and normal classwork. These strategies normally work well although, on some occasions, classwork is not well related to the pupils' needs and insufficient use is made of their individual education plans. There are good assessment procedures to identify pupils with special educational needs and to support their progress.

44.Provision for children aged under five is of very good quality and provides a strong foundation for their education. There has been significant improvement since the previous inspection in the early years' curriculum. In particular, joint planning by the Nursery and Reception teachers, as well as regular liaison meetings, now ensures that the school meets the developing needs of children as they progress from the Nursery to the Reception year. The early years' curriculum is planned well, with a strong emphasis on language, mathematics and personal development. It builds on children's existing knowledge and skills, and takes good account of their developing intellectual, physical, emotional and social abilities. Opportunities are provided for purposeful play, for exploring a variety of materials and resources, as well as for direct teaching. The school gives a high priority to promoting the children's independence and capacity to take responsibility for their learning. This is encouraged from their first days in the Nursery when they learn to find their name cards on arrival, make decisions about their activities, and play their full part in the daily routines. The Nursery curriculum is based on the areas of learning recommended for children aged under five. This is extended into the Reception year although the children learn aspects of the Key Stage 1 curriculum as soon as they are ready. The school also makes good use of planning guidance from the National Literacy and Numeracy Strategies to meet the needs of the children. Provision for children in the Nursery and Reception classes prepares them well for their learning experiences at Key Stage 1.

45.There are effective systems for assessing the attainment and progress of children in both the Nursery and Reception classes. These include records of observations, of the activities chosen by the children, and of their progress towards the Desirable Learning Outcomes by the age of five. Assessment tests are carried out with new entrants into the Reception class in the autumn and spring, in line with the Local Education Authority's guidance. Good use is made of assessment information to inform teaching and to match tasks to the differing needs of individuals and groups. This includes planning appropriate learning for children when they enter the next class.

46.The school's procedures for assessing pupils' attainment are very good. The policy for assessment is useful and provides explicit information as to how the various aspects of assessment inter-relate with the school development plan and the roles and responsibilities of members of staff. There is a clear timetable of the various assessments made throughout the year, such as half-termly assessments in

English, mathematics and science, twice-yearly assessment weeks, standardised tests and the national testing arrangements at the end of each key stage. Booster groups have taken place for targeted Year 6 pupils and revision schedules were introduced in preparation for the summer term assessments. Individual pupil profiles contain copies of their reports, which are well written and informative. There are personal evaluations of their work and appropriate records, which itemise their levels of achievement. Target setting is well established, and children and their parents are involved three times per year. Teachers make predictions about pupils' performance at the beginning of an academic year and these are checked at the end of the year.

47. Information gained from assessment is used well to inform curricular planning at Key Stage 1 and teachers make suitable adjustments to their curricular plans to meet the needs of different groupings of pupils. There are some good features in Key Stage 2 but, overall, the use of assessment is unsatisfactory in the juniors and pupils progress more slowly. As explained earlier, teachers' planning does not always meet the needs of two age groups or provide adequately for a range of abilities and assessment information is insufficiently used to plan the next stage of learning. Some pupils have work that is too hard for them and other pupils, who are more able, have work that is too easy. Work is marked regularly and often provides encouragement in the form of 'well done' stickers but the use of written comments by teachers, to help pupils and parents understand what they can or cannot do well, is limited. English, mathematics and science books have been monitored by the Headteacher to gain an overview of these subjects. Some co-ordinators, for example, mathematics, have also monitored books but, again, it was a broad overview and did not focus on pupils' standards. In Years 5 and 6, data from standardised tests has been used effectively to organise the daily teaching groups for literacy and numeracy lessons. In addition, outcomes from mathematics testing have been analysed to provide a general overview at both individual and cohort level. Detailed analysis of specific strengths and weaknesses across the year groups is nearly complete. This will form part of the developments already planned - to work with the assessment adviser from the Local Education Authority.

#### 44. **Pupils' spiritual, moral, social and cultural development**

48. Overall, the school makes very good provision for the spiritual, moral, social and cultural development of its pupils. The provision is a strength of the school which is better than the 'effectively promoted' judgement by the previous OFSTED inspection. The school has a positive and caring ethos which provides a foundation for all activities and relationships and parents feel that staff know the children well and care for them. All teaching and support staff have a shared sense of purpose, respect the pupils and usually have high expectations of them.

49. The school's provision for the pupils' spiritual development is satisfactory, which is not as good as the judgement in the last inspection. There is a carefully planned programme of collective worship with a mainly Christian focus and which is linked to the curriculum in religious education. These occasions allow time for pupils to pray and reflect on the successes of their peers and on such world issues as Nelson Mandela's fight for peace in South Africa. The lack of any high quality accompaniment to the hymn singing on some days does not give good support to pupils' endeavours. Pupils visit the local church at Christmas time and to support topics. The local vicar and representatives of other faiths lead assemblies from time to time.

50. The very good provision for pupils' moral development is better than at the time of the last inspection. It includes a sound behaviour policy with a system of rewards and graded sanctions. A weekly assembly taken by the headteacher is used to emphasise right from wrong. Inappropriate behaviour is recorded in the blue book and pupils are aware of the implications of being recorded on an incident sheet. The school charity is the National Society for the Prevention of Cruelty to Children and the sale of the harvest produce, together with collections at the Christmas and Year 6 performances, go towards this work. Other national charities are supported and Year 6 pupils organise the bring and buy sale for the Blue Peter collection.

51. At the last inspection, the provision for pupils' social development was judged to be excellent but this time, it is considered to be very good. The school encourages pupils to take responsibility for their own behaviour and to be aware of the impact that this can have on others. Teachers build warm, supportive relationships with their pupils, encourage their contributions and give praise so that pupils

develop confidence and a sense of achievement. Pupils have opportunities to explore aspects of relationships and topics, such as road safety, in the personal and social education programme. The Parent Teacher Association runs a tea party for parents and grandparents who are also invited to assemblies and to hear pupils read. The grandparents of two pupils dressed up and took part in the topic on Victorian life. Pupils join in local activities such as the Chatham festival when the choir sings. The good range of extracurricular clubs is an important extension of the opportunities to develop pupils' social skills.

52. There is very good provision for promoting pupils' cultural awareness. This year, the annual visits for each year group are planned to historical places in Kent. The customs of the Muslim and Sikh religions are shared with pupils who regularly hear other languages spoken by a teacher. Theatre groups make annual visits to give performances on topical issues such as drugs and on poetry. Pupils contribute in local music festivals and professional musicians or representatives from local schools visit each year. The annual book week has included a well known story teller, a story illustrator, and an African lady telling African tales. Several year groups have been looking at farming and how we are provided with our bread.

#### 49. **Support, guidance and pupils' welfare**

53. As was found in the last OFSTED inspection, the school's provision for pupils' support, guidance and welfare is satisfactory overall. There is a friendly and welcoming atmosphere; staff know pupils well as individuals and provide caring and understanding support for them. Parents are happy with the induction programme for children when they start school. Almost all pupils attend the school's Nursery before moving to the Reception classes. Parents find the support for those moving to secondary school and the transfer procedures of good quality. The house system provides children with healthy competition. Pupils' personal and social education is taught satisfactorily through science, religious education and assemblies. There is a policy for sex education but there is no policy or scheme of work for personal and social education. Drugs education takes place but the school does not have a policy for this or for the handling of substance misuse. The police give good support to the school's drugs education programme.

54. Careful account is taken of the welfare and security of children aged under five who are closely supervised at all times. Teaching and support staff provide a secure and caring environment, and respond sensitively to children's concerns. The school has developed appropriate arrangements for the induction of new entrants. Booklets produced by the Nursery provide helpful guidance for parents, and a day is organised in which new parents and their children can work together on some of the activities provided. The Nursery is very flexible in allowing children to move gradually to staying for a full session without a parent being present.

55. There are some very good systems for monitoring pupils' academic progress. Some day-to-day monitoring of pupils' personal development occurs but it is not systematically recorded against the individual, except for those with special educational needs, to provide an accurate foundation for the annual summary that is carried out. The school satisfactorily promotes good attendance. Pupils who arrive late and the reasons for absence are monitored. Parents are asked to inform the school on the first day of their child's absence but the school does not contact the parents of those who cannot be accounted for on that day. Days taken for holiday during term time are adequately monitored. The school has good support from the education welfare officer in its endeavours to ensure that pupils attend school and arrive on time.

56. The procedures for monitoring and promoting discipline and good behaviour are very good. The behaviour policy is appropriate but the rewards and sanctions are insufficiently clearly specified. The rewards are stimulating and the sanctions are respected by most pupils. The school and class rules are clearly displayed in each classroom, sometimes illustrated by the pupils. Pupils with special educational needs are provided with good support through specialist help. The pupils are encouraged to grow in confidence and they receive additional effective support from outside agencies. The regular inter-agency behaviour surgeries with the school enable pupils with behavioural problems to be identified early and regularly and a good programme of support to be put in place. The behaviour support service and social services give very good support to the school. Classroom teachers and the learning support



assistants have had behaviour management training and manage pupils with behavioural difficulties well. Inappropriate behaviour is logged daily but not on the individual pupil's file. The 'blue book' is used for more serious incidents which are closely monitored by the headteacher who involves parents at an early stage. The procedures for monitoring bullying have been improved since the last inspection and are now satisfactorily isolated from behaviour issues when appropriate. The anti-bullying policy provides a good foundation for this. The school follows the Local Education Authority's procedures for exclusions but does not have its own policy. All avenues are explored before excluding a pupil and appropriate records are kept.

57. The school is very vigilant about pupils' safety. The Headteacher, the nominated person, regularly updates all staff on child protection procedures but not all staff feel that they know them confidently. Appropriate records are kept. Health and safety is given its due attention but some aspects of the management do not meet the requirements including the necessary formal risk assessments in the required subjects, for display screen and musical keyboard equipment and for the storage of hazardous substances. Cleaning materials are not securely stored at all times. Since the last inspection, cars are parked more safely outside the school at home time and security has been improved. The arrangements for giving first aid to pupils are good and all requests for treatment are recorded. However, good treatment is hampered by the very inappropriately sited medical room and the school's application for building developments, which would include a new medical room, has not been approved. There are appropriate arrangements for ensuring people's safety in case of fire except for the inadequate fire exit signs. The records of fire drills are up-to-date but are not recorded in the fire safety record book.

#### 54. **Partnership with parents and the community**

58. The school is committed to the importance of a close relationship with parents who, in turn, feel that they are encouraged to play a full part in the life of the school. The school's partnership with parents and the community is good which is similar to the judgement in the last OFSTED inspection. Some parents help in the classroom and with visits. Support for the school is increasing; there was more support for the summer fayre last term and there was a good attendance of parents at the information evening on pupils' transfer to secondary school. The headteacher sees all new parents and their families twice before entry. The language support service is very supportive to families for whom English an additional language and attends consultations to help them. A literacy programme is being run in conjunction with Horsted College to help pupils and parents. The very active Parent Teacher Association raises valuable funds to support the resources of the school through a variety of social activities and is a useful link between the school and parents in many matters.

