

INSPECTION REPORT

Chartham Primary School

Canterbury

LEA area: Kent

Unique reference number: 118357

Headteacher: Mrs. Gill Metcalf

Reporting inspector: Peter Payne
12155

Dates of inspection: 13 to 17 March 2000

Inspection number: 189318

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Shalmsford Street
Chartham
Canterbury
Kent

Postcode: CT4 7QN

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs V Elvidge

Date of previous inspection: 25 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Payne	Registered inspector	Art, music and physical education	What sort of school is it, the school's results and achievements, and how well is the school managed?
Joan Lindsay	Lay inspector		Pupils' attitudes, values and personal development, and how well does the school work in partnership with parents?
Terry Bailess	Team inspector	English and English as an additional language	
Shirley Daniel	Team inspector	Mathematics, religious education and education of the under fives	How well are pupils taught?
Graham Hall	Team inspector	Design and technology, history, geography and special educational needs	How well does the school care for its pupils?
Jacqui Watson	Team inspector	Science, information technology and equality of opportunity	How good are the curricular and other opportunities offered to pupils?

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The Registrar
 Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chartham is a mixed 4 to 11 primary school with 242 pupils on roll, organised in nine classes. This is of average size compared with other primary schools. Most of the pupils live in the village of Chartham, three miles west of Canterbury, and adjoining hamlets. The school moved from its original Victorian buildings to the current ones in 1991, taking over the secondary school site. There is an independent nursery on the campus. The attainment of pupils on entry to the school is similar to the national average, although the percentage of pupils with special educational needs is above the national average. The percentage of pupils known to be eligible for free school meals is in line with the national average.

HOW GOOD THE SCHOOL IS

The school is a vibrant place where pupils enjoy their experiences in and out of class. Teaching is good and this contributes to the very positive attitudes of the pupils and their very good behaviour. The acting headteacher, governors, staff and parents are committed to a very real partnership to further raise standards. The income for the school is broadly average and, when set against the quality of the education which it provides, the school gives satisfactory value for money.

What the school does well

- The overall quality of teaching.
- Provision for and attainment of the under fives.
- Very good relationships, values and attitudes promote excellent moral and social skills.
- Very good behaviour both in and out of the classroom.
- Provision of a stimulating learning environment.
- Quality of pastoral care.
- Support and care of pupils with special educational needs.

What could be improved

- The assessment of academic progress and its use in planning the next steps in pupils' programmes.
- The quality of science teaching and learning.
- The balance of the whole curriculum.
- The management of subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996, and the school has addressed and put in place improvements to resolve some, but not all, of the issues which were identified then. The quality of teaching has improved and the ethos and quality of care of pupils has been maintained. Shortcomings in the programme of physical education have been remedied and the subject is now a strength of the school. Considerable investment in computer equipment has recently improved access to information technology and the subject is developing well. Implementation of the National Literacy and Numeracy Strategies has provided schemes of work in English and mathematics, but there is as yet no scheme for science or the other subjects of the National Curriculum. Policies for assessment and record keeping have been introduced, but are still under-developed. Monitoring of the quality of teaching has recently been introduced and is beginning to ensure consistency.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	A	D	C	D
Mathematics	A*	A	C	C
Science	A	C	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that the standards in English and mathematics in 1999 were average when compared to all schools, although standards in science were well below the national average. When compared to similar schools, it can be seen that the standard in English is below average, in mathematics remains average and in science remains well below average. The evidence from the inspection suggests that at the end of Key Stage 2 pupils currently in Year 6 are achieving higher standards than the previous cohort in English and mathematics, although their performance in science remains below average. The school has considered a different arrangement of setting in literacy and numeracy in order to attempt to increase the number of higher attaining pupils achieving the higher levels at the end of the key stage. The need to address the low standards in science has been correctly identified as a development priority. Challenging targets for attainment in English and mathematics have been set for 11 year olds in 2000. Standards in other subjects are broadly average, except in design and technology which is above average and physical education which is well above average. Standards in information and communication technology are below average because the use of the equipment and resources has only recently been planned into lessons and activities in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages are proud of their school, are pleased to be there and demonstrate very good attitudes.
Behaviour, in and out of classrooms	Pupils are courteous, orderly and considerate. Behaviour is very good both in classrooms and around the school at break and lunch times. This is a great strength of the school.
Personal development and relationships	The personal development of pupils is excellent. Relationships between pupils and with adults is excellent. Their ability to co-operate with each other is very impressive and they respect each other's views.
Attendance	Attendance was unsatisfactory in the last reporting year although recent data shows a marked improvement. Punctuality is good.

The unsatisfactory attendance figure is due to the unauthorised absence of a group of only four pupils who have moved away from the area but remained on the roll of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very good	Good

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

Good teaching is a strength of the school which facilitates effective learning in almost all of the lessons. Pupils at all ages are able to increase their knowledge and understanding and develop their skills. The quality of English and mathematics teaching is good with teachers delivering the literacy and numeracy programmes well. Their planning is good. They establish the intentions and objectives of lessons and a feature of teaching is that they share this with the pupils so that they know what to do and what is expected of them. The work prepared for pupils with special educational needs takes account of their individual needs, their support staff are used well to help them to reach their targets and they make good progress. The quality of marking varies, the best practice gives clear guidance and there is evidence that it has been heeded by the pupils.

All of the lessons observed during the inspection were at least satisfactory. The quality of teaching in 78% of the lessons was good or better, in 35% it was very good and in 10% it was excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the school teaches all subjects of the National Curriculum and religious education, the overall curriculum is not balanced because of the disproportionate amount of time devoted to numeracy and literacy. The time allocated to the other subjects is inconsistent.
Provision for pupils with special educational needs	This is good. Pupils with special educational needs have full access to the curriculum and receive high quality support from their learning support assistants both in the classrooms and in small withdrawal groups. They are able to develop confidence and make good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good, it is a strength of the school. A caring ethos is a significant feature of school life which is valued by all those who teach and learn there. Provision for moral and social development is excellent.
How well the school cares for its pupils	The provision for ensuring the general well-being of pupils is satisfactory. Pupils feel safe and secure because of the good levels of pastoral care. There are effective and successful systems to promote good behaviour.

The school has a very good relationship with its parents and carers. Arrangements for sharing information are good, although some parents would value more precise information about what is taught and about their child's progress. There is an open door policy and the school welcomes parents in to share information and ensure that their children are happy and learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new acting headteacher has brought about a new sense of purpose and direction after a period of unsatisfactory leadership. She is well supported by her deputy and the staff. Their roles in the management of the school are being developed to make more effective use of their expertise.
How well the governors fulfil their responsibilities	Governors generally meet their statutory responsibilities, are committed to the success of the school and give willing support. They are at present insufficiently involved in the formal monitoring and evaluation of what the school is doing well and how it might improve.
The school's evaluation of its performance	Monitoring of the quality of teaching has only recently been introduced. Targets for headteacher and deputy have been set. Good use is made of statutory and non-statutory test information to compare standards with similar schools and set targets for 11 year olds in 2000.
The strategic use of resources	Resources available to the school are soundly deployed and managed. Good use is made of new technology and budgetary decisions are made prudently. The school is aware of the availability of supplementary grants and bids for these efficiently.

There are sufficient suitably qualified and experienced teachers and learning support assistants to deliver the curriculum for the under fives and in both key stages. The accommodation is very good. It is used well and maintained to a high standard. The quality of displays about the school is good. They are interesting and help to create a positive learning environment. The outdoor play areas and sports field are very good, and in good condition. Teaching resources are unsatisfactory for design and technology and history. In other subjects they are satisfactory, well stored and readily accessible. Governors have a policy of achieving best value in their transactions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school and makes good progress • Good behaviour • Good teaching • The school is approachable • Children are expected to work hard and achieve their best • The school helps children to become mature and responsible 	<ul style="list-style-type: none"> • Information about how the child is getting on • Working more closely with parents • The right amount of homework

The inspectors support the parents' positive views about the school and find that the school does work very closely with most of the parents. However, inspectors found that the information about how the child is progressing could be improved by reference to better assessment procedures. They found also that the amount of useful homework provided varies between year groups and classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the 1999 national tests in English and mathematics taken by the seven year olds, when compared to similar schools, shows that their overall performance in reading and mathematics was below average but in writing matched the national average. The evidence of the inspection suggests that pupils in Key Stage 1 are making better progress in English than the previous cohort, but failing to do so in mathematics. The 1999 results for eleven year olds show that performance in English was below average, although the proportion of pupils achieving higher levels of attainment was in line with similar schools and is an improvement from last year. In mathematics attainment was in line with national averages and when compared to similar schools, but in science in 1999 it fell sharply and was well below average. This is partly explained by the impact of the literacy and numeracy initiatives, which has reduced the time which the school allocates to science and partly because of the nature of the Kent procedures for selection to secondary education, which focus upon aspects of numeracy and literacy, but do not include scientific understanding.
2. Levels of attainment on entry to Year R are consistent with the full range of ability, including children with learning difficulties and potentially high attainers. They make good progress in the reception class and by the age of five they are ready to begin the National Curriculum programme. Owing to the positive attitudes of the pupils and the commitment of their teachers, most pupils work at or near to their capacity and achieve well in relation to their previous attainment. The majority of lessons observed were characterised by pace and high expectation. Additional support for pupils with special educational needs is good. Their learning needs are assessed and addressed, enabling them to make at least satisfactory and often good progress through the school.
3. The school has set challenging targets for eleven year olds in 2000. These were carefully established and reflect the performance of the cohort through Key Stage 2 and the proportion of pupils with special needs. Inspection evidence suggests that they should be achieved. There are no significant differences in the standards achieved by boys and girls in English and mathematics though, against the national trend, the attainment of girls in science is below that of boys.
4. In the other subjects of the National Curriculum and religious education, with the exception of information communication technology, the achievements of pupils at age seven and eleven are at least in line with expectations and pupils acquire suitable knowledge and skills. A proportion of pupils of all ages have well developed information technology skills, but overall their achievement in information and communications technology is below average because they have had relatively little access to computers, until recently, to learn new skills and practise those that they already have. The recent investment in new equipment and the positive attitudes of all staff mean that the school is well placed to improve standards of achievement in the subject. Achievements of pupils in both key stages in physical education are above average, which is an improvement since the last inspection.