59. The school values the support provided by parents. It begins to build a partnership with parents from their children's entry into the Nursery, when the daily informal contact helps to establish good relationships. Parents of Nursery and Reception children are kept well informed of their children's progress. The school communicates effectively with parents of children with special educational needs and makes them fully aware of the special provision which is made for their children.

60. Most parents are happy with the information they are given about what is taught. The school runs information evenings on a variety of topics including areas of the curriculum. Parents are encouraged to read daily with their child and to sign the reading diaries and their involvement with this and their child's learning are satisfactory. Some parents expressed concern about the school's provision of homework. The findings of the inspection support these concerns but also note that the school is taking effective steps to develop this provision. Some parents feel that they do not receive sufficient information on their child's progress although there are termly consultation evenings and the red and green letters on success and effort. Teachers are always available to discuss issues at other times. The annual reports to parents about their children's work are informative and helpful and include guidance on ways for the children to improve. Parents are invited to the 'drop-in' evening to discuss these reports but the school reports that few attend. The judgement of the inspection is that sufficient information about progress is provided for parents. Some parents were also concerned about aspects of the progress made by their children at Key Stage 2 and the findings of the inspection support these concerns but also note the improving standards at the end of this key stage.

61. The school's links with the community are overall very good. This is particularly so through the

Education Business Partnership and the very good support from a range of industry and businesses that the school and pupils receive. Other links with the community include the local churches, a good range of visitors to support children's learning and the promotion of activities elsewhere in the community. The consortia of schools provide for some staff training and participation by pupils in sporting and other events. Pupils also compete in local music festivals. Many students from the local secondary schools benefit from work experience in the school and Year 9 pupils, who are mentored by the Education Business Partnership, mentor pupils in Key Stage 2. These good links that the school has with the local community make a positive contribution to pupils' attainment, progress and personal development.

## 58. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 58. Leadership and management

62. The school's leadership and management are of good quality which is broadly the same judgement which was made by the school's last OFSTED inspection which described the leadership as "strong and constructive". The ethos of the school is good. The pupils have a good attitude to work when they are motivated by the teaching and the quality of relationships and racial harmony are good. The school has an increasingly effective commitment to high standards as a result of having a good, clear educational direction. Wayfield Community School's aims include making the children happy and successful in all that they do, teaching them the nature of relationships and interpersonal skills, giving them confidence and maintaining a safe and secure environment. The school also aims to provide a lively and purposeful curriculum, to raise standards of attainment, to meet the needs of each individual child and to continue to extend links with parents and the community. These aims, and the implementation of its values and policies, are put into practice well although curricular provision in art, physical education and religious education has some shortcomings and the rate of pupils' progress at Key Stage 2 is still not fast enough.

63. The school produced a good action plan to address the key issues for action identified by its OFSTED inspection in June 1996. This plan was well implemented and carefully monitored and, as a result, the school has made a good improvement since its last inspection. The findings of that inspection were that standards in mathematics and information technology were below average. Standards in mathematics are now above average at Key Stage 1 and average at Key Stage 2 and standards in information technology at both key stages are now average. These improvements are due to initiatives such as training in mathematics and improving resources in information technology. In addition, the school has addressed weaknesses in the progression in the children's learning in writing and mathematics between the Nursery and the Reception class and this is now good. Security arrangements have been greatly improved and suitable procedures for monitoring the quality of teaching have been carried out. As part of its efforts to monitor and improve the quality of teaching, the school undertook a self supporting review with teaching and learning as its main focus. As a result of these actions, the quality of teaching has improved significantly since the last inspection and, during this inspection, only one unsatisfactory lesson was seen. This, in turn, has had an important influence on standards in English, mathematics and science at Key Stage 2 and the school's results in these subjects in the national end of key stage tests have risen consistently since 1996. However, teachers at Key Stage 2 do not always use assessment information well enough when planning the pupils' work, co-ordinators are still not sufficiently involved in monitoring and this does not sufficiently concentrate on the standards attained by the pupils. No judgement can be made about how the school has addressed raising standards in design and technology since the last inspection as there was insufficient evidence to make a judgement on standards in this subject. However, the evidence clearly shows an improvement in curricular provision in this subject. The school's evaluation of its OFSTED action plan contains reference to further developments in some aspects of the issues identified and the school has requested additional support from the Local Education Authority to assist in raising standards in English and mathematics. These actions are indicative of its good capacity for further improvement.

64. Most staff have a job description although they are, in many cases, generic rather than specific. There is no job description for the headteacher. The school has a suitable management structure, which includes the deputy headteacher, a senior management team and co-ordinators, which makes an effective contribution to the management of the school. For example, the deputy headteacher's duties include the

management of Key Stage 1 and the school effectiveness funds. Some useful monitoring of classroom practice has been undertaken, largely by the headteacher, and staff have received written and verbal feedback on strengths and weaknesses. Other monitoring strategies include the examination of pupils' work, hearing pupils read and evaluation of lessons by staff. This monitoring has identified many of the issues recognised by this inspection, for example, slow pace to lessons, low expectations of the pupils, insufficient challenge in the work set and an acceptance of too high a noise level. Attempts have been made to address these issues, for example, by watching and discussing videotaped lessons. However, these shortcomings have not been effectively addressed. In addition, there are no terms of reference for the senior management team, the co-ordinators' role in monitoring their areas of responsibility is underdeveloped and the focus of monitoring does not centre on standards.

65. The school's provision for pupils with special educational needs is well managed by the special educational needs co-ordinator who works closely with the staff and provides clear guidance regarding individual education plans. The governors with responsibility for special educational needs liaise closely with the school and the special educational needs co-ordinator. However, systems to help the school analyse the overall progress of pupils with special educational needs and to monitor how these pupils are supported in class are not fully in place.

66. Provision for children in the early years is managed well by the co-ordinator, and the day-to-day organisation of the Nursery is managed effectively by the recently appointed teacher in charge who has received high quality support from the rest of her team. There is close liaison between Nursery and Reception teachers. The positive ethos in both Nursery and Reception classes reflects the school's commitment to high achievement, an effective learning environment, good relationships and equality of opportunity. Strong leadership is shown by the clear educational direction for early years' provision, and by the improvement since the last inspection, particularly in addressing the issue of continuity and progression between Nursery and Reception years.

67. The membership of the governing body has increased and changed since the school's last OFSTED inspection. A number of new governors have been appointed and the Chair of Governors assumed the role in July 1998. The governing body has an appropriate committee structure including, for example, a curriculum committee. These committees keep suitable minutes and discuss appropriate issues such as the implementation of the National Numeracy Strategy. In addition, the governors make regular visits to the school to see it at work, they have received presentations about subject areas from the co-ordinators and have undertaken appropriate training. As a result, the governors have a good overview of the work of the school and, for example, engage in vigorous and effective debate about class structure and the number of teachers to be employed. They are well aware of the need to raise standards at Key Stage 2 and are committed to this objective. However, they are insufficiently rigorous in their analysis of the reasons for the difference in standards between the end of Key Stage 1 and the end of Key Stage 2 and have supported the school in agreeing to aim for marginally lower targets for improvement than those suggested by the Local Education Authority. In addition, their monitoring of the progress made by pupils with special educational needs is not analytical enough.

68. The school development plan covers the period 1999-2000 and has two priorities which extend until 2001. Its comprehensive cover includes staffing, energy and services, premises, assessment, information and communications technology, curriculum and finance. The plan shows targets, those responsible, timescales, success criteria, finance and training needs. Its priorities include the introduction of the National Numeracy Strategy, to improve resources for the teaching of science, to make better use of learning support staff by targeting literacy and numeracy lessons and raising standards of achievement at Key Stage 2 by reintroducing a six class structure. The school development plan is supported by detailed action plans and is well used by the Governing Body. Its major weaknesses are the short period covered, the fact that not all development documentation, for example, the Department for Education and Employment's 'New Deals for Schools', is sufficiently well related to it, the insufficiently evaluative nature of some of its success criteria and the fact that budget planning cannot securely be linked to it beyond the period covered. For these reasons, the plan does not support the strategic direction of the school sufficiently and it is, therefore, unsatisfactory. The findings of the school's last OFSTED inspection were that "the development plan is comprehensive and provides a good structure for improving the school .... The plan is reviewed each year and long term plans cover five years".

69.Children aged under five, pupils for whom English is an additional language and pupils at Key Stage 1 receive good equality of opportunity although there are weaknesses in curricular provision in art and religious education at Key Stage 1. At Key Stage 2 equality of opportunity is unsatisfactory. In addition to the weaknesses in curricular provision in art and religious education which occur at Key Stage 1, the statutory requirement to teach swimming is not met and pupils, particularly higher attainers and those with special educational needs when they not receiving specialist support, do not make the maximum progress of which they are capable. Most statutory requirements are fully met although swimming is not taught at Key Stage 2, the requirements of the locally Agreed Syllabus in religious education are not fulfilled, the appraisal of teachers is not up-to-date, there are some omissions in the provision of some statutory information for parents and some minor health and safety issues have not been addressed.

**66. Staffing, accommodation and learning resources**

70.The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well. There are fourteen full time teachers, twelve in the main school and two in the Nursery. Between them, the teachers provide the school with good experience and expertise in most areas of the curriculum. Nine teachers have left the school and nine have been appointed in the last two years. The expertise of the school's permanent staff is very well supplemented by a musician who provide support in the teaching of music and teachers who assist the teaching of English as an additional language. The teachers' experience ranges from 34 years to a few days altogether and from 30 years to a few days service in this school. The number, qualifications and experience of the support staff meet the demands of the curriculum very well. There are 11 support staff who work for a total of 213 hours weekly in the main school and three support staff who work for a weekly total of 85 hours in the Nursery. The school is well provided with suitably experienced and qualified staff for the early years classes. The Reception teacher is ably supported by the contribution to teaching and assessment of a learning support assistant. The Nursery staff includes teachers, nursery nurses and a learning support assistant.

71.The school's arrangements for the professional development of its teaching and support staff are satisfactory. Training is related to the needs of the school, for example, the training given in mathematics and information technology as part of the school's action plan to raise standards in these subjects following the findings of its previous OFSTED inspection. It is also related to individual needs as is demonstrated by the in-house training provided for learning support assistants. However, training needs for some teachers exist in physical education and art and arrangements for the appraisal of teachers are behind schedule.

72.The school's accommodation supports the teaching of the curriculum well although there are some shortcomings in that the library occupies the entrance hall and networked computer resources and special educational needs support occupy the small hall that is a throughway. The school plans to relocate special educational needs provision in the medical room. There is sufficient classroom and hall space, an adequate field and appropriate hard surface playground areas. Overall, the school's provision of learning resources is good. This is particularly the case in the ratio of computers to pupils, resources for pupils with special educational needs and the children in the Nursery although some of the school's gymnastic equipment is not entirely suitable for these children. The specialist Nursery building and resources provide very good support for the teaching of Nursery aged children. Compared with the judgements of the school's last OFSTED report, staffing levels have improved, appraisal no longer meets requirements fully, the Nursery has been refurbished and resources for information technology have been enhanced.