Pupils' attitudes, values and personal development

5. Pupils' attitudes to the school are very good as was reported in the previous inspection report. 98% of parents who responded to the pre-inspection questionnaire stated that their children liked coming to school – an exceptionally high number. Pupils of all ages are very keen to come to school and they settle promptly, showing an admirable enthusiasm for their work. An infant class was heard to let out a collective groan of disappointment when a technology lesson, using a Roamer, came to an end. Pupils conduct their tasks and talk about their work with obvious pleasure. The interest shown in the formal work of the school extends to the good range of extra-curricular activities available to them. These include football, netball, gymnastics and various musical groups, some of which have waiting lists due to their popularity.
6. Standards of behaviour have also been maintained and are very good overall, with some examples of exemplary behaviour, particularly amongst the younger children. For example, pupils in a reception class preparing for a physical education lesson, changed clothes with very little adult help, moved through school quietly and showed excellent levels of behaviour throughout. Inspection findings confirm the views of the great majority of parents that behaviour is good.
7. Behaviour in the playground is also very good. Break times are well supervised by adults and several examples of pupils being kind to each other were seen. For example, if someone fell over or was crying, an adult would be informed very quickly. There was no evidence of any bullying, sexism or racism and pupils, when asked about this, did not report any incidents. They are confident that any problems will be sorted out speedily. There have been no exclusions from the school.
8. As a result of the school's emphasis on caring for others, being polite and friendly, a very happy environment has been created, founded on excellent relationships. Pupils fully accept each other regardless of background, lifestyle or special needs. There is always a very good rapport between staff and pupils. Pupils are treated in a positive, mature manner and they respond in a similar vein. They work very constructively together in pairs or in groups and they listen to each other. Even the younger pupils can assess the work of others sensibly and sensitively, as was seen in a Year 1 art lesson. Such excellent relationships have a very positive impact on learning.
9. Pupils are constantly encouraged to reflect on what they do and how their actions impact on others. This is done through the recently introduced circle time, when subjects such as friendship are discussed, as well as during class assemblies, when for example, an infant class discussed how they feel about their siblings. Pupils listen extremely well to each other in these situations and they understand the need to be tolerant of the values and beliefs of others.
10. The personal development of pupils is excellent. They are encouraged to take responsible roles within the school community, they show initiative and respond to requests to assist with enthusiasm. The youngest pupils act as monitors with various tasks assigned to them such as tidying, taking registers and holding the doors for others. Older pupils grow in confidence through a wealth of opportunities to carry out responsible roles. These include moving and working with computers, acting as house captains, escorting infant classes back to their class rooms and

showing visitors around. In addition, pupils are encouraged to perform musical pieces during assemblies. The extracurricular activities on offer, including inter-school competitions, greatly enhance personal development.

11. Attendance has declined since the last inspection and it was unsatisfactory for the last reporting year as it fell below 95% overall. The unauthorised absence rate was also worse than the national average. However, this was as a result of the long term absence of four pupils who moved out of the area but had to remain on the school's roll until they could be traced. Recent attendance figures show a marked improvement. For example, in the three weeks prior to the current inspection, attendance was at least 95% each week. Registers are marked correctly in the morning and afternoon and legal requirements are met.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching across the school is good. It is very good for children under five and Key Stage 1 and good in Key Stage 2. Some excellent lessons were observed in Year R and in both key stages. Where lessons were judged to be very good or excellent, they were characterised by the high quality of planning, good use of time, very good command of the subject, clear instructions and objectives, high expectation of quality work and unobtrusive, but very effective, control. There was no unsatisfactory teaching.
13. The very good quality of teaching for children aged under five is an improvement since the last inspection. The thorough planning to meet the needs of each pupil shows a very good understanding of how pupils learn at this age. Emphasis is placed on stimulating and challenging pupils through effective use of a range of resources such as videos, books, pictures, models of farmyards, plants and colour. Music and drama are used to consolidate and enhance learning in literacy and numeracy. Pupils are questioned well when studying numeracy and when learning about the world around them. Teachers place great emphasis on developing children's understanding of acceptable and unacceptable behaviour. Assessment procedures are good and indicate clearly how children are progressing towards the desired learning outcomes. Very good use is made of the support staff and parent volunteers, who are regularly involved in assessing and recording children's progress.
14. Teachers have a sound knowledge and understanding of the curriculum. Expertise is particularly good in physical education, music and dance. The exception to this good subject expertise is in science, where there is occasional confusion in subject specific objectives and lack of sharpness in using practical examples to help development of concepts.
15. Teaching of literacy is satisfactory. Good features include pace through a well-planned structure for teaching. Expectations are high for achievement, neatness and accuracy of written work. Medium term and day-to-day planning is effective in setting objectives for lessons, which are clearly shared with pupils. Preparation, use of resources and deployment of support staff are particularly good. Internal moderation of standards is too infrequent and there is no portfolio of agreed levels of attainment to inform teacher assessment, which tends to over-estimate pupils' attainment. Opportunities for assessment are included in lesson plans, but the outcomes of this assessment are not yet used to inform planning. The record of achievement is very new and assessment data is not yet used to set targets for

improvement in all subjects.

16. Numeracy skills are well taught in all Key Stage 1 lessons and some Key Stage 2 lessons. Teachers have sound subject knowledge. Lesson plans use objectives set out in the numeracy framework and are shared with pupils. Some teachers check progress toward these, during and at the end of the lesson. However vertical grouping in Key Stage 2 leads to a very wide range of ability in some classes and teaching is barely satisfactory, as many pupils fail to understand the tasks and there are insufficient support staff to meet their diverse needs. Correct vocabulary, such as groups, sets, division and equal to, is used well and pupils are clearly taught that minus, subtraction and take away mean the same thing. Some activities in topics such as addition of numbers by breaking them into thousands, hundreds, units and tens proved too easy for a few high attaining pupils, who do not make the progress of which they are capable.
17. Teachers' planning is good in all lessons with clear learning objectives and activities structured consistently for at least three levels of ability. Medium term planning is good but teachers depend on the Qualifications and Curriculum Authority documents for long term planning. There are no schemes of work to ensure that there is continuity and progression from the reception class to Year 6.
18. Teachers expect all pupils to work hard and produce work of good quality. They support this through praise and celebration of success. In the best lessons, for example in geography, there is a good balance of activities such as video and role play on weather forecasting to learn about weather patterns in the United Kingdom. In dance and physical education lessons there are high expectations of pupils' performance and perseverance. Some very good teaching methods, balancing group work with individual and whole class teaching, were seen in design and technology where, after discussing the purpose and design process, pupils worked well in groups to make a shelter. The management of pupils is always excellent due to the high quality of relationships and high expectations of good behaviour.
19. Support staff and parent volunteers are used very effectively to meet the needs of pupils with learning difficulties. Teachers and other staff know the individual educational plans and targets for these pupils and work collaboratively to plan lessons, produce appropriate material and assess progress.
20. Resources are used effectively in almost all lessons to bring variety and enjoyment, for example the use of a wide range of rocks in science supported with good texts to enable identification. One exception is art where pupils do not have sufficient 3-dimensional experience due to lack of clay, play dough and plasticine. There are shortcomings in resources for history and design and technology. New computers have been purchased in the last few weeks and plans are in place to train staff to have confidence to teach the statutory information technology curriculum.
21. Assessment of pupils on a daily and regular basis is unsatisfactory. The marking policy is new and is not being consistently implemented. Formal tests are only just beginning to be used to check pupils' learning and readiness for the national tests in the core subjects. The pupils' record of achievement is also very new. Teachers do not use the results of their assessment to set targets and to track pupils' progress through the national curriculum levels in all the subjects.

22. The use of homework to consolidate and extend the pupils' learning is inconsistent. The policy is new and there appears to be no structure and consistency in the giving and marking of homework. Only reading is regularly undertaken at home and recorded by parents in the reading records. This is monitored and used to check pupils' progress.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

23. The current curriculum is not balanced and time allocated to subjects is inconsistent between classes. Since the implementation of the national strategies for literacy and numeracy there has been no curriculum review to balance the needs of all subjects and to establish a rationale for the whole curriculum. The school is aware of this weakness and has set aside time to correct the imbalances. A higher than average amount of time is allocated to mathematics and English. This is a reflection, not only of the emphasis of developing literacy and numeracy skills but the emphasis on preparing pupils for the procedures for secondary selection. The pattern of time allocation is successfully improving attainment in both numeracy and literacy and this year a large number of pupils have been selected for a grammar school education. This is at the cost of attainment in science which is unsatisfactory because there is insufficient time for teaching the knowledge and understanding of science required in Key Stages 1 and 2. The statutory requirements of the National Curriculum are met, although coverage is barely adequate in a number of subjects. Time allocated to geography, design technology and art is insufficient to provide pupils with a broad, balanced curriculum and it is barely adequate for history, information technology and music. There is sufficient time for PE and for RE.
24. Short and medium term plans are good. Planning for English closely follows the recommendations for literacy. In addition to the literacy hour, there is time to support literacy skills in creative and extended writing, guided reading lessons and handwriting practice. This investment of time and effort is leading to improved attainment in English. Planning in mathematics to deliver the numeracy strategy is very good in Key Stage 1 and good in Key Stage 2 but the focus on the requirements of the eleven plus selection process leads to a narrowing of the curriculum and application of number and data handling are both areas of weakness.
25. The school has no detailed schemes of work. This weakness in long term planning makes it difficult to ensure progression in teaching and learning across the key stages. In most subjects, parts of the QCA material provide the basis for lesson planning. The school plans to use the Curriculum 2000 changes as an opportunity to produce schemes of work linked to the National Curriculum for each subject.
26. The curriculum for children under five is comprehensive. It is well planned and covers the areas of learning for children in the foundation stage. It addresses and supports the children's intellectual, social and physical development. The quality of planning for the children under five is a strength. Long term planning covers all of the areas of learning. The medium and short term planning sets out three graded levels of activity so that children of all abilities, including those with special needs, are able to make good progress.

27. The provision for pupils with special educational needs is good. The Code of Practice is followed closely and the quality of planning for their needs in individual subjects is good. Pupils have full access to the formal curriculum and to extra-curricular activities. They are supported by very effective learning support assistants in the classroom and, from time to time, in small withdrawal groups. They are able to build up their confidence and self-esteem and they make good progress, particularly in Key Stage 2.
28. Parents praised the quality and variety of extra curricular activities provided by the school and their views were borne out during the inspection. In addition to a good range of sports clubs pupils can choose to learn to play an instrument or sing in the choir. The school also provides a book club and a booster club for pupils who would benefit from additional academic support outside lesson time.
29. The school has an effective equal opportunities policy which underpins the very good practice evident in all aspects of the life of the school. Every child is valued and respected and this is made very clear in the manner in which they are treated by all the adults who come into contact with them during the day. The learning support assistants play an important role in ensuring that the pupils in their care have equality of access to the curriculum.
30. The school makes satisfactory provision for spiritual development. There are opportunities for pupils to reflect upon their own values and beliefs in the school assembly. The playing of music by groups of pupils creates a calm atmosphere and pupils are encouraged to think of others, for example through the stories such as the Good Samaritan. In lessons there are some missed opportunities for contemplation which might occur, for example, in music, art, English or science.
31. The provision for moral development is a strength of the school. Pupils have a strong sense of right and wrong. They are aware of behaviour codes and, when they break a rule, they tend to own up and apologise. There are many examples of good moral education in religious education lessons, for example, when pupils read the story of the Prodigal Son, they applied the lesson they learned to their own lives and explained how they should forgive other children who upset them. They are encouraged by their teachers to put moral codes into practice and to think about the effect that they have on other people.
32. Provision for social education is excellent. There were many examples during the inspection of pupils helping each other and of being considerate to adults. The school community is welcoming, friendly and supportive. When a child became upset at the end of a lesson, another put an arm around him and gently led him outside, comforting him. When pupils are given group work they co-operate well, sharing equipment and ideas. For example, in a science lesson when Years 1 and 2 were trying to guess what was in a pot by shaking it, they kept very quiet so that others could hear and came to a joint decision about what they thought each box contained.
33. Cultural development is satisfactory. Pupils are encouraged to look at other cultures such as ancient Greece or India. They use different painters as a basis for inspiration in art and consider literature such as Shakespeare's plays or the Diary of Anne Frank which broadens their experiences of the world. There is, however, too little consideration of their own diverse cultures and pupils do not, for example, study the different religions of people in Britain.

34. The provision for personal and health education is unsatisfactory. The personal, social and health education co-ordinator is newly appointed and has just begun to put into place the required curriculum including sex education and a drugs awareness programme. The school is aware that this area needs urgent attention and plans are in place to rectify the situation.
35. Local groups and organisations use the school facilities on a regular basis, strengthening the links with the local community. The day nursery on the site is strongly supported by the school, and gives opportunities for prospective parents to see the school in action. The school has a regular and substantial page in the parish magazine. Adult help for practical necessities such as decorating and minor construction is readily forthcoming and includes adults no longer associated directly with the school. A local company sponsors kit for the football team. A long tradition is maintained of inviting senior citizens into school for a strawberry tea, where pupils pick the fruit, prepare the tea and entertain their guests. The school enjoys a special place in the eyes of the community.
36. The last inspection noted some weakness in the breadth and balance of the curriculum and some of these are still to be resolved. In the last report it was noted that the school did not provide for all aspects of physical education, but this has been addressed and the quality of the programme is now a strength of the school. Similarly the skills and knowledge of information and communication technology were not covered in sufficient detail and although the quality of some aspects needs to be developed, the very substantial improvement in resources is already making an impact. There are still no detailed schemes of work relating directly to the National Curriculum in the majority of subjects and monitoring continues to be a weakness at middle management level. Arrangements for assessment are still under developed. The acting headteacher is aware of these issues and plans are already well developed to make the required changes.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's overall procedures for ensuring pupils' welfare are satisfactory. Pupils feel safe and confident throughout the school day, as the school provides very good levels of supervision and care. The new health and safety policy is already having an effective impact in establishing a full range of recorded checks on all aspects of safety. The governing body is active in assessing and taking action to improve the building and grounds. The school is clean and provides a safe and attractive learning environment for pupils and staff. Arrangements for first aid and administering medication are very good.
38. The arrangements for child protection are satisfactory. The acting headteacher is the designated officer and is appropriately trained. The teaching and non-teaching staff have not received training although this has been planned for. The child protection policy is in draft form and is awaiting full discussion and ratification.
39. The school has good systems for promoting and monitoring attendance. Registers are marked accurately and record reasons for absence. Teachers ensure an efficient start to the school day. Pupils are given a friendly welcome and opportunities to discuss any special personal issues. The school secretary efficiently follows up individual absences and the school's education welfare officer follows up specific problems. Regular attendance and punctuality are promoted by certificates for full attendance each term and rewards are given for good annual attendance.

40. The school has effective systems for promoting good behaviour. As a result there are no recorded instances of bullying or harassment. Any minor incidents are positively and successfully handled according to the school's behaviour policy. Pupils and staff are very clear about what constitutes good behaviour. Opportunities occur in assemblies for identifying the nature of good relationships and in circle time for developing the characteristics of friendship.
41. The school's procedures for assessing pupils' academic achievements and personal development are not effective. Statutory assessments at seven and eleven years are carried out and there is a termly programme of testing reading ages. However, there are no established systems for recording achievements over time, setting appropriate individual targets for literacy and numeracy, analysing data of pupils' progress and using the information for targets for improvements. Individual pupil's records do not refer to National Curriculum levels and there are few records of significant progress in subjects. Marking practice is inconsistent.
42. The school is aware of the need for these systems and has very recently updated the assessment policy with the aim of establishing a consistent programme of assessment activities. At present there is no overall co-ordinator for assessment and this aspect of each subject co-ordinator's role is not defined.
43. The provision for pupils with special educational needs is good. The Code of Practice is followed and a register clearly identifies pupils in need of additional support for their development. Learning support staff in sufficient numbers are allocated to individuals or groups. They keep records of pupils' achievements and use them to influence the next stage of learning. Parents of pupils with statements of special need are involved in their annual reviews and target setting.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are very supportive of the school, as they were at the last inspection. This is evident from the very positive response to the majority of the questions on the pre-inspection questionnaire and from the comments made at the parents' meeting. The areas that gave some parents cause for concern are already known to the school and action has already been taken to rectify some of them, for example, a homework policy was produced in February 2000 to provide a more consistent approach to the setting of tasks.
45. There is some evidence to support the views of parents who feel that they are not kept well enough informed about their child's progress. There are two formal consultation evenings each year but annual progress reports are only just satisfactory as they tend to give broad descriptions and very few specific targets. A record of achievement for pupils has recently been implemented in order to provide more information for teachers and parents. Some parents would also welcome having more information about what is being taught in class and the school is aware that this is an area for possible development. However, teaching staff are very approachable and happy to talk to any parents with concerns or who would like more information on their child's progress. Parents of children with special educational needs are kept well informed of their child's progress and are fully involved in reviews.