## 69. **The efficiency of the school**

73. The school's resources are satisfactorily managed. The judgement of the school's previous OFSTED inspection was that the "school manages its budget well". The difference in the judgements is explained by the fact that, beyond one year, the school development plan still lacks financial detail as was noted by the previous inspection so that no significant improvement has been made in this respect. In addition, the financial projections which are made cannot be linked to the plan as they could at the time of the last inspection as it only covers one year not the five years which were covered at that time. Furthermore, many of the criteria used to judge the plan's success are insufficiently evaluative and do not help to make judgements about the cost effectiveness of spending. Too few comparisons of the school's spending patterns with those of other schools have been made to help establish the nature and success of spending decisions, for example, the decision to spend about £330 per pupil on learning support assistants compared with the nationally average high figure of £129 per pupil.

74. The school has good and well documented financial procedures which include suitable roles and responsibilities, delegated authority, aims and objectives, budget planning and timetable and obtaining value for money. Implementation of these procedures has been assisted by the recent appointment of a financial advisor to the governors who has already forecast the income likely to be available for a number of years and projected spending for the next two years to ensure that staffing levels can be maintained for at least that period. The financial advisor has also set up a system that enables governors to monitor and review spending regularly and rigorously. The school has not been audited since its last OFSTED inspection. The money available for staff training is used well and training is suitably related to the needs of the school and those of the individual. However, training needs for some staff exist in physical education and art. The funding allocated for provision for pupils with special educational needs is well used as is indicated by the good progress that these pupils make when they receive specialist support. However, the special educational needs co-ordinator is insufficiently involved in budgetary planning in this area. The newly appointed Nursery teacher is not yet aware of the details of the Nursery funding.

75. Teachers are suitably deployed as class teachers and, where appropriate, in management roles. The deployment of the teachers is particularly effective in the Nursery and at Key Stage 1 as the good progress made by the pupils in these age groups demonstrates. Management roles are mostly well linked to teachers' experience and expertise and staff with these roles make important contributions to the running of the school, for example, in early years provision, special educational needs provision, subjects and key stages. However, the monitoring role of the co-ordinators is underdeveloped and has not been sufficiently improved since the school's last OFSTED inspection. Learning support staff are well used and this helps pupils with special educational needs in making the good progress which they achieve when they receive specialist support. Learning support staff are well briefed by the teachers and have a thorough knowledge of needs of the children that they teach. The school's administration supports the teaching of the curriculum well. The school's accommodation is used well. All aspects of the building and grounds have an appropriate educational use and there is no wasted space. The use made of the school's learning resources is satisfactory. The pupils generally use learning resources well in lessons. However, information technology resources are not used sufficiently.

76. The pupils enter the Nursery at below average standards of attainment. They make good progress in the Nursery and at Key Stage 1 but progress is not rapid enough in Key Stage 2 although the standards attained by the school in the end of Key Stage 2 national tests have improved consistently since 1996. The quality of teaching is satisfactory overall, provision for the pupils' spiritual, moral social, and cultural development is very good and pupils with special educational needs make good progress. Expenditure per pupil is high compared with the national average. The school gives satisfactory value for money. This is the same judgement that was made by its last OFSTED inspection.

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

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

77. Provision for children in the early years is of a good quality and prepares the children well for their future learning at Key Stage 1. There has been significant improvement since the previous inspection report, notably in the curriculum provided. The key issue about curricular continuity between the Nursery and the Reception class, particularly in writing and mathematics, has been successfully addressed. There has also been an improvement in the quality of teaching, and in the accommodation provided for Nursery children as a result of the reconstruction of the Nursery unit.

78. The attainment of children when they enter the Nursery varies somewhat from year to year but is generally low, particularly in speaking and in their personal and social skills. However, they make good progress whilst in the Nursery and Reception classes and achieve the standards expected by the age of five in most areas of learning, although speaking skills and physical development are still low. They adapt to the routines of the Nursery quickly and respond well to the experiences they are offered, often with clear enjoyment. Teaching in both the Nursery and Reception classes is of a good quality and promotes the good progress being achieved. The curriculum is broad and balanced, planned effectively and matched closely to the needs of the children. The high priority given to encouraging children's independence and to their capacity to take responsibility for their learning is resulting in very good progress in their personal and social development. The school is well provided with teaching and support staff who have good knowledge and understanding of the needs of young children, and they work well together to provide a safe and secure learning environment. The effectiveness of the Nursery team makes a strong contribution to the quality of education provided.

75. **Personal and social development**

79. Children are achieving the standards expected by the age of five in their personal and social development. From entry into the Nursery they make very good progress, promoted by the very good standard of teaching. Nursery children are eager to explore new experiences, are able to concentrate and persevere in their learning, and handle resources carefully. They demonstrate independence in selecting an activity and in participating responsibly in the daily routines within only a week or two from joining the Nursery. This good progress is further developed in the Reception class, where the children behave in appropriate ways, and increase their understanding of what is right and what is wrong. They establish effective relationships with others and work as part of a group as well as independently. The children learn to take turns, and to work co-operatively as seen, for example, when they use the construction apparatus or play in the class role-play area. They take responsibility for some of their learning by planning and recording three of their daily activities.

76. **Language and literacy**

80. Standards in this area of learning are low, notably because of underdeveloped speaking skills. However, good teaching is resulting in good progress being made overall. Nursery children display knowledge about print and understand some of the purposes of writing, as seen, for example, when they create letter-like shapes to write postcards. They also listen carefully to adults when they are being read a story, or given instructions. Reception children use conventional letters to write their names, and match letters correctly to the initial sounds of words when writing their news. They understand how books are organised, and help to produce a class book by creating text to match the pictures. Many letters of the alphabet are recognised by shape and sound, as well as their own names and other familiar words. The children listen attentively and effectively to stories and to audio tapes, although speaking skills are weak. Many are unable to use a growing vocabulary with increasing fluency to express their thoughts and convey meaning clearly to the listener.

**77. Mathematics**

81. The children achieve the Desirable Learning Outcomes in mathematics by the age of five. The good progress they make is promoted by the good quality of teaching. Nursery children match numbers to pictures up to five, and join in counting the number of children in their group. Reception children count to numbers larger than 20, and begin to show awareness of number operations such as addition and subtraction. They match and name shapes including a diamond, rectangle and circle. They match pairs of socks, count in twos up to ten and sort children into sets according to the colour of their eyes. Some children are able to recognise and write larger numbers such as 69, 200 and 1,000, and to perform addition and subtraction using numbers up to 20. They also work with halves, and compare lighter and heavier objects.

**78. Knowledge and understanding of the world**

82. The children make good progress in their knowledge and understanding of the world and attain the standards expected by the age of five. The quality of teaching is good. In the Nursery, children draw members of their families, know the names of some colours, and use spades and buckets to explore sand. The children build a road from wooden bricks, show developing awareness of floating and sinking, and operate a programmable toy, pressing arrow buttons to direct it. In the Reception class, the children design a playground in the sand, show awareness of past and present and consider how they have changed since they were babies. They identify objects made from metal, and predict whether or not a magnet will attract them. The children consider whether paper will float or sink, and some offer their explanations. Information technology is used to support learning, and children use a hand-held control to direct action on the screen.

**79. Physical development**

83. The children make sound progress in their physical development although they are not achieving the Desirable Learning Outcomes by the age of five, notably in their manual dexterity. The quality of teaching is satisfactory. Nursery children control tricycles and scooters well, and show sound co-ordination in using climbing apparatus and a slide, as well as in throwing and catching a ball. Some of the school's gymnastic apparatus is difficult for children of this age to use. They use paint brushes, pens and paste spreaders in their practical activities. Reception children move with increasing control and co-ordination and with a sound awareness of space and others when, for example, they take part in gymnastic activities on the floor and apparatus. The children handle appropriate tools, objects, construction and malleable materials safely. However, many children have not yet developed satisfactory levels of skill when using scissors, pencils, or trying to tie their shoelaces.

**80. Creative development**

84. Standards and progress are sound in this area of learning, and the quality of teaching is satisfactory. In the Nursery, the children paint animals, play imaginatively in the home area, and work with clay and play dough to create a snake and a snail. They enjoy singing simple songs such as 'Paddling in the Puddles', as well as playing simple percussion instruments including the drum and tambourine. In the Reception class, children use the class hospital role-play area to create stories and explore the roles of doctor and caring for a baby. They paint, and use collage to produce faces. They take part in singing games, and are able to make up and repeat clapped rhythmic patterns. The children identify percussion instruments such as shakers, bells and tambourines by name, and know how to play them appropriately.

## 81. ENGLISH, MATHEMATICS AND SCIENCE

### 81. English

85. Analysis of the national end of Key Stage 2 tests for 1998 shows that the percentage of pupils attaining Level 4 and above in English was below the national average and, at Level 5 and above, it was well below the national average. When the average of the school's results is compared with all schools, standards are well below average in English. Compared with similar schools, standards are average. When the averages of the school's end of Key Stage 2 test results for 1998 are compared with those reached by the school in 1996 and 1997, they show a consistent improvement in English over the period. The school's provisional end of key stage test results for 1999 show a slight fall in the percentage of pupils who attained Level 4 and above in English. The combined data for 1996, 1997 and 1998 show no significant variations in the attainment of boys and girls.

86. The findings of this inspection are that standards at the end of Key Stage 2, including those for literacy, are below the level of the national expectation. This judgement is in line with the school's end of key stage national tests. The last inspection in 1996 judged standards to be sound. However, the school's end of key stage national test results for 1996 show standards to be well below the national average. The judgement of this inspection is that standards in English in the school have risen since the 1996 end of key stage test results.

87. By the end of Key Stage 2, standards in speaking and listening are below average. Pupils readily engage in discussion and talk confidently, but their range of vocabulary is limited and most find it difficult to organise extended replies and need support to develop their ideas at any length. Higher attaining pupils express themselves confidently and fluently, explore ideas, respond precisely to the points being made and to use interesting words and complex sentences. Lower attaining pupils often have difficulty in choosing precise vocabulary when giving descriptions or instructions. The format of the literacy hour enables pupils of all abilities to discuss choices of words and share opinions of texts. This was seen to good effect in a Year 5/6 class when pupils engaged in lively discussion about one of Kipling's 'Just So' stories. The teacher successfully encouraged expressive and personal responses and pupils made good progress in developing their skills as speakers and communicators. Opportunities are missed to encourage collaborative work in planning, presenting and improving the quality of pupils' speaking skills, for example, in more formal contexts such as prepared speeches or mini debates.

88. Standards in reading are below average at the end of Key Stage 2 although some of the current Year 6 read at an average level and a few exceed it. Average and below average pupils respond positively to various forms of reading and are generally fluent and accurate. They show a fair understanding of a range of texts, make predictions and identify important events, characters and ideas. Some higher attaining pupils do not read a significantly challenging range of books nor do they fully develop their ideas when discussing more complex issues in their reading. A good variety of activities interest and motivate pupils in their use of language, but there is insufficient emphasis on developing their awareness of a range of literature.