46. The general information provided by the school is satisfactory. The latest prospectus which is still in draft form, provides a wealth of information for parents and the governors' annual report meets almost all the statutory requirements. However, it does not give an update on the school's action plan following the previous inspection. A satisfactory number of newsletters are produced.
47. There is no evidence to support the view of some parents that the school does not work closely with parents. In fact links with parents are judged to be very good. Contact starts at an early stage. A mother and toddler group meets in the school each week. The nursery, on site but run separately from the school, has very close ties and the majority of the children move into the reception class feeling confident about their environment. Parents and grandparents are encouraged to assist in the daily life of the school. They are made to feel very welcome, their time is used very effectively and those who do assist in a variety of ways such as with swimming, listening to readers or helping with computing skills, are much valued. They make a very positive contribution to pupils' learning. Parents also volunteer their skills in gardening, for example to enhance the outdoor play area. Other parents were responsible for constructing a shady wooden playhouse that is much loved by the pupils.
48. Elections are always required when parent governor positions become vacant. The Friends' Association is active and contributes substantial sums to enhance the buildings, grounds and resources. The majority of parents help with homework tasks and reading records show that many hear their children read at home on a regular basis. All of these factors have a positive impact on learning and support the work done in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school has been unsatisfactory. However, the leadership and management of the acting headteacher has been the catalyst for a new sense of purpose and direction which is likely to prove to be very effective. She is well supported by the deputy headteacher and all the staff. They have a collective vision for the future of the school, and are well placed to carry out the improvements and developments which are necessary.
50. The school's aims and values are published and the diligence and good relationships at all levels about the school demonstrate the commitment of adults and pupils to live up to them.
51. Governors meet their statutory requirements. They have an active but informal presence and are willing supporters with a very impressive commitment. Their attendance at briefing sessions and training courses provided by the local authority is good. Governors are appropriately assigned to areas such as special educational needs. However, they have in the past relied upon reports from the former headteacher to know what was happening in the school, and have not been directly involved in the formal monitoring and evaluation of what the school does well and how it could improve. In order to be accountable for the overall performance of the school, it will be necessary to develop a different working relationship with the new headteacher, in which appropriate information and evidence are sought and provided. This will enable them to appreciate strengths and weaknesses and take a more informed view of the development needs of the school. The recently updated school improvement plan provides a sound basis for development and is prioritised.

Because of other demands on the budget, funds for replacement of resources and new educational developments have been limited in recent years.

52. There are sufficient suitably qualified and experienced teachers to deliver the curriculum for the under fives and both key stages. Formal appraisal has not taken place in recent years, but the acting headteacher has conducted formal interviews with all members of the teaching staff to explore their training needs. She recognises the need to re-instate the appraisal programme. Teachers with specialist skills, for example in information technology and music, are well deployed and have helped to raise standards in these subjects. Monitoring of the quality of teaching and learning has only recently been introduced. Hitherto, staff with additional management responsibilities have been unable to develop or discharge their roles, particularly in relation to the monitoring of standards. This has been recognised by the acting headteacher and the good practice seen in literacy and numeracy will be extended to the other subjects. Training has already been arranged for two senior members of staff to become teacher mentors, after which the school will be in a good position to be a provider of initial teacher training.
53. The quality and extent of the accommodation is very good, as are the outdoor play space and sports facilities. The quality of the learning environment owes much to the standards achieved by the caretaker and his cleaning staff and to the care and pride in their school shown by the pupils and staff. With the exception of design and technology and history, resources are satisfactory and readily accessible though the quality and range varies. When the foundation subjects of the National Curriculum are reviewed, a review of the appropriate resources would be timely. Health and safety issues are properly addressed and given a high priority in the governors' spending plans.
54. The financial management of the school is sound. The finance committee of governors is provided with good quality information by analysis of the monthly monitoring statements provided by the local authority, suitably annotated by the finance secretary. Good use is made of new technologies to track and monitor the budget and for other administrative activities. When it is necessary, firm action is taken to avoid overspending. The school has undertaken a series of financial self-review exercises promoted by the local authority and some systems have been adjusted as a result. The governors have a policy of achieving best value in their transactions. The school has been successful in attracting additional funds through specific grants, such as the National Grid for Learning and New Opportunities Fund. These grants are wholly applied to their designated purposes. The members of the administrative staff are very effective, enabling the day to day procedures of the school to operate smoothly, allowing the acting headteacher and staff to focus on teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve the standards of education provided, the governors, headteacher and staff, as appropriate, should:

- (1) Extend the good practice of assessment of academic progress established in the literacy and numeracy work to the other subjects of the curriculum by developing systems for:
 - recording achievements over time;
 - setting appropriate and relevant individual targets for literacy and numeracy;
 - analysing data of pupils' progress and using the information for targets for improvements;
 - assessing appropriate National Curriculum levels and recording them for individual pupils;
 - establishing agreement trials for staff assessment of pupils' achievement;
 - recording significant progress of individual pupils in all subjects;
 - establishing a consistent marking practice.(paras 15, 21, 36, 41 and 90)
- (2) Develop strategies to ensure improvement in the quality of science teaching and learning.
(paras 1, 14, 88, 89, 90 and 95)
- (3) Remedy discrepancies in the balance of the whole curriculum by:
 - reviewing the success of the numeracy and literacy strategies in relation to the time allocated to them;
 - considering the time and resources required to deliver the other subjects of the revised National Curriculum from August 2000.(para 23)
- (4) Continue to develop the role of the subject co-ordinators.
(paras 42, 52, 78, 87, 94, 108 and 112)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- 56.
- (5) Review the working relationship between headteacher and governing body to enable governors to be properly informed and to be accountable for the performance of the school.
(paras 49 and 51)
 - (6) Undertake a review of the detailed subject schemes of work in the light of advice from the Curriculum and Qualifications Authority and Curriculum 2000.
(paras 17, 23, 25 and 36)
 - (7) Ensure that the programmes for sex education and drugs awareness are implemented.
(para 34)
 - (8) Ensure that homework is used consistently to enhance learning.
(paras 22 and 77)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	25	43	22	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		242
Number of full-time pupils eligible for free school meals		29

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		71

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	23	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	9	8
	Girls	20	21	19
	Total	26	30	27
Percentage of pupils at NC level 2 or above	School	74(77)	86(85)	77(81)
	National	82 (80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	21	19	22
	Total	30	27	31
Percentage of pupils at NC level 2 or above	School	86(77)	77(77)	89(81)
	National	82(81)	86(85)	87(86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	21	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	15
	Girls	15	14	13
	Total	25	27	28
Percentage of pupils at NC level 4 or above	School	64(69)	69(69)	72(76)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	16	16	14
	Total	30	30	29
Percentage of pupils at NC level 4 or above	School	81(79)	77(86)	78(79)
	National	68(65)	69(65)	75(72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	199
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	96

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-

Total number of education support staff	-
Total aggregate hours worked per week	-

Number of pupils per FTE adult	-
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FTE means full-time equivalent.

Financial information

Financial year	1998-9
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	£
Total income	412,088
Total expenditure	385,377
Expenditure per pupil	1,676
Balance brought forward from previous year	1,243
Balance carried forward to next year	10,870

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	54	41	4	0	1
Behaviour in the school is good.	38	51	4	2	4
My child gets the right amount of work to do at home.	29	49	10	4	8
The teaching is good.	51	42	1	0	6
I am kept well informed about how my child is getting on.	28	43	23	2	4
I would feel comfortable about approaching the school with questions or a problem.	58	38	3	0	1
The school expects my child to work hard and achieve his or her best.	51	48	1	0	0
The school works closely with parents.	32	46	18	1	3
The school is well led and managed.	32	49	8	0	11
The school is helping my child become mature and responsible.	45	50	3	0	2
The school provides an interesting range of activities outside lessons.	24	41	8	6	21

No other issues were raised by the parents.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The school admits children into the reception class in September and January. At the time of the inspection there were 30 pupils aged under five with 24 in the reception year and 6 in Year 1. Provision for children under five is very good. Pupils have a confident and happy start to their school life facilitated by a programme of meetings and visits before they come. Daily routines are firmly established, providing pupils with a secure and caring environment. They are very happy children, eager to discuss their experiences.
58. The curriculum is well planned for the required areas of learning and fully supports the children's intellectual, social and physical development. Long term planning covers all the areas of learning and includes resources and assessment. Medium and short term planning are excellent in setting out, in effective detail, work for three levels of ability with clear guidance for support staff and parent volunteers. Attainment on entry is in line with that expected nationally for children of this age with a significant minority having good language and numeracy skills. By the time they are five, all, including those with special educational needs, make satisfactory and often good progress. They meet the national "desirable learning outcomes" in language and literacy, mathematics, knowledge and understanding, physical development, creative development and personal and social development.

Language and literacy

59. The teaching of language and literacy is implemented consistently. Activities include opportunities for pupils to listen to stories as a whole class, when they use pictures and listening skills to identify words and recall the sequence of the story. The literacy hour is used well to teach phonics, with all children able to recognise the letters of the alphabet and make correct sounds for all of them. High attaining pupils use sounds produced on tape beginning with two letters and link them to the correct picture. They then are able to explain this to the rest of the group. The majority can write their names. Low attaining pupils use play dough to make up some letters and average attaining pupils draw and name tropical fruits that occur in the story. High attaining pupils read simple stories well and understanding their meaning. Low attaining pupils can identify characters and explain what may be happening from pictures. Well kept reading records show that children take books home and many parents work closely with teachers to develop reading skills. Discussion and individual contributions together with singing of the alphabet at the end of the lesson play a very important part in the enjoyment and consolidation of learning.

Mathematics

60. Progress is good in mathematics. Children can count and add and subtract in ones up to 10. They all understand that zero and one make one and that one take away one is zero. Higher attaining pupils can count up to 20 and add and subtract in twos up to 10. All can sort out objects by colour and shape and identify squares, rectangles, circles and triangles. They understand simple patterns and make a two colour version using cubes and pegs. Average attaining pupils can sequence using shapes and colour, for example a blue star with a red square. They show their

enjoyment by singing songs relating to numbers and joining in the video programmes. All could name a range of places in the classroom where 5 was displayed. The majority has a good understanding of position and point to items in a picture, which are above, below, before and behind. Their concentration and participation over one and a half hours were astonishing and owed much to the drive and enthusiasm of the team of adults and the rich variety of activities.

Knowledge and understanding of the world.

61. Children make good progress in their knowledge and understanding of the world, for example, they can name the bud, stem, bulb and roots when describing a pot of daffodils, with some observing that it is still growing. Through well-planned and imaginative role-play children display their understanding of the work of police officers. They have a good understanding of days, seasons, time and weather conditions. Children build up a record of their learning through pictures and labels. Through activities in circle time and religious education they share and gain a good understanding of relationships in families and importance of friendship.

Physical development

62. Provision for physical development is excellent. Through dance and games children learn control and co-ordination. They use scissors, glue and pencils well and show increasing bodily control when jumping, running and throwing balls. Their self-discipline when eating lunch or when moving around the school is outstanding. They work well in groups during all classroom activities, during games and playtime.

Creative development

63. Children make very good progress in their creative development. They use a range of songs to consolidate learning in other areas. They have experience of a range of instruments in the music room and can demonstrate loud and soft, fast and slow sounds using a range of small instruments. All understand how to produce musical sounds that grow louder and softer. Drawing, painting and collage work help them experience a good range of creative techniques.

Personal and social development

64. The personal and social development of children in the Reception Year is given a high priority and is very good. They are very happy to be in the school and develop rapidly skills of playing with friends and talking to familiar adults. They develop very good listening skills by following and carrying out instructions meticulously. They listen to each other and participate well in group activities such as acting and singing confidently. Many follow simple instructions and work independently on work sheets and other tasks after initial teacher guidance. They know the difference between right and wrong and behaviour is excellent at all times. All children show independence in dressing and personal hygiene. Through assemblies and religious education they learn the importance of helping others, saying sorry and difference between good and bad.
65. The support staff assist in assessing the under fives against the nationally agreed desirable learning outcomes and identify targets to improve learning. The new record of achievement records base line assessment and the progress through the desirable learning outcomes into levels of attainment in Key Stage 1 as appropriate.

66. The quality of teaching for the under fives is very good with some excellent features. All involved have a good understanding of how children learn and the wide range of activities provided ensures learning that is clearly matched to pupils' prior attainment. The detailed planning and delivery continues to lay a very good foundation for Key Stage 1. The teacher's questioning technique challenges pupils to think and answer as seen in the lesson about daffodils. The good pace of lessons, best exemplified in the literacy hour but present in all lessons, ensures pupils' participation, enjoyment and good learning. The quality of learning support is very good in helping children with special educational needs. Children who have difficulties in learning or social development are quickly identified and individual support through suitable activities and resources is planned and provided. The standard of provision has improved since the previous inspection.

ENGLISH

67. In the 1999 tests at Key Stage 1, the percentage of pupils reaching at least the expected level in reading was well below the national average. The proportion of pupils attaining the higher level was also below the national average. In writing, the percentage of pupils reaching the expected level was just above the national average. Results at the higher level were below the national average. More pupils reach the higher level in reading than in writing. When compared with similar schools, the pupils' overall performance in reading was below average. In writing, it was in line with the average. Standards were higher than the previous year, however, with more pupils reaching the expected level in both reading and writing than in 1998.
68. At the end of Key Stage 2 in 1999, test results show the percentage of pupils reaching the expected level in English was below the national average and well below average for similar schools. But the proportion at the higher level was close to the national average and in line with the average for similar schools. This again represents an improvement on the previous year, when results at age 11 were lower overall in comparison with schools nationally.
69. There is no consistent trend in the test results over time at Key Stage 1. In 1996 and 1997, standards were above national averages. Results deteriorated markedly in 1998 and then showed some improvement last year. The pattern is similar, though the differences from year to year are not so great at Key Stage 2. Overall, the school has not kept pace with the rise in national standards. This can be explained, at least in part, by differences in the ability range in each year group. In particular, some years have a greater proportion of pupils with special educational needs.
70. There are no significant differences between the results for boys and girls in this subject. Boys perform less well than girls at both Key Stages 1 and 2, but this is in line with national trends. There was a smaller difference between boys and girls than seen nationally at the end of Key Stage 2 in 1999.
71. On the basis of lessons observed and work seen during the inspection, levels of achievement by pupils are satisfactory at Key Stage 1. They make sound progress, particularly in developing writing skills. Progress is good at Key Stage 2. This is particularly true for higher ability pupils, some of whom achieve very good standards both in reading skills and their written work. Pupils with special educational needs

also make good progress in English. They are well supported by teachers and learning support assistants during lessons and in smaller teaching groups. The school provides effective additional literacy support, using national guidance materials, for those who have more difficulty in the subject. They clearly benefit from the help provided.

72. The school emphasises the importance of speaking and listening skills in English lessons and throughout the curriculum. They are developed in discussion with the whole class, in groups and in presentations made to the class or in assemblies. Teachers insist that pupils listen carefully, speak clearly and take turns to make contributions, so that discussions are orderly and sensible. Overall, this creates good standards of speaking and listening. At Key Stage 1, most pupils speak clearly when answering the teachers' questions. They are usually eager to contribute to discussions. They listen particularly well, with close attention to teachers and their peers. At Key Stage 2, pupils have sound standards of speaking, though not all speak sufficiently clearly in whole class discussions. Most are, however, able to express sensible and logical views on a range of topics. The great majority listens well, but listening skills are less secure in a minority of lessons where classroom organisation and pupil management techniques are less effective. Much of the oral work is teacher-led, however. In lessons observed during the inspection, there were relatively few opportunities for pupils to take part in freer-ranging discussion with others or in role-play through drama as part of their work.
73. Standards in reading seen during the inspection are satisfactory throughout the school. Higher ability pupils make good progress at both key stages. At Key Stage 1 a structured reading scheme is used, which pupils enjoy. The school develops a range of word attack skills, with a strong emphasis on phonic and word-recognition cues. Teachers read aloud expressively to their classes from a range of texts, including well-established children's fiction, folk and fairy tales. Pupils are also able to choose their own reading book from class libraries. Reading records are kept by pupils, which show progress made in reading both at school and at home. The great majority of pupils know a good range of terms relating to books and are able to read accurately by the end of the key stage, but lack expression when reading aloud. At Key Stage 2 fluency increases. Most pupils are able to read aloud with a sound level of accuracy and understanding. There is some effective work to develop research and analytical reading skills, in line with expectations in the National Literacy Strategy. During the inspection, good work on a range of texts, including examples of both fiction and non-fiction, was seen. Pupils responded well and were able to refer to the text and discuss with understanding key aspects of the use of language. Pupils are encouraged to develop their own wider reading. There is a clear expectation that all pupils should read regularly for homework. Reading records are kept and monitored by teachers, though their use in evaluating pupils' progress and response to books needs to be more fully developed.
74. Standards in writing are satisfactory at Key Stage 1 and good at Key Stage 2. Pupils across the school produce a range of written work such as stories, descriptions, personal writing, factual reports, instructions and poems. All are attempted from an early stage. Imaginative and original expression is encouraged, but there is also a sound emphasis on technical aspects of punctuation, spelling and sentence structure. As well as shared writing activities in literacy hours, all are provided with opportunities to produce more extended, creative writing in additional sessions each week. Some very good work on writing skills was seen in developing character descriptions in Years 1 and 2 and in re-telling the traditional story of

'Beauty and the Beast' from different perspectives in Year 5. At the end of Key Stage 1, most pupils are able to write simple sentences, correctly demarcated with full stops and capital letters. Original writing by more able pupils is developed in fuller detail. By the end of Key Stage 2, most pupils organise their work effectively. Higher ability pupils write expressively and achieve high standards. For pupils in the middle ability range, technical accuracy needs to be improved, particularly in the command of more complex sentence structures and the correct use of punctuation within sentences. Spelling is also a weakness for some middle and lower ability pupils. There is a structured programme for handwriting in place. Pupils make very good progress in developing clear handwriting and presentation skills throughout the school.