89. At Key Stage 2, pupils' writing is below the level of the national expectation. Pupils write for a wide variety of purposes and readers, for example, letters, poems, prayers, dialogue, news reports, persuasion, argument and drama scripts. Most pupils write in an organised way, sequence ideas and choose apt vocabulary. Higher attaining pupils write with imagination and vigour using an increasingly adventurous choice of words. However, some lower attaining pupils make numerous spelling errors, use punctuation inconsistently and find it difficult to write complex sentences and to extend and develop ideas. Throughout the key stage, although planning of written work takes place, there is little evidence of pupils drafting, editing and refining their writing. Although handwriting is generally well formed and fluent, pupils' presentational skills are poor and they are not actively encouraged to take a pride in the presentation of their written work.

90. Analysis of the national end of Key Stage 1 tests for 1998 shows that, in reading and writing, the percentage of pupils attaining Level 2 and above was above the national average. The percentage attaining Level 3 and above in reading was well below the national average and, in writing, it was close to the national average. When the averages of the school's test data are compared with those of all



schools, they show that standards are average in reading and writing. When the averages of the school's test data are compared with those of similar schools, they show that standards are above average in reading and well above average writing. When the end of Key Stage 1 test results in reading and writing for 1998 are compared with 1996 and 1997, they show that standards are consistently broadly at the level of the national average. The school's provisional end of key stage test/task results for 1999 show a small improvement in the percentage of pupils gaining Level 2 and above in reading and writing at Key Stage 1. Taking the three years 1996, 1997 and 1998 together, the performance of boys was significantly better than that of girls in reading and writing although no significant differences were observed during the inspection.

91.The findings of this inspection are that standards at the end of Key Stage 1, including those for literacy, are at the level of the national expectation. This judgement is in line with the school's end of key stage national tests and with that of the school's last OFSTED inspection in 1996 which judged standards to be sound.

92.At Key Stage 1, standards in speaking and listening are below average although speaking and listening skills are developed satisfactorily across the curriculum. Pupils listen attentively to stories, rhymes and explanations and to each other and learn to make purposeful and appropriate responses in class. Many pupils have a limited range of vocabulary and indistinct pronunciation, but they are growing in confidence and begin to speak more audibly in whole-class and group situations. This was evident in a Key Stage 1 assembly in which pupils talked about their grandparents. Pupils were able to express their feelings about this special relationship in a secure and caring environment under the sensitive direction of the teacher.

93.Standards in reading at Key Stage 1 are currently in line with the national expectation. Most pupils have a sound knowledge of phonics and many have secure strategies to tackle unfamiliar words. Through their work in the literacy hour, they have a good understanding of how books are organised. Many pupils handle books confidently and read with obvious enjoyment, but they do not talk readily about their reading experience or preferences.

94.Pupils' writing at Key Stage 1 is at the level of the national expectation. Most pupils' writing conveys meaning in simple sentences that they often organise to make stories or reports of a length appropriate to their age. Pupils use a familiar range of vocabulary that they generally use accurately and many are developing a consistent use of capital letters and full stops. Higher attaining pupils use an increasing vocabulary to develop their ideas. Handwriting is usually clearly shaped and consistent in size.

95.Progress in English is satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Pupils establish a sound foundation in speaking and listening at Key Stage 1 often starting from a low level of confidence and articulation. They make sound progress in listening and in learning to make appropriate responses in class. Pupils with special educational needs receive good support that enables them to make a growing contribution to class discussion. Throughout the key stage, in reading, pupils learn to use their knowledge of letters and sounds when tackling unfamiliar words and higher attaining pupils are acquiring a good sight vocabulary for their age. However, they do not sufficiently develop their ability to talk about their reading at any length. As they move through the key stage, in writing, pupils make satisfactory progress in understanding simple sentences, writing at greater length and using a wider range of vocabulary and punctuation. Their handwriting improves in consistency and neatness. Pupils with special educational needs make good progress towards achieving the specific language targets on their individual education plans.

96.Progress in English is unsatisfactory at Key Stage 2. Although pupils are developing their ability in responding to questions in class and are becoming more aware of the relevance of their answers, very few pupils question or challenge ideas confidently or give answers that show a wide range of vocabulary or form. As they move through the key stage, pupils make satisfactory progress in developing their reading skills, but make unsatisfactory progress in acquiring familiarity with a range of books and authors within their scope. Their progress in writing is generally unsatisfactory as there is insufficient development of writing which sustains ideas, uses a growing range of more complex grammatical structures and employs mature and descriptive language. Pupils with special educational needs make

good progress relative to their previous attainment when they receive well-targeted support. They develop confidence in their reading and writing skills are developed well when teachers incorporate targets from individual education plans into their planning.

97.The response of pupils to the teaching of English is good at Key Stage 1 and satisfactory at Key Stage 2. Pupils respond positively when teaching is stimulating and management is firm. Most pupils are well-behaved, settle to work quickly and sustain concentration especially when the work captures their imagination. They participate with enthusiasm when answering questions and offering ideas. Pupils have good relationships with all involved in their learning; they work together amicably and productively and share resources sensibly. They maintain their interest well particularly during the literacy hour when the teacher focuses on the activity of another group and cannot intervene regularly.

98.Overall, the quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. The school's previous OFSTED report deemed the quality of teaching to be good. Teachers have good knowledge of the requirements of the literacy hour and confidence in managing it. Introductory and plenary sessions are used effectively to capture pupils' interest and to review, consolidate and celebrate achievement. Key features of successful teaching include clear, confident explanations, high expectations for pupils' response and behaviour, a variety of teaching styles to maintain interest and motivation, emphasis on precision of language, a lively, purposeful pace, imaginative use of resources and detailed planning which sets appropriate levels of challenge for pupils in different year groups, and at different levels of attainment, in each class. Pupils with English as an additional language receive good support in the classroom on an individual basis and make good progress in the acquisition of English language skills. In a Key Stage 1 lesson, which was a model of good practice, the teacher gained the pupils' attention by skilful questioning and held their interest by her clear and expressive reading of 'The Rainbow Fish' with the pupils. Clear guidelines for work and behaviour were set within a supportive, friendly atmosphere and pupils' responses about 'sharing' were encouraged and valued. The teacher successfully conveyed her enthusiasm and love of language to the pupils who were happily engaged in their learning and made good progress.

99.Shortcomings in teaching relate to insecure subject knowledge, inadequate daily planning which does not identify learning objectives but merely activities to be covered, too slow a pace to maintain sharp concentration, modest expectations of work and behaviour, ill-prepared resources and insufficient use of assessment to inform planning and to provide sufficient challenge for higher attaining pupils.

100.The management of pupils' behaviour has a direct bearing on the underdevelopment of speaking and listening in the school. This deficiency, in turn, has an adverse effect on pupils' progress in reading and writing. Where firm boundaries of acceptable behaviour are set and understood, pupils match the high expectations set by the teachers. They listen actively and attentively, contribute sensibly to discussion and are thoughtful about the feelings and beliefs of others. Where control is less secure, pupils call out inappropriately, show scant respect for the views of others and sometimes dictate their own pace in learning.

101.Homework is used effectively to reinforce and extend the work covered in class. Across the school, the quality of marking in English is variable. Some comments are simply congratulatory, even when the presentation of work is unsatisfactory, but other teachers provide pupils with informative feedback, recognition of achievement and guidance about the next stage in their learning. Throughout the school, teachers effectively build up the self-esteem and confidence of the pupils through praise and acknowledgement of their efforts.

102.The English curriculum is broad and balanced and meets the requirement of the National Curriculum. The National Literacy Strategy has been implemented well, but it is not yet firmly embedded in practice to have an effect on pupils' long-term progress. There is a comprehensive policy for the subject that, together with the framework of the National Literacy Strategy, forms a useful scheme of work that indicates progression in the teaching of skills and knowledge. There are satisfactory procedures for the assessment of pupils' attainment, but this information is not always used well to plan work that encompasses the needs of all pupils. The co-ordinator provides good leadership and direction for her colleagues through training and support. She has carried out evaluation of the literacy hour and examines planning, but her role in monitoring classroom teaching is underdeveloped.

Targets for the development of the subject include an initiative to raise the standards of spelling throughout the school, additional support for literacy, the development of information technology in the literacy hour and plans for extended writing, drama, speaking and listening and book resources. Teachers develop literacy skills satisfactorily across the curriculum. Resources in English are generally good and most classrooms have a good selection of books to support independent study. The library has a good range of fiction and non-fiction books. It is accessible to pupils, who have a good understanding of its organisation, and plays an effective role in the development of personal study skills. The subject is enhanced by a book week, storytellers, theatre companies, bookshops and CAPER, a shared reading time for parents and children in school at the end of the day. English makes a good contribution to the spiritual, moral, social and cultural of pupils when they discuss and write creatively about their feelings and compose prayers, discuss moral issues arising from their reading, work well collaboratively and learn about authors and different cultural traditions.

#### 99. **Mathematics**

103. Analysis of the national end of Key Stage 2 tests for 1998 shows that, in mathematics, the percentage of pupils attaining Level 4 and above was well below the national average and, at Level 5 and above, it was well below the national average. When the average of the school's results is compared with all schools, standards are well below average in mathematics. Compared with similar schools, standards are below average in mathematics. When the averages of the school's end of Key Stage 2 test results for 1998 are compared with those reached by the school in 1996 and 1997, they show a marked improvement in mathematics between 1996 and 1997 although standards show a slight fall between 1997 and 1998. The school's provisional end of key stage test results for 1999 show a significant improvement in the percentage of pupils attaining Level 4 and above in mathematics at Key Stage 2. The combined data for 1996, 1997 and 1998 show no significant variations in the attainment of boys and girls.

104. The inspection findings show that most pupils are on course to attain average standards at the end of Key Stage 2. This judgement is an improvement on the previous inspection findings and on the school's 1998 end of Key Stage 2 national tests. It can be explained partly by this being a different cohort but also by the clear targets the school has set to raise standards. Pupils with special educational needs attain suitable standards for their abilities and make good progress in their groups. They are effectively supported in the upper juniors by the mathematics coordinator and in the lower juniors by the special educational needs coordinator. Higher attaining pupils in this key stage, however, are not always reaching their full potential in all year groups. Most pupils in Year 6 can organise their work, record information clearly and seek patterns, such as square numbers, by trying out their own ideas. They understand about fractions and simple percentages when describing proportions, draw common two-dimensional shapes on grids and use mathematical vocabulary, such as obtuse and reflex, to describe angles. When handling information, pupils are able to use frequency tables, construct simple line graphs and interpret them. For example, in work on money, they investigated the exchange rates of money from France, Greece and Spain and recorded it graphically.

105. Analysis of the national end of Key Stage 1 tests for 1998 shows that, in mathematics, the percentage of pupils attaining Level 2 and above was above the national average. The percentage attaining Level 3 and above in mathematics was close to the national average. When the averages of the school's test data are compared with those of all schools, they show that standards are above average in mathematics. When the averages of the school's test data are compared with those of similar schools, they show that standards are well above average in mathematics. When the end of Key Stage 1 test results in mathematics for 1998 are compared with 1996 and 1997, they show that standards are consistently broadly at the level of the national average. The school's provisional end of key stage test/task results for 1999 show a small improvement in the percentage of pupils gaining Level 2 and above in mathematics. Taking the three years 1996, 1997 and 1998 together, there was no significant difference in the performance of boys and girls in mathematics.