75. Information technology equipment is in short supply, but appropriate opportunities to develop its use were seen in English lessons observed. Pupils used a range of programmes to reinforce language skills. Year 6 pupils used dictionary and thesaurus applications to research the origins of words and list examples which derive from the same roots. There were few opportunities for pupils to word process and redraft their work on computer.
76. The standard of teaching is good overall, with some examples of very good teaching seen at both key stages. All of the lessons observed in English were at least satisfactory. Effective planning and preparation for lessons are a strength. Work is based firmly on the framework for the National Literacy Strategy and teachers' own schemes for extended literacy activities supplement this. Teachers set sound objectives for learning in each lesson and share them clearly with pupils. Work moves forward at a brisk pace with very good expectations for achievement and for neatness and accuracy in writing. Good use is also made of resources and help from learning support assistants. Pupils are managed very well. Praise is used positively to support high levels of discipline
77. Draft policies for marking work and setting homework have been written recently. Whilst most teachers already set homework and mark written work regularly, both aspects require further development to ensure that expectations and procedures are applied consistently. Assessment of pupils' progress in the subject needs to be improved. Teacher assessment of pupils' work was over-generous at both Key Stages 1 and 2 in 1999, in comparison with the results of the National Curriculum tests. A portfolio of agreed levels of work would assist staff to apply National Curriculum assessment criteria more accurately. Staff should also use the results of assessment more effectively, through analysis of test results and evaluation of weekly lesson plans, to help in the future planning of work and in developing teaching strategies. Booster classes for selected pupils have been introduced to good effect in Year 6 in preparation for the end of Key Stage tests. This term, teachers have begun to involve pupils in evaluating their own work and setting individual targets for improving skills. The initiative has been well-received, but needs to be taken forward and developed more fully so that pupils play an active part in setting and understanding their own targets for raising attainment.
78. The joint subject co-ordinators, who were appointed last autumn, work effectively to further improve standards of teaching and learning in English. They have begun to give a good lead in curriculum development and in supporting and monitoring the work of colleagues. They have revised and updated the policy for teaching the subject, and have identified appropriate priorities for further work and training in the literacy action plan. However, the scheme of work for extension activities is

insufficiently developed to ensure continuity and progression for all pupils. The co-ordinators have expended considerable effort in auditing resources for the subject in recent months and in reorganising the library, the latter with the practical and financial support of the Friends of the School. It is now an attractive and well-used area. The school will be awarded, at the end of this term, a certificate of good practice by Kent Arts and Libraries' Committee for its work in developing the library. Resources are now adequate for delivery of the National Curriculum and help promote sound standards in the subject.

79. Overall, pupils respond well to their work in English. At Key Stage 1, pupils have consistently positive attitudes and contribute well to lessons. At Key Stage 2, most pupils are eager to co-operate and participate. They concentrate on tasks and work well with each other. In some classes, however, a minority who require a very clear and structured approach, can become restless and waste time when they don't get it.
80. Satisfactory progress has been made since the last inspection report. Standards of academic attainment vary from year to year, but have been broadly maintained in line with the findings of the last inspection. Planning for the subject has improved and there are now clearer expectations for monitoring standards of teaching and learning. Work for both aspects is in its early stages, however, and much effort will be required to ensure that good practice is implemented effectively. Some weaknesses in the provision and use of ICT equipment remain to be addressed. Assessment procedures and target setting at pupil level need to be strengthened to improve the monitoring of pupils' academic progress in English.
81. The school is working effectively to implement the National Literacy Strategy in the teaching of English. There are also sound links with other areas of the curriculum to promote literacy, in particular geography, history and religious education, with some good examples of extended writing both in factual reports and more imaginative accounts of topics studied. The use of technical vocabulary in mathematics, science, music and ICT is taught well. Pupils are also able to use correct geographical terms and symbols in their work on mapping and the weather. Teaching across the curriculum promotes sound standards of literacy throughout the school. Nevertheless, staff have recognised the need for more planning to promote literacy through cross-curricular links.

MATHEMATICS

82. In the National Curriculum tests at the end of Key Stage 1 in 1999 attainment was below national averages and maintained the downward trend since 1996. Attainment was well below national averages when compared to similar schools, with no significant difference between boys and girls. Pupils' achievement was well below the level indicated by their prior attainment. Attainment in the National Curriculum tests at the end of Key Stage 2 was in line with averages nationally and also when compared to similar schools. The performance of boys and girls was similar and teacher assessments at both key stages were not significantly different from the tests. Since the last inspection there has been no improvement in attainment at Key Stage 1. Given this, progress has been good in Key Stage 2 to raise attainment to the national average. However, pupils are not achieving levels expected from their prior attainment.

83. Significant changes in staffing, policy and planning have had a positive effect on learning. By the end of Key Stage 1, pupils use mental recall well to add and subtract numbers up to 20 and understand place value up to 100. For example low attaining pupils split up 82 into 8 tens and 2 units and others can explain doubling of 13 as adding tens and units. All can add forward to and backward from 100 in units of ten. Many can count up in threes and are beginning to understand times tables. They can identify many geometrical shapes correctly and know the kilogram and gram units of measuring weight. They can illustrate quarters by dividing up shapes and colouring them in. High attaining pupils represent data in block graphs and understand lines of symmetry. The majority is attaining at or near the national expectation in numeracy and in some aspects of handling data, solving problems and understanding shape and measure.
84. By the end of Key Stage 2 pupils now have a good understanding of the four numerical operations, addition, subtraction, multiplication and division. The majority work independently to divide a problem expressed in words into more than 3 operations and work out the answer. Low attaining pupils can identify two operations and use calculators and printed tables to solve the calculations. In mental arithmetic pupils can add two number in hundreds, for example 1500 and 3500 but a few low attainers have trouble with subtracting, for example, $1200 + \dots = 9000$. High attainers could explain how $12500 - 2568$ could be done by addition. This is an excellent example of mastering numeracy. Pupils have a good understanding of different angles and carry out measurements in length and weight. They carry out the four operations using decimals and add fractions.
85. Teaching is at least satisfactory with some very good features. These include pace and challenge in Year 6 where mental arithmetic challenged pupils to work in five and six figures and solve complex problems using four operations. They were reflected in very high expectations in all Key Stage 1 and the under fives class where a range of activities kept pupils working on quarters or money. There is very good use of praise and questions to establish high expectations in such lessons and excellent support for lower attaining pupils from adults and work suited to their ability. Planning for the numeracy strategy is very good in most lessons. All teachers and support staff have been trained and whole class planning fully reflect the demands of the strategy. However, a few teachers do not as yet fully understand the need for repetition and consolidation in mental arithmetic. Teachers' discipline and relationships with pupils are very good in almost all lessons and most make good use of books, models and calculators. The quality of assessment is improving at the end of both key stages with practice tests in Standard Assessment Tasks for that level. However the assessment policy, procedures for marking and the record of achievement are all new and have yet to be implemented and used to inform planning.
86. The curriculum is broad, but there are insufficient regular opportunities for pupils to use and apply their knowledge through practical investigations and problem solving as indicated in the previous inspection. The subject co-ordinators for both key stages have ensured that the implementation of the National Numeracy Strategy has been achieved in terms of training, planning and resources. Monitoring of teaching and learning is not carried out rigorously and there is as yet no scheme of work to ensure continuity and progression. Areas of weakness have been identified very recently and there is now a clear commitment to raising standards in mathematics and considerable enthusiasm for the subject. National test results have been analysed for the first time and areas of concern such as formal tests and

need for investigations are beginning to be addressed. Standards since the last inspection are only just beginning to improve.

SCIENCE

87. Standards attained by eleven year olds in national tests were well below average and when compared with similar schools were also well below average. The attainment of girls is below that of boys, unlike national results. The trend has been downward for the past three years. Although numbers reaching the average level of attainment are satisfactory, too few pupils attain above average levels. Results for the same pupils are much better in English and mathematics, suggesting that they are underachieving in science. Teacher assessment of pupils' attainment at the age of seven show that the percentage reaching levels expected nationally is below average and performance is well below that of similar schools.
88. Standards in lessons are satisfactory in that pupils reach the levels expected of their age groups. By the age of seven pupils note the different ways in which things are pushed and pulled, such as twisting and stretching. They investigate the results of pushing model cars and with careful questioning determine the conditions which make for fair testing. Pupils record their results well, making use of drawings and write sentences to describe what they discovered.
89. By the age of eleven pupils have covered the required topics but analysis of their work shows that coverage is too shallow. Scrutiny of work in science shows little evidence of pupils applying the factual information they learn, for example, to predict the outcome of their investigations such as the rate of evaporation of water in different temperatures. Unlike English and mathematics where teachers have a wealth of material to support pupils' learning at different ability levels, the majority of work in science lessons is set for all pupils and higher achievers are not sufficiently challenged. The particularly difficult demands of very wide ability, mixed age groups means that the needs of all pupils are not met in either key stage. Pupils with special educational needs are well supported. Insufficient time spent on topics and insufficient attention to scientific detail results in the underachievement of many pupils. The unsatisfactory amount of time for science has been partly caused by the priority for implementation of the literacy and numeracy strategies. The school is fully aware of the problems and has plans to increase the time available to improve standards in science.
90. In the lessons observed, the quality of teaching is never less than sound and is good or very good in almost all lessons. Teachers' knowledge of the topics they cover is generally good. The lack of recent in-service training is evident in a few areas of uncertainty, particularly in managing investigations in Key Stage 2. Lesson and topic plans are good but there is no scheme of work and no mapping of National Curriculum coverage. Staff are, appropriately, using advice published by the QCA to guide their work until a scheme of work is prepared. The lack of a scheme leads to inconsistency across key stages in the depth of coverage, quality of recording and use of investigatory skills. The lack of a formal assessment system means that there is no monitoring of pupils' progress and this is a significant weakness. A disadvantage of having no system to record attainment is that teachers' expectations of pupils are not adequately guided by objective evidence.
91. There is some good informal use of assessment to plan the next stage of learning and teachers are skilled at ensuring that pupils understand before they move on through the work. Pupils in Year 3 examined rock samples and divided them into

groups according to size and colour while higher attainers noted differences in other properties such as texture and weight. The teacher used questioning well to ensure that all pupils could explain why they put certain rocks together before moving on to identify samples using photographs from books.

92. Classroom management and the use of resources are very good. In a year 5/6 lesson pupils played different musical instruments such as pipes, a recorder and a didgeridoo and learned that the pitch of a sound varies depending upon the length of the pipe through which it passes. Good organisation enabled them to derive maximum benefit from the good range of resources, including CD-ROM, available to them. As well as good management, the positive attitudes of pupils to their learning and their good behaviour has a significant impact on their learning. They are always attentive and ready to learn.
93. There are some good applications of literacy skills in Year 2, for example pupils' written descriptions of their investigations. In Key Stage 2 extended writing is used, for example, when learning about the bones of the human skeleton. Pupils tell a story of what happens when someone breaks a bone. In most classes there is an over reliance on photocopied worksheets which guide pupils to single responses and require little thought to complete. Pupils use mathematical skills to draw block graphs but other skills of measurement are not as well developed as they could be. In some classes where teachers are confident in the use of computers, pupils are beginning to use ICT in science, for example, Year 3 are putting the information they gathered about mini beasts onto a data base.
94. The co-ordinator for science has been in post for a short time but has already catalogued resources, so that they are readily available. Her priorities are to establish a scheme of work and to begin monitoring teaching and learning with the aim of improving consistency. The management role of co-ordinators has not been well identified in the past and this is changing with the new management structure.
95. Since the last inspection teaching has improved. Some significant weaknesses remain, for example the lack of depth in pupils' knowledge and understanding of science, a failure to measure and record progress and insufficient investigatory work. There is still no scheme of work. Resources are adequate for the current work but insufficient to allow for improvements. ICT resources are good and pupils use data logging and other ICT skills to record their work.

ART

96. The standards achieved in art at the end of both key stages are broadly in line with national expectations, and pupils make steady progress. Some of the work seen was of a very high quality. Pupils in Key Stage 1 use colour and materials confidently. Printing activities in Year R, using artefacts, are refined in a Year 1/2 class where the pupils have constructed printing blocks using plastic foam or string. Pupils have created and printed pictures on computer using the colour magic program. In Key Stage 2 there are good examples of observational drawing with very close attention to detail of shape and colour, using pencil, pencil crayon and pastels. A Year 4/5 class produced pictures of real or imagined Greek storage pots as part of their studies of the Ancient Greeks. Art techniques are used throughout both key stages to support work in other subjects.

97. Only two lessons were observed during the inspection and these were both in Key Stage 1. However these, together with evidence from teachers' planning, scrutiny of work displayed in classrooms and in the school indicate that the quality of teaching is good. In the lessons seen, the quality of teaching was at least very good. Teachers had a good understanding of the activity, challenged the pupils to reflect upon their work and to discuss it with others in their class. The pupils were eager to succeed and all of them, including the higher attaining pupils and those with special needs, were able to do so because of excellent support from both the teachers and the learning support assistants. This is an improvement since the last inspection. Their response to the tasks set and their ability to co-operate with one another were excellent.
98. The co-ordinator for art has recently left the school. Although there is a policy for the subject, there is no detailed scheme of work setting out the development of the various skills and processes involved, to support the non-specialist teacher. Resources are adequate for drawing, painting and printing activities, but there is little evidence of resources for three-dimensional work. There is no formal procedure for assessment, and as a result it is not clear how well pupils have done and what they need to do to improve further. There has been little progress in these areas since the last inspection.

DESIGN AND TECHNOLOGY

99. Standards in design and technology by the end of Key Stage 2 are comparable to national expectations. Few lessons were observed during the inspection but the scrutiny of pupils' work and displays throughout the school indicate that pupils receive a satisfactory range of experiences.
100. By the end of Key Stage 1, pupils understand the process of designing, testing and making as in the work on hand puppets. They develop an understanding of the properties of different materials such as fabrics, paper and card and test out a variety of methods of joining them together. Year 2 pupils know that designs of vehicles have to match the required function such as ambulances, police cars and tractors. Pupils in Year 1 have designed and made a fruit salad and enjoyed the final testing stage. These pupils have also examined home designs and made some simple hinges to allow doors and windows to open in the final structure. Pupils use basic tools such as scissors and needles accurately when making their designs and are aware of safety requirements.
101. By the end of Key Stage 2, pupils have secure knowledge about the need to design and test as in Year 6 when pupils made small mock-ups of shelters prior to the full size production. They choose a variety of materials such as wood, paper, card and fabrics in making finished products and join them using glue and sellotape. Pupils in Year 3 have experience of designing and making their own cereal packets. They understand the disassembled shape of packets and used tabs to glue the card together. Good links with numeracy and ICT were made as pupils constructed graphs to identify the favourite cereal of the class and used different font sizes in the designs. Year 5 pupils designed and made electrical quiz boards and moonbuggies that had to be sufficiently stable to hold a cup of water without spillage when travelling over the moonscape. Although some pupils used small pieces of balsa wood and wheels in their finished models, pupils have limited skills in using tools to make moving parts.

102. There has been little improvement overall since the last inspection. Resources remain limited to support the required range of activities and the organisation of them is poor. There is currently no co-ordinator for design technology and the long term curriculum plan does not ensure sufficient balance of time for this subject to improve.
103. Only one lesson was seen for design technology but indications from teachers' medium term planning and pupils' work are that teaching is good. Teachers identify learning objectives and indicate clear expectations of pupils' behaviour and completion of the task. Management and organisation of pupils in the lesson seen was very good. This encouraged the collaborative and co-operative nature of the activity when Year 6 pupils were building their full size shelters. This aspect of the lesson motivated pupils to work with concentration and within a time limit. All pupils including those with special educational needs receive good support and as a result make good progress during the lesson. The display of pupils' work throughout the school indicates the care and value that teachers have of pupils' efforts.
104. The school is using the Qualifications and Curriculum Authority's support and guidance for delivering the design and technology curriculum. However, this needs to be co-ordinated by a member of staff with an overview in order to identify the time needed to deliver the programme and the major skills to be taught to each year group.

GEOGRAPHY

105. Standards in geography by the end of Key Stage 2 are comparable to national expectations. No judgement is possible for Key Stage 1, as no lessons or recorded work of pupils was seen. However, pupils in the reception class achieve the desirable learning outcomes for understanding features of the natural world. In discussion with Year 2 pupils, they demonstrate a satisfactory knowledge about countries of the United Kingdom and use maps to identify major continents, know about the village they live in and identify significant features such as homes, rivers, and industries.
106. By the end of Key Stage 2, pupils use maps of different scales, identify a good range of symbols and plot them using six figure map references accurately. They also know the effects of the water cycle on settlements, use books, maps, posters and CD-ROMs to research the source of rivers, tributaries, meanders and lakes. Pupils link this river study with other settlements in the United Kingdom such as the River Severn and Ironbridge. In Year 3, pupils identify and use weather symbols to describe the different weather conditions across different parts of the country. They accurately identify countries and counties using maps. In Years 4 and 5, pupils develop knowledge and understanding of different maps and scale. They draw plans of the school and classrooms, developing their understanding of a variety of maps. In addition, a comparative study of life in St Lucia has identified differences in population, climate and position on the world map. Year 6 pupils will attend a residential visit to the Isle of Wight in the summer term to provide them with a further opportunity to develop the practical skills in map reading and comparison of rocks and soils.