106. The findings of the inspection show that most pupils are on course to attain standards which are above average at the end of Key Stage 1. This judgement reflects the results of the 1998 end of key stage national tests for this age group. It is an improvement on the previous inspection report where

standards were judged to be average. The school has worked hard to emphasise oral work and mental calculation. Pupils in Year 2 can discuss their own work and are beginning to develop different approaches when solving problems. They choose an appropriate method, for example, doubling or counting back, when dealing with addition and subtraction and know mathematical names, such as rectangle and triangle, when talking about common flat shapes.

107. Overall, the school's pupils make satisfactory progress but the rate of progress in Key Stage 1 is greater than that found in Key Stage 2. However, when compared to the findings of the last inspection, this is an improvement for both key stages. Target setting is well established; pupils and parents are involved and this is having a positive effect on the progress which pupils make. From average levels of attainment on entering Year 1, most pupils make good progress in the infants. Assessment information is used well to plan the work within lessons and to match it to pupils' individual needs. Pupils in Year 1 begin measurement by directly comparing objects to check which is longer or heavier. By Year 2, most pupils are able to use standard units for aspects of measurement, for example, centimetres when measuring length, which demonstrates the good progress made. As pupils move through Key Stage 2, they make satisfactory progress. In Year 3 they extend their knowledge of standard units to include measuring capacity, using millilitres, and by Year 5, they can find the areas of simple two-dimensional shapes. In work involving the construction of triangles, Year 6 pupils can measure angles to the nearest degree using a protractor. This is a marked improvement since the last inspection when work on measures was unsatisfactory. Pupils with special educational needs in this subject make good progress but higher attaining pupils are not extended enough in the juniors. Throughout the schools pupils with English as an additional language make good progress in mathematics when they receive specialist support.

108. Pupils' response is mostly good at both key stages. There is the occasional inconsistency when the response is satisfactory at Key Stage 2. Weaknesses, which constitute a small element within a whole lesson, include losing concentration when the teacher talks for too long or when the pace is slow. For the most part, pupils respond with interest, answer readily and are eager to be challenged. In the majority of lessons, pupils listen attentively and maintain good levels of concentration. Older pupils at the end of the key stage are developing their capacity for personal study. They work hard to achieve their personal targets, for example, when 'exploding numbers'. Behaviour is good, and occasionally excellent. Pupils are courteous when spoken to and willingly explain what they are doing. They respond well during plenary sessions and will volunteer which sums they found a bit 'tricky'. When working collaboratively in pairs, both pupils are involved, take turns fairly and use the resources with care. Relationships with their peers and members of staff are mostly good. This is evident from the harmonious atmosphere in classes and from pupils' willingness to help with clearing up at the end of lessons.

109. The teaching of mathematics has improved throughout the school since the last inspection. At Key Stage 1, it is good and at Key Stage 2, it is satisfactory. Although in the minority, there are also examples of very good teaching in both key stages. Teachers' subject knowledge is good and they are effectively developing pupils' vocabulary and their mental strategies. Planning is systematic and cohesive and both age groups are clearly identified on medium term plans. Lesson plans have space for homework to be noted. There is a good balance of group and whole-class teaching and effective support is given by classroom assistants. For example, in Year 6, by regularly switching from whole-class to individual work, pupils are able to learn from their teacher and their peers during discussions and then, when working alone, to apply the ideas. In Key Stage 1, teachers mostly provide appropriate work for the range of abilities they teach but in Key Stage 2, some teachers require higher attaining pupils to do the same task as others and extension work is only available after its completion. Standards of discipline, with firm boundaries of behaviour expected, are good in the infants but more variable in the juniors. Classroom control sometimes lacks a firm approach. There is unnecessary talking and pupils are allowed to call out rather than taking their turn. Resources are used well. A toy robot helped infants to understand counting on and counting back and, in the juniors, an overhead projector was used effectively to demonstrate how to record long multiplication. Day-to-day assessment is used skilfully in Key Stage 1 and teachers pick up quickly on pupils' needs, building on the previous day's work. In Key Stage 2, this aspect of assessment is satisfactory. When it is good, pupils' needs are accurately

noted for future lessons and tasks are well matched. This practice, however, does not always happen and some higher attaining pupils are insufficiently challenged. Teachers' marking does not fully reflect the school's policy and there is limited use of comments to inform pupils clearly of strengths and weaknesses.

110. The subject meets the requirements of the National Curriculum. There is a high quality policy in place and the National Numeracy Strategy has been effectively implemented. From scrutiny of pupils' work, it is evident that mathematics is used well in other curricular areas. For example, data is collected, analysed and recorded graphically in geography, science and design and technology. Work in art includes patterns that tessellate, or have rotational symmetry, and this provides good opportunities for spiritual and cultural development. Upper juniors have looked at the patterns in Turkish prayer mats and infants have made Rangoli patterns. The curriculum now provides breadth and a well-balanced approach for all pupils and this is an improvement on the last OFSTED report. The assessment programme in place is very good and includes procedures such as standardised testing and assessment weeks. Test data has been analysed and effectively used to organise mathematics sets in Years 5 and 6 and to help with target setting. There are end-of-year reports on pupils' attainment, which are well written and informative. Teachers, in phase groups, moderate samples of pupils' work termly and agree levels of attainment. Although staff in both key stages have improved considerably in the way they use assessment information to aid planning, the high quality approach achieved by some is not consistent throughout and, in particular, in Key Stage 2.

111. The mathematics co-ordinator has a clear view of future developments for this subject. She is knowledgeable and pro-active and her effective leadership has enabled the school to raise standards in the subject. Some monitoring has taken place, for example, teachers' planning and an overview of pupils' work but, although planned, teaching has not been monitored. The monitoring aspect of the co-ordinator's role is not sufficiently developed to ensure that there is clear oversight of pupils' standards and the quality of teaching. Subject expertise amongst staff is good and is effectively used for the setting arrangements in the upper juniors and the mathematics groups in the lower. These take place in the small hall, which impairs access to the computers in the mornings. There is a good range of resources that are used effectively.

#### 108. **Science**

112. Analysis of the national end of Key Stage 2 tests for 1998 shows that, in science, the percentage of pupils attaining Level 4 and above, and Level 5 and above, was well below the national average. When the average of the school's results is compared with all schools, standards are well below average in science. Compared with similar schools, standards are also well below average. When the averages of the school's end of Key Stage 2 test results for 1998 are compared with those reached by the school in 1996 and 1997, they show a marked improvement in science between 1996 and 1997 although standards in the subject fell slightly between 1997 and 1998. The school's provisional end of key stage test results for 1999 show a significant improvement in the percentage of pupils attaining Level 4 and above in science. The combined data for 1996, 1997 and 1998 show no significant variations in the attainment of boys and girls.

113. The findings of the inspection agree with the results of the school's end of Key Stage 2 national test results for 1998 and indicate that standards are currently on course to be below the level of the national expectation by the end of Key Stage 2. By the age of 11, the pupils understand how to alter one variable without affecting others during investigative work and explain and record their work appropriately. They are aware of the importance of a healthy diet and understand food chains. The pupils use terms such as evaporation and condensation correctly to describe changes and describe the use of filtration for separating simple mixtures. They are aware of the shape and relative sizes of the sun, earth and moon and make generalisations about the transmission of sound through various materials. The school's last inspection in June 1996 judged standards in science to be sound and the current findings of below the national expectation represent a fall in standards compared with that judgement. However, the school's end of Key Stage 2 national test results for 1996 showed standards to be well below the national average. This inspection judges standards to be below average in science which represents an improvement on the 1996 end of key stage test results.

114. In the 1998 end of key stage assessments by teachers in science at Key Stage 1, standards were well above average at Level 2 and above and above average at Level 3 and above. The findings of the inspection are in line with these assessments and show standards to be above the level of the national expectation by the end of Key Stage 1. By the age of seven, the pupils say if things happened as they expected them to, respond to suggestions about how to find things out and make simple predictions. They know that living things grow and reproduce and understand the life cycle, for example, of a frog. The pupils know that varied materials keep ice frozen for different lengths of time and describe how some materials are changed by heating. They know that forces can distort the shape of an object and make electrical circuits to operate buzzers. The school's last OFSTED inspection judged standards in science to be sound. The improvement found by this inspection reflects the fact that a different cohort of pupils is involved and the success of the school's efforts to raise standards.

115. The pupils, including those with special educational needs, make good progress at Key Stage 1 and unsatisfactory progress at Key Stage 2. The variation in progress between Key Stage 1 and Key Stage 2 is mainly due to differences in the quality of teaching, for example, teachers in Key Stage 2 not ensuring that the work that pupils are given is both challenging and attainable. However, class organisation at Key Stage 2 is largely based on the management of the pupils' behaviour. This results in mixed aged group classes and some teachers find it difficult to cope with the varied academic requirements of the pupils in these classes. To deal with this issue, revision classes for Year 6 pupils are organised to redress the balance between behavioural and academic demands in science although these classes are not held throughout the year. The pupils make good progress in their knowledge and use of scientific vocabulary and the way in which experimental and investigative science is well linked with the other aspects of the subject helps them to make sound progress in this work. Pupils are given a suitable structure to use when recording their investigative work which is very helpful to them but this is not modified enough to meet fully the needs of the higher attaining pupils and Year 6 pupils. As a result, the skills that these pupils have in devising and organising their own investigative work are underdeveloped. Pupils with special educational needs make good progress when they receive additional support but at most other times their needs are not fully catered for and they struggle to complete the same work as other pupils.

116. The pupils make a good response to the teaching of science at Key Stage 1 and a satisfactory response at Key Stage 2. Most pupils throughout the school are attentive and interested in their work. They listen carefully to the teachers and follow instructions well. The behaviour of most pupils is good, they respond well when work is challenging and the quality of relationships in lessons promotes effective learning. The pupils generally work well both independently and in co-operation with others. However, a minority of pupils are easily distracted, call out unnecessarily and, when the teacher's control is not adequate, these pupils can reduce the pace of the lesson to being very slow.

117. The quality of teaching is good overall at Key Stage 1. At Key Stage 2, the lessons seen during the inspection were satisfactory. However, these lessons contained a number of similar and significant weaknesses which were also found in other evidence such as the scrutiny of pupils' work and curricular planning. The combined evidence indicates that the quality of teaching at Key Stage 2 is unsatisfactory. At Key Stage 1, the teachers' lesson planning clearly sets out the development of the scientific knowledge to be taught during the lesson. The pupils are given useful revision of earlier work at the start of the lesson and the objectives of the lesson are clearly explained to them. The teaching is lively and gains and keeps the attention of the pupils and motivates them well. Control of the pupils is firm, but natural, and leads to a good work ethic. There are useful individual discussions with pupils to assist their learning and good whole-class reviews of work at the end of lessons. At Key Stage 2, the teachers show secure knowledge of the subject, organise classes appropriately and detect and correct pupils' misconceptions successfully during the lessons. Questions are often used purposefully to challenge the pupils' thinking and, when available, learning support assistants effectively help the pupils to progress. However, at Key Stage 2, the pace of learning is often too slow, the teachers' expectations of the higher attaining pupils are not high enough and the work set is too easy for some and too hard for others as assessment information is not used effectively to plan lessons. This means that the higher attaining pupils are not challenged and that pupils with special educational needs make little progress as they do not understand the work and do not complete it. In addition, the school's good quality curricular

planning is not fully reflected in the teaching of the subject. The teachers do not use all of the strategies available when seeking to control the pupils, for example, they do not always insist that the pupils concentrate on their work and, as a result, some do not.

118. The subject is soundly managed by a co-ordinator with considerable expertise and experience in the subject. Curricular provision is broad and balanced and the subject policy and the scheme of work are good. However, at Key Stage 2, the teaching does not always ensure that the planning is implemented in a way which ensures that pupils progress at an appropriate rate. The development of scientific vocabulary and the integration of investigative science into the pupils' learning are strengths of the curriculum. The teaching of the subject meets the requirements of the National Curriculum. The monitoring and support of the teaching of science are underdeveloped. Learning resources are adequate and the subject action plan contains provision for their further improvement. The subject's assessment and recording procedures are good but assessment information is not used well enough at Key Stage 2 when lessons are planned. Science makes a sound contribution to the pupils' social and moral development, for example, when they work co-operatively during investigative work. The subject makes a good contribution to the development of the pupils' numeracy skills, for example, through the construction and interpretation of simple graphs. Its contribution to the growth of the pupils' literacy skills is limited by the narrow range of writing that they undertake. The school's last OFSTED report found that insufficient use was made of scientific vocabulary but this is now a strength of the teaching. The last OFSTED report also found that the use of assessment information to plan the next stage in pupils' learning was limited. This is still the case at Key Stage 2.

## 115. OTHER SUBJECTS OR COURSES

### 115. Information technology

119. At the end of both key stages most pupils are on course to attain average standards. This is an improvement on the findings of the previous OFSTED inspection. Most pupils at the end of Key Stage 2 can add to, amend and seek information when handling data. Evidence gained from scrutiny of work and from speaking to pupils shows that they can control a screen turtle, for example, when creating and modifying a classroom layout, research data held on CD-ROM and monitor external events using sensors connected to a computer. At the end of Key Stage 1, most pupils can generate and communicate ideas in picture form with the aid of information technology. They are able to create pictures and to consider the advantages and disadvantages of technology compared with more traditional methods using pencils and paper. Wider application of information technology, at this point in the school year, was more limited. However, other experiences are being developed, for example, pupils in the Reception class were investigating a simple simulation program and past work of Year 2 pupils shows that they can choose and print pictures stored on disk and make patterns with reflective symmetry by 'flipping' their original design.

120. Progress throughout the school, including pupils with special educational needs, is satisfactory and information technology skills are developing at an appropriate rate. In Year 1 pupils use a computer mouse with reasonable control and can make choices, such as the colour and 'brush width' when drawing. Pupils advance to knowing terms such as 'icon' and using simple menus to choose options by the time they are in Year 2. In the early stages of Key Stage 2, pupils are able to access programs from the screen menu and use simulation programs, appropriately exploring the options available. By Year 4 pupils are becoming aware of the consequences of their actions when investigating such programs but are not yet making considered decisions in the light of this information. In Years 5 and 6, pupils can enter information when using a spreadsheet and are beginning to use formulae to calculate totals.

121. In both key stages, pupils respond well to the subject. They show interest and are mostly very enthusiastic and keen to investigate new software. They listen and concentrate attentively. Concentration wanes occasionally when others are working on the computers and pupils are waiting their turn. Behaviour is generally good. Pupils enter the small hall quietly and mostly settle quickly. Occasionally, when control is not firm enough, pupils call out instead of raising a hand to answer questions. They are good at organising themselves and get additional chairs when necessary. They collaborate well and change places regularly, taking turns at the keyboard or with the mouse.

122. The quality of teaching is satisfactory at both key stages. Teachers are confident and have a suitable knowledge of the subject for the age group they are teaching. This, in itself, is an improvement since the last inspection. They use subject specific vocabulary well and provide appropriate levels of support for pupils as they work. Lesson planning and the level of challenge are suitable and meet the needs of most pupils. Occasionally, the introduction to a new unit is too challenging for lower attaining pupils. Some pupils do not always understand examples, used to introduce work on simulation programs, because they have no experience of them. Concentration wanes because they cannot join in. Teachers' organisational strategies and the use of time and resources have weaknesses at both key stages. Pupils cannot always see the icons on the computer screen clearly because they are too far away. The organisation of working groups is slow and wastes valuable time. Lessons are not always well paced to start and finish on time. This also has an effect on others. Some classes have to wait and lessons, which have become foreshortened, have insufficient 'hands-on' time left and plenary sessions that are too brief. Occasionally, teachers do not make maximum use of the available time on computers and spend too long on explanations that could be done in the classroom. On-going assessment during lessons is satisfactory. Teachers and their assistants work well together; they provide support and encouragement and pose open-ended questions to check on pupils' understanding. For the most part, regular oversight is kept but, occasionally, pupils do not know simple skills, such as using the enter key to move to the next line, and this is not picked up by staff quickly, which impedes progress.

123. The subject meets the requirements of the National Curriculum. Many improvements have taken place since the last inspection, including staff training, upgrading and extending resources and the development of a networked computers. There is a good quality policy and a new scheme of work in place, organised to meet the needs of both age groups within the mixed age classes. All elements are included in the school's two-year cycle. Overall, the plan provides a suitable development of skills and knowledge over each two-year period but evaluation procedures to ensure that any weakness is identified and dealt with straight away are not fully effective. The use of information technology, for example, in literacy and numeracy lessons, is at an early stage of development. Ideas have been given to staff but the planning does not adequately address the need to use classroom computers regularly. During the course of the inspection, classroom computers were underused. The procedures for assessment and its use to inform curricular planning are satisfactory. An individual record covering specific skills has been developed by the co-ordinator and has been implemented this term.

124. The coordinator is knowledgeable and has a clear view of the direction in which to take the school regarding the upgrade of resources and improved technological facilities. A comprehensive four-year development plan is in place to guide this expansion. Teachers' planning has been scrutinized but the coordinator's role in monitoring the quality of teaching and pupils' standards is underdeveloped. A collection of pupils' work is currently being developed to replace an earlier one. There is a competent information technology assistant who is used effectively. He provides help during lessons and advice as required. Future training is also planned, which is aimed at helping teachers to use information technology more effectively across the curriculum.

125. The networked computers are situated in the small hall, which is not ideal, and the school is fully aware of this. The computers are used appropriately but the small hall is used for other purposes in the morning. This means that, although each class has a weekly lesson, the time available is too short for the pupils to make better than average progress and that the computers in the small hall are only used for half of the day. In addition, the number of computers is too small and three and, sometimes, four pupils are required to share the same computer. In addition, the computers in the classroom are not fully used. These factors mean that, although the school's ratio of computers to pupils is good, pupils do not receive sufficient 'hands on' time with computers to make maximum progress.



126. At both key stages, standards of attainment are below the expectations of the locally Agreed Syllabus. This represents a fall in standards since the last inspection when attainment in religious education was deemed to be satisfactory throughout the school. Judgements have been made based on classroom observations, scrutiny of teachers' planning and displays, discussions with teachers and pupils and very limited recorded evidence of pupils' work in religious education. Insufficient curricular time is allocated to the teaching of religious education for pupils to have an appropriate knowledge and understanding for their age. Aspects of faith and belief are not being taught in sufficient depth. Pupils' recording skills are inadequately developed and, throughout the school, opportunities are missed for pupils to record their work and response in a variety of forms.

127. By the end of Key Stage 2, pupils know about elements of Christianity and some other religions, including Judaism and Sikhism. They understand that holy books, like the Bible and the Torah, contain teachings and moral guidance that can be helpful to people in their lives. They develop insight into the importance of rules and laws, such as the Ten Commandments, and how a personal moral code can govern their own behaviour. However, pupils are unable to make sensitive comparisons of the significant features of different religions and to apply their own interpretations to beliefs. By the end of Key Stage 1, pupils have an understanding of what is special about different religions. They know of the special times of Harvest, Easter, Christmas, Mothering Sunday, Divali and Hannukah and special places such as a church, Hindu temple and synagogue. They gain a sound understanding of stories from the Bible including Abraham, Moses, David and Jesus, the storyteller and healer.

128. Pupils, including pupils with special educational needs, make unsatisfactory progress at both key stages. This represents a fall in standards since the previous inspection when progress was judged to be satisfactory. Pupils in Key Stage 1 develop their understanding of a range of stories from the Bible and of religious practices which they can relate to their own experience like the birthday of Jesus and the baptism of a baby, but their rate of progress over time is too slow. Pupils in Key Stage 2 make limited progress in their understanding of the beliefs, symbols, traditions and literature of Christianity and other faiths. Opportunities for them to explore issues in writing, to research and record their work and to discover the significance of artefacts are underdeveloped. Furthermore, pupils do not develop, through discussions and reflection, an awareness of their own spiritual response and of the importance of faith in the lives of others. Most pupils are very insecure in their recollection of work from previous years and lower attaining pupils confuse work in religious education with other subjects.

129. The response of pupils to religious education is directly related to the quality of teaching. Where teachers manage pupils with firmness and sensitivity, they are eager to contribute to discussions, answer confidently and show maturity and tolerance towards different views. Where control is insufficiently rigorous, pupils are quickly distracted, call out unchecked by the teacher and show discourtesy towards others' feelings and opinions.

130. The quality of teaching in religious education is good at Key Stage 1 and satisfactory at Key Stage 2. The previous inspection also judged teaching to be good at Key Stage 1 and sound at Key Stage 2. Very competent teaching is characterised by evident commitment to the subject, direct focused teaching, stimulating resources, clear and consistent expectations for good behaviour, a sharp pace and constructive relationships with pupils. This was well illustrated in a Key Stage 1 lesson where pupils explored the theme of Harvest. The good relationship between the teacher and the pupils enabled her to establish an atmosphere of trust and confidence in which to develop the pupils' personal responses. There was an underlying sense of wonder and enjoyment as pupils understood the link between the coming of Winter, the harvest crops and thanksgiving and the teacher's imaginative approach promoted good learning and progress. Shortcomings in teaching, largely at Key Stage 2, include work which is too easy for some and too difficult for others, low expectations of behaviour, noise levels which are too high, small output of written work, a very slow pace and inadequate use of available resources. Unsatisfactory standards of attainment and progress in this subject are explained by the fact that it does not receive sufficient curricular time. The quality of teaching is such that, given enough time to teach the subject, the indications are that standards and progress would be at least satisfactory.

131. Teaching is supported by a useful policy statement that outlines the aims and objectives of the

subject. Combined with the locally Agreed Syllabus, this provides a sound framework for the subject. Curricular planning shows how the elements of the locally Agreed Syllabus are to be taught across the key stages, but there is insufficient detail to ensure that work is well matched to different ages and levels of attainment within the class. The present two year policy presents insufficient challenge for higher attaining pupils as some elements are treated too superficially. Assessment procedures which are carried out orally are insufficiently rigorous. There is a collection of pupils' good work to illustrate what they achieve. The co-ordinator is experienced and committed and has a realistic understanding of the constraints imposed upon the subject by the allocation of insufficient curricular time, some of which is also used for collective worship. She has identified appropriate priorities for development in the subject such as resources and familiarisation with the new locally Agreed Syllabus. Although she monitors planning, evaluations and assemblies, and gives informal guidance and support to colleagues, she has no time to monitor teaching and learning in the classroom and to share her expertise with staff. Resources are good and are easily accessible. There is a good supply of books covering multifaith and multicultural issues and a developing range of artefacts. The teaching of religious education promotes the spiritual, moral, social and cultural development of pupils satisfactorily by well-structured assemblies that reinforce themes, such as Harvest, which are explored in class, close links with the local church and clergy, a visit to the cathedral and a Sikh visitor who brought alive to pupils the values, beliefs and traditions of Sikhism. Teachers also provide opportunities for pupils to discuss and reflect on a range of issues and to develop moral and social awareness.

#### 128. **Art**

132.No lessons were observed in Key Stage 1 during the period of the inspection and only one in Key Stage 2. Judgements are based on the scrutiny of pupils' work and of teachers' planning. Indications are that the pupils' knowledge, skills and understanding are low for their ages. Attainment and progress have weakened since the time of the previous inspection when they were judged to be sound. By the age of eleven, pupils have developed sound skills in a variety of techniques when working with media in two dimensions, for example, they create shadow effects with charcoal, draw carefully observed artefacts, and mix primary colour paints to produce tertiary colours. There are good examples of Year 6 pupils' printing and pattern making, some produced with the support of information technology. By the age of seven, pupils use pencil and pastel to produce observational drawings of shells, use primary colours to mix secondary colours, and use a block for printing. Examples of high quality work include lively paintings of dancing clowns, and Year 2 pupils' exploration of Victorian photomontage. At both key stages, pupils' skills and knowledge of working with media in three dimensions are underdeveloped. They have insufficient knowledge of the work of other artists, and are limited in the extent to which they work imaginatively and experiment with media and techniques to express their own ideas and feelings.

133.The pupils respond well to their work in art. They enjoy the practical activities, take care with their work and treat the resources with respect. Behaviour is good, and consideration is shown to others as seen, for example, in the respect they give to the efforts of others.

134.Teaching and progress are both unsatisfactory overall because of the constraints of the curriculum provided. However, teaching of the skills and techniques of work in two dimensions is satisfactory, and pupils at both key stages are making sound progress in this aspect of the curriculum. Year 1 pupils, for example, produce bubble paintings, and Year 3 pupils use string to create printed patterns as well as producing observational drawings of plants with pencil and crayon.

135.In a satisfactory Year 6 lesson, there was careful preparation of practical resources in advance. The lesson was effectively planned to promote progress in the pupils' understanding of colour mixing. The teacher had established a good relationship with the pupils and managed them well. He made good use of a pupil's work to demonstrate to others and to extend their learning.

136.The time available for the subject is not used to the best advantage, and does not currently make a strong contribution to the arts education provided by the school. A scheme of work supports a broad range of experience, but the undue emphasis on the skills of work in two dimensions results in an imbalance in the curriculum provided. There is insufficient provision for the skills of working with media in three dimensions, for working imaginatively, or for increasing the pupils' knowledge of the work of other artists. However, the curriculum is extended by the opportunity for pupils to join an

embroidery club, and there are plans in hand to organise an art club as well. Another strong feature is the exhibition of pupils' work held twice each year to celebrate achievement. There are appropriate procedures for assessing pupils' standards and progress. The recently appointed co-ordinator for art has specialist expertise, has already introduced the use of sketch books throughout the school, and is beginning to plan further development for the subject. The school is well provided with appropriately qualified staff for art though there are weaknesses in teachers' knowledge and understanding in some aspects of the subject. Art is well resourced.

133.

### **Design and technology**

137. Only one lesson, at Key Stage 1, was observed during the course of the inspection and although evidence was gained from discussion, from scrutiny of pupils' work and from photographs, it has been insufficient to form judgements on standards, teaching and progress. In the one lesson observed, most pupils demonstrate that they are able to recall storybooks that have moving parts. From this, pupils are able to generate further ideas and are beginning to develop an understanding of levers and pivots. They are able to recognise that their own arms and legs have similar moving parts. They are interested in what their teacher has to say and are eager to offer their own ideas. Pupils make good progress when they are involved in discussion and are supported by effective teaching. For example, they learn and use new vocabulary, 'lever' and 'pivot', and begin to understand that moving the pivotal point affects the way in which the lever moves.

138. Scrutiny of pupils' work provided evidence about the curriculum. In Key Stage 1, pupils investigated the contents of packaged sweets and wrote to the manufacturers to suggest improvements. They also used simple paper patterns to cut out cloth for sewing and decorating. In Key Stage 2, pupils have been involved in hat designs, making photo frames using wood and card and investigating various types of food, such as brown bread, Naan bread and Tortilla. Years 5 and 6 were involved in the Esso Young Energy Savers project. This involved costing and keeping to a budget, creating a scale model of their classroom on the computer and logging data about temperatures in an effort to find out where improvements could be made to create a more energy efficient classroom. The school has also had a technology week involving tasks such as designing and making clay pots and testing and making working models of a portcullis and a drawbridge. This evidence indicates that improvements have been made to the curricular provision and that it has an appropriate breadth with a good range of experiences.

139. There is a comprehensive policy with useful appendices, and new scheme materials in place since the beginning of the year. Units relevant to the age groups being taught are sequenced over a two-year cycle. Assessment guidance is provided in the scheme materials and teachers make judgements on pupils' performance, which are recorded in their individual records. The co-ordinator, who has relevant expertise for this role, is only recently in post and she has yet to make her mark on the subject. However, she understands what her role constitutes and has made a good start by auditing the school's resources and checking the requirements of the scheme to see if there are any shortages. Pupils' work has not been rigorously monitored in the recent past as this aspect of the role is insufficiently developed. The quality and range of the school's resources are good. They are well organised and easily accessible.

140. Attainment in this subject is in line with the average for the age of the pupils. Satisfactory standards at both key stages have been maintained since the previous inspection, and there has been improvement in producing a policy and developing the scheme of work. At Key Stage 2, pupils show appropriate knowledge about mountain ranges and the characteristics of rivers, and understand natural processes such as erosion. They plot the route of the channel tunnel rail link on to maps, and demonstrate awareness of the effects of such developments on the environment and on people's lives. The pupils also transfer data collected from a traffic survey tally chart on to various kinds of graph, some using information technology, and evaluate the comparative effectiveness of pictograms, bar and pie charts. At Key Stage 1, pupils mark the countries of the United Kingdom on to a map, and make their own plan of the road in which the school is located. They identify features that are to be found in their locality such as houses, shops, school and a football pitch, and recognise some of those features in an aerial photograph.

141. Pupils at both key stages make satisfactory progress in this subject, in the development of geographical skills, knowledge of place, and the knowledge and understanding arising from their thematic studies. This is seen, for example, in Year 1 pupils' plans of their bedrooms, and in Year 4 pupils' understanding of weather forecasts, and linking the jobs of people they know with their work locations. Pupils with special educational needs make good progress when they receive additional support but unsatisfactory progress when their needs are not catered for effectively.

142. The pupils respond appropriately to their work in geography, and try hard to carry out the teachers' instructions and complete their work correctly. They are keen to answer questions and share ideas in a large group although in some lessons a few pupils call out inappropriately. The pupils treat resources with care, and generally show respect towards others although the levels of concentration during practical tasks are somewhat variable, and the standard of presentation is weak.

143. The quality of teaching is satisfactory. Lessons are carefully planned with clear learning objectives that are shared with pupils in some cases. The timing of whole class introduction and individual practical tasks is well judged, and resources are used appropriately to support progress. Plenaries are used effectively to consolidate and extend learning. In a sound Year 2 lesson in which pupils' knowledge of their personal addresses and travel to school was developed and reinforced, the pupils' interest and concentration were engaged by the teacher's natural rapport with her class and the high quality of her presentation. The lesson was carefully prepared and was used well to promote progress in literacy as well as in geographical understanding. The teacher had developed good strategies for managing the pupils including a 'noise level' indicator which was used effectively. Weak features of lessons that are otherwise satisfactory include unsatisfactory strategies for managing pupils in some classes, and insufficient account taken of the differing needs of the year groups in mixed year classes.

144. The curriculum is based on a two-year cycle and has been revised to take account of recent guidance. However, insufficient account is taken of the differing needs of each year group in mixed age classes to ensure that all pupils make satisfactory progress, particularly in geographical skills. There are good procedures for assessing and recording pupils' progress, although this information is not used effectively to inform teaching. The co-ordinator has only just taken responsibility for the subject, although school development to improve standards has been planned. The school is well provided with teaching and support staff to meet the demands of geography, and there is a satisfactory range of resources.

145. At both key stages, standards in history are appropriate to pupils' ages. This is in line with the judgement of the last inspection report which also found that standards were satisfactory. Classroom observations were supplemented by a scrutiny of pupils' work, displays and teachers' planning. By the time they leave the school, pupils have an increasing depth of factual knowledge and understanding of aspects of life in Roman times, Ancient Egypt, Victorian Britain, the Second World War and post-war Britain. They use this well to describe the characteristic features of these societies and to identify changes that have taken place. In their study of the Second World War and its aftermath, pupils describe some reasons for, and the consequences of, the Blitz, rationing and evacuation. Pupils have a sound understanding of chronology, use dates accurately and can compare and contrast the past with the present, for example, Victorian houses and schools, with their own experiences. They have a sound grasp of the importance of historical sources including books, photographs, artefacts and the recollections of older relatives. In general, due attention is given to the key historical skills, but pupils' ability to identify and explain different interpretations and to organise and communicate their findings is underdeveloped.

146. By the end of Key Stage 1, pupils have a suitably developed sense of chronology for their age. They explore changes in their lives, and those of people close to them, and know about significant characters in the past and why they are remembered. They learn to use vocabulary indicating an awareness of time and discuss some of the ways in which objects, such as toys, can be 'old' and 'new'.

147. Across the school, pupils, including pupils with special educational needs, make sound progress in history. This was also the judgement of the previous report. From studying themselves, people and events close to their own experience, pupils in Key Stage 1 make satisfactory progress in developing their sense of time and change through comparison with people in times past. They are also learning an appropriate vocabulary relating to chronology and make progress in their observational skills and in communicating their knowledge effectively. As they move through Key Stage 2, pupils learn to identify some important differences in life now and in the past. They understand the impact of invasion, such as the Roman invasion of Britain, and the origin and influence of customs and beliefs, for example, the Egyptian burial rites and the Viking gods. Pupils develop an appropriate range of specialist vocabulary and write with increasing detail and accuracy. However, there is little evidence of pupils being given scope for independent study and opportunities are missed for higher attaining pupils to write their own version of events or to give reasons why the past is represented and interpreted in different ways.

148. The response of pupils to the teaching of history is good at both key stages. Pupils have a positive attitude to their work and enjoy developing the detective skills required in history. They participate enthusiastically in discussions and practical activities and show sustained concentration and application when interpreting historical sources. They enjoy engaging in collaborative work and share resources sensibly and amicably.

149. Overall, the quality of teaching is satisfactory at both key stages. The previous inspection judged teaching to be sound. In some lessons, there is a clear focus on historical skills and teachers take care to use the correct terminology. In a Key Stage 2 lesson which exemplified many of the strengths in teaching, source material, including maps, newspapers, television schedules and advertisements, was used for pupils to discover how life in the Wayfield area had changed since 1932. Learning objectives were made clear at the outset and the pupils approached the task with keen curiosity. The teacher used questioning skilfully to prompt and guide pupils' thinking and to increase the demands of the lesson. A good pace was maintained as the pupils were well motivated and some were engrossed in the task. The lesson fostered a spirit of historical enquiry among the pupils, gave immediacy and relevance to their learning and resulted in good progress. Significant weaknesses in teaching are a very slow pace, inadequate control of pupils and a lack of awareness of the differing needs of pupils in a class of a mixed age range.

150. Teaching is supported by a detailed policy statement which has a sound focus on the development of historical skills. It is used in conjunction with the Qualifications and Curriculum Authority documents which provide clear guidelines for assessment in the subject. The co-ordinator has personal

enthusiasm for the subject and a fresh and imaginative approach towards its future development. Targets for development are a review of resources, increased provision of artefacts and the monitoring of teaching. At present, the co-ordinator looks at planning, evaluation and displays and gives informal support to colleagues but she has no opportunity to monitor teaching and learning by direct classroom observation or to give professional direction to the work of staff.

151. Resources are good and are used well to stimulate and develop learning. There are some lively and colourful displays on the Victorians and the Second World War. History is a good support for the teaching of literacy skills as was seen in a Years 3 and 4 literature lesson where the class's reading of 'Tom's Private War' made effective links with their study of the Second World War in history and, similarly, in the literacy hour where pupils show empathy when writing about the plight of evacuees. A recent trip to historic Rochester to develop pupils' knowledge of the history of houses in the local area is a valuable feature of provision.

## **Music**

152. Standards in music, which are average for the ages of the pupils at both key stages, have been maintained since the previous inspection. At Key Stage 2, pupils sing a variety of songs such as 'I like the flowers' with appropriate clarity and pitch, including some in two parts. They read and perform rhythmic patterns from standard notation, maintaining their own line with awareness of other performers. At Key Stage 1, pupils explore body percussion sounds including clicking their fingers and stamping their feet. They listen carefully to the rhythmic patterns of others and repeat them as individual pupils 'pass' their sounds around the circle. The pupils understand the link between sound and a simple form of notation, and are beginning to follow the teacher's directions to perform from notation.

153. Progress, including that made by pupils with special educational needs, in music is satisfactory at both key stages in the quality of performance, including singing, in the increasing demands of the activities planned for them, and in their developing knowledge and understanding of the subject. Year 3 pupils, for example, show growing awareness of the importance of breathing and phrasing when singing, and begin to understand the idea of accompaniment.

154. The pupils respond appropriately to their experiences in music. They behave well, and generally try hard to follow the teachers' instructions. Their levels of engagement are slightly variable. They show real enjoyment of some activities, such as singing a familiar round, or a song with actions, although they lack confidence in learning new pieces. This affects both their concentration and the standard of their singing. In a Key Stage 2 singing assembly, the pupils sang two songs, that were obviously well known to them and loved, to a high standard. 'Look for signs' was sung with sensitivity, and 'Have you seen the pussy cat?' was sung enthusiastically and well.

155. The quality of teaching is satisfactory, and all lessons seen during the period of the inspection were satisfactory. Lessons are carefully planned, and songs and compositions are matched well to the pupils' stages of learning and interests. Teachers make very good use of an accompanist with musical expertise and good keyboard skills to supplement weak elements of their own knowledge and understanding. This was seen in a satisfactory Year 5 and 6 lesson in which the pupils developed their capacity to build a rhythmic backing. The teacher had a good rapport with the class and managed the pupils well. He made good use of the overhead projector, keyboard and tape recorder to support the pupils' progress, and monitored their performance, intervening effectively to extend learning. Weak features seen within otherwise satisfactory lessons include a lack of pace, and the purpose of the lesson not translated into a clear learning objective.

156. The curriculum is broad and balanced, is planned well and has been adapted to take account of recent guidance. It is enhanced by the opportunities that pupils have to take part in public presentations, for example, of Victorian music hall songs, to participate in a singing festival, and to enjoy performances from visiting musicians. There are also opportunities for pupils at both key stages to learn the recorder at extra-curricular clubs. The school has effective procedures for assessing and recording pupils' standards and progress. Music is managed well by the co-ordinator who has appropriate expertise in the subject. There has been recent improvement in planning, and in the

organisation of classes and use of an accompanist to provide additional support for teachers. The quality and range of resources are good.

### **Physical education**

157. Pupils reach average standards for their ages at Key Stage 2 and they attain good standards at Key Stage 1. These judgements are in line with those of the school's last OFSTED inspection when standards were described as "sound overall, and for the younger pupils .... good". At Key Stage 2, the pupils send, receive and travel with a ball well and they show suitable control of speed, direction and shape when creating and linking actions on the floor and apparatus. The pupils have a satisfactory knowledge of the basic effects which exercise has on the body. The statutory requirement to teach swimming at this key stage is not met which indicates that pupils' standards in this aspect of the subject are below average. At Key Stage 1, the pupils move expressively and vary their size and level well when creating dance movements in which they stretch, twist and curl. In gymnastics, they show suitable co-ordination when travelling by pushing, pulling, spinning and sliding on the floor and on apparatus but they do not always make good use of space and often group too closely together.

158. At Key Stage 2, the pupils, including those with special educational needs, make satisfactory progress and, at Key Stage 1, pupils of all capabilities make good progress. As they develop, the pupils gain increasing co-ordination control of their movements as they devise and refine sequences of gymnastic movements which are increasingly complex and in which they use a growing range of skills. At both key stages, the pupils recognise and praise skilful performance by others but do not sufficiently evaluate how that performance could be improved.

159. Overall, the pupils respond well to their physical education lessons at both key stages although there is some unsatisfactory response at Key Stage 2. This judgement reflects the findings of the school's previous OFSTED inspection which said that the "pupils enjoy their lessons". In most cases, the pupils are enthusiastic and hardworking. They behave well, respond very well to the teachers' instructions and sustain high levels of concentration. The pupils co-operate well and the quality of relationships in lessons is good. Where their response is unsatisfactory, the pupils call out unnecessarily, are slow to respond to the teacher and put very little effort into their work.

160. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. At Key Stage 1, it ranges from satisfactory to very good and, at Key Stage 2, it ranges from very good to unsatisfactory. This judgement is an improvement on that made by the school's last OFSTED inspection when teaching was found to be "sound" throughout the school. In a games lesson which typified the strengths in the teaching of this subject at both key stages, the teacher's energy and enthusiasm were communicated to the pupils who were well motivated and worked with enthusiasm throughout the lesson. The lesson was well organised with the learning resources needed prepared in advance and used to good effect. There was a very good pace of learning and an excellent range of very good activities. Skills were very well taught and the teacher showed a very good knowledge of the subject. The pupils made good progress in this lesson. Unsatisfactory teaching involved a slow pace to the lesson during which the pupils did not take part sufficiently in vigorous physical activity, a failure to motivate the pupils and a lack of knowledge of the subject. Teaching of this nature promotes unsatisfactory progress. Pupils who are not taking part in physical education lessons are not always suitably managed and are often merely watching the lesson and learning support assistants are not always employed to the best advantage.

161. The subject is well managed by a knowledgeable and enthusiastic co-ordinator. Curricular provision is broad and balanced at Key Stage 1 but the statutory requirement to teach swimming at Key Stage 2 is not met. The subject action plan recognises this and contains provision for the development of swimming. The subject policy is appropriate and the scheme of work promotes continuity of learning for the pupils. These judgements are in line with the findings of the school's last OFSTED inspection, which found that "the curriculum is well planned and delivered". The monitoring and support of the teaching of physical education are underdeveloped. Learning resources are of suitable quality and quantity. The school has a suitable field, appropriate hard surfaced playground and an adequate hall to support the teaching of the subject. The subject's assessment and recording procedures are satisfactory. Physical education makes a good contribution to the pupils' social and moral development as they learn to cope with the successes and limitations of their performance.

162. The school offers the competitive sports of football, netball, rounders, cricket and athletics as extracurricular activities. Club time is one hour weekly. Two teachers run the activities assisted by another adult helper. Pupils from Key Stage 2 attend and 30 pupils take part. All activities are open to both boys and girls. The school takes part in competitive football, netball, hockey, athletics and kwik cricket fixtures. In 1998 the school was awarded a Fair Play Award in the Medway Youth Games and because of this was recommended for five hours cricket coaching for Year 6 pupils in 1998 and 1999.



159. **PART C: INSPECTION DATA**

160. **SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out by a team of five inspectors who spent a total of 19 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 64 hours. Seven hours at Pre Key Stage 1, 22 hours at Key Stage 1 and 45 hours at Key Stage 2. In addition, a further 26 hours were spent on the inspection activities listed below.

- seventy lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities;
- discussions were held with all teaching staff and some support staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
  - a parents' meeting was held and the views of the 21 parents at this meeting and those of the 129 families who responded to a questionnaire were taken into account.

161. **DATA AND INDICATORS**

161. **Pupil data**

Unit/School	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	253	4	121	72
Nursery	34.5	0	9	0

161. **Teachers and classes**

161. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	12
Number of pupils per qualified teacher:	23

161.	<b>Education support staff (YR – Y6)</b>	
	Total number of education support staff:	11
	Total aggregate hours worked each week:	213
161.	<b>Qualified teachers (Nursery school, classes or unit)</b>	
	Total number of qualified teachers (full-time equivalent):	1
	Number of pupils per qualified teacher:	20.5
161.	<b>Education support staff (Nursery school, classes or unit)</b>	
	Total number of education support staff:	3
	Total aggregate hours worked each week:	85
	Average class size:	26
161.	<b>Financial data</b>	
	Financial year: 1997/98	1997/98
		£
	Total Income	564990
	Total Expenditure	553502
	Expenditure per pupil	1928.58
	Balance brought forward from previous year	41059
	Balance carried forward to next year	52547

161. **PARENTAL SURVEY**

Number of questionnaires sent out: 173  
 Number of questionnaires returned: 129

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47	48	3	1	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	48	2	4	0
The school handles complaints from parents well	17	56	21	6	0
The school gives me a clear understanding of what is taught	23	63	9	5	0
The school keeps me well informed about my child(ren)'s progress	26	55	8	11	0
The school enables my child(ren) to achieve a good standard of work	26	64	7	3	0
The school encourages children to get involved in more than just their daily lessons	22	63	10	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	57	13	11	2
The school's values and attitudes have a positive effect on my child(ren)	24	64	11	1	0
The school achieves high standards of good behaviour	20	60	13	6	1
My child(ren) like(s) school	49	46	5	0	0

161. **Other issues raised by parents**

Eight parents made additional comments on their forms. Issues raised by more than one parent were the dedication of the staff, the inconsistency of homework and the fact that parents are unable to attend the school's sports day.