107. The teaching of geography is good. Teachers share the lesson objectives with the pupils, encouraging interest, concentration and involvement in completing the tasks and investigations. The good relationships built up by the teachers helps to sustain a positive working attitude by the pupils. Pupils with special needs make good progress as a result of the teachers' knowledge of their abilities. Higher attaining pupils receive encouragement and teachers have high expectations of their completing tasks both quickly and with greater accuracy. The provision of teacher made resources and a good supply of Ordnance Survey maps ensure that pupils made good progress in understanding the range of weather conditions and countries of the UK and in recognising symbols and references on maps.
108. There is little evidence of improvement since the last inspection. The organisation and management of the curriculum are less effective than reported in the last inspection. A co-ordinator has been in post since February 2000. Therefore there has been little obvious impact on the planning and time allocations for delivering the geography curriculum, development of resources, identifying assessment opportunities or for the monitoring of standards in the subject. However, the current postholder is enthusiastic and committed to exploring the role of co-ordinator and influencing the development of geography throughout the school.

HISTORY

109. Standards in history throughout the school and by the age of eleven are satisfactory and match the expected levels of achievement nationally. No teaching was seen at Key Stage 1 and only two lessons in Key Stage 2. Judgements are based on the work in pupils' books and the teachers' planning. Standards have remained at a similar level since the last inspection.
110. Year 1 pupils develop an awareness of the past and changes that have affected the toys children used in the last fifty years. Pupils in Year 2 learn about life in the past with particular reference to the Great Fire of London and to the life of Florence Nightingale. They have written about life in a hospital, as though they were involved in the Crimean War; posed "Questions to ask a famous person" and drawn a time line from prehistoric times to the present, developing some understanding of chronology. In Key Stage 2, pupils have studied life in Greek, Roman, Tudor and Victorian times. They have often compared life in those times to their own lives, as in the Year 3 work on washing routines and the clothes people wore in Tudor times. Pupils make comparisons with the present and identify significant changes in religion, food and cooking systems in Ancient Greek times. They also explore different writing styles and the development of roads in Roman times. In Year 5, pupils gain a good understanding of life in Victorian times with particular reference to children's lives and the working conditions. By the end of Key Stage 2, pupils have used a variety of historical sources such as books, posters, photographs and made good use of CD-ROMs and the Internet to research life in the Second World War. Pupils in Year 6 have also produced extensive reports about this topic and have reached a high level of presentation in their work. However, there are few artefacts available to encourage research into primary sources of evidence throughout the key stage.
111. Teaching is satisfactory overall. In the lessons seen, teachers identified the learning objectives for the lesson and shared those with the pupils. This encouraged the interest of pupils and motivated them to investigate and research further

information. Teachers' have high expectations of how pupils should behave, particularly in the Year 5 lesson involving role play rehearsals about children's working conditions in Victorian times. Pupils of all abilities responded very well to this opportunity. The lessons were well planned with some good examples of pupils being given opportunities to discuss historical issues. For example, Year 4 pupils questioned the different designs and uses of Greek war ships. As reported in the last inspection, some pupils still spend too much time colouring in their designs rather than developing historical understanding.

112. A co-ordinator for history has only been in post since January 2000. This is a minor improvement since the last inspection but there has been little obvious impact on the curriculum planning and time allocations for delivering the history curriculum, development of resources, identifying assessment opportunities or for the monitoring of standards in the subject. Resource provision remains unsatisfactory as there are still very few artefacts available to support the history topics that are identified in the curriculum plan. However, the current postholder is enthusiastic and committed to exploring the role of co-ordinator and influencing the development of history throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. The development of information and communication technology is at a very early stage. The new computers, purchased as a result of a successful bid for National Grid for Learning funding, have been in school for several weeks. The majority of pupils have had too little access to computers to learn new skills at appropriate standards and to practice those they already know. There is a very wide range of skills among pupils of all ages but overall standards of attainment are below average.
114. By the age of seven most pupils use a mouse with confidence and are beginning to know the layout of the keyboard. They use CD-ROMs such as a dictionary and a program to help them identify vocal sounds in words and follow instructions on the screen to navigate through the program. They use a word processor to write text and illustrate it with coloured graphics. Pupils know how to give a series of instructions to a device such as a Roamer to control its actions and they understand the importance of writing a sequence of instructions.
115. By the end of Key Stage 2 pupils know how to use an Internet search engine to find information about topics of interest. They use computers for word processing and know how to use some formatting facilities. Pupils are familiar with the Windows icons and many are confident users of the school's system. A Year 6 class discovered that different search engines provide different range and quantity of sources of information. They began to understand the need to refine questions in order to obtain more directly relevant information from Internet sources.
116. Standards across the school are improving as pupils learn new skills rapidly, not only from teachers but also from each other. Currently, attainment is very uneven because pupils' experience varies depending on the skills of the former and current class teacher, the quality of resources previously available in the classrooms and the access to computers at home. Those pupils who have computers at home have a distinct advantage in terms of their confidence and competence. Some, particularly in Year 6, teach others and some act as "technical support" for staff.

117. Pupils are beginning to use ICT to support their learning across the curriculum. In Reception and Key Stage 1, pupils use a variety of programs to support their literacy and numeracy. Year 3 know that a data-base has records divided into fields and that each field can contain numbers or letters. They know how to enter data from their paper-based data system of mini-beasts. Year 4 pupils researched their work on the ancient Greeks using the Internet and they produced pictures of Gods and ancient artefacts to illustrate their work. Years 5 and 6 are familiar with some CD-ROMs, such as Encarta, which they use to search for information. They are becoming skilful users of the Internet, searching for information on India, for their topic work or on the Isle of Wight prior to their visit.
118. Some teachers have good ICT skills which they use well. The quality of teaching is never less than sound and it was good in half the lessons observed. The content of lessons is well chosen, management of the resources is good and the pace of learning is brisk.
119. There is an enthusiasm and desire to make good use of a new and exciting resource. Teachers are beginning to see the potential for using computers across all subjects and they will shortly begin the training for all staff resourced by the New Opportunities Fund. There is some good practice in ICT based support for pupils with special educational needs through work with learning support assistants and teachers. Short term planning and medium term planning are sometimes good, for example in Year 3, but are not yet fully in place. The school has adopted the Qualifications and Curriculum Authority scheme of work and there is a well written and comprehensive policy setting out relevant guidance on how ICT will be integrated into the curriculum.
120. The ICT co-ordinator has provided very good leadership in handling the bidding process for funding, ordering the hardware and supervising the installation of a whole school network with multiple Internet access. Staff are eager to learn, see the tremendous potential of this resource and have made a good start by covering the bare essentials of the National Curriculum. The school is now in a very good position from which to move forward and to provide every pupil with the ICT skills and knowledge essential for their learning.
121. The main weaknesses pointed out in the last inspection were not addressed until very recently and progress was possible only because of the recent purchase of computers. Attainment remains unsatisfactory although progress is now being made at a rapid rate. Teaching is better, the policy is written and the documentation will serve as a scheme of work until staff review it after a year. There is still no assessment and this is a priority to make appropriate provision for the very different needs of pupils depending on their existing skills.

MUSIC

122. Pupils make good progress in music in both key stages. Progress in singing is good throughout the school, because of the quality of the teaching and the wide range of opportunities which are provided to learn, refine and perform songs. Pupils are able to sing in unison and in parts. They develop rhythm through clapping exercises and the use of percussion instruments. Musical terminology is introduced at appropriate times, and pupils are genuinely interested in the technical aspects of the subject.

123. The overall quality of teaching in music is good. Teachers have good levels of technical competence, plan lessons well and have high expectations of what pupils can do. Because of the good relationships that have been established, they ensure that behaviour in music is good, particularly when instruments are being used. The music curriculum is extended by opportunities for pupils to learn to play a range of instruments and staff continue to give their time to run sessions for choir, recorder and guitar groups. Peripatetic specialist music teachers provide tuition in piano, clarinet and violin. The good quality of music described in the last inspection report has been maintained.
124. Pupils enjoy learning about and making music. They are eager to respond to questions, treat their instruments with respect and are able to demonstrate a high level of co-operation during paired and group activities. They have opportunities to listen to music from a range of cultures, including their own, and have opportunities to reflect on the mood of music as they enter and leave assemblies. Pupils with special needs are fully integrated into musical activities and respond well. Where appropriate, they are encouraged by their learning support assistants.
125. Music is well managed across both key stages. The co-ordinator has a good knowledge and understanding of music. She provides very effective support for her colleagues. There is no formal procedure for assessment and as a result it is not clear how well pupils have done and what they need to do to improve further. The provision of a specialist music room is a positive development. Resources for music, including instruments and recording equipment are satisfactory. Opportunities are taken to take music into the community by performing to a variety of audiences.

PHYSICAL EDUCATION

126. The quality of learning is very good. Pupils are very enthusiastic about their physical education and their physical and creative effort across both key stages is very good. They listen attentively to instructions, watch demonstrations carefully and are thoughtful and constructive when invited to comment. Their ability to work co-operatively in pairs or groups is excellent. They have a good balance of gymnastics, dance and team games, and are able to develop the skills associated with the mainstream team and individual games. Swimming is a strong element of the PE curriculum. The programme now includes all aspects of the PE curriculum, which is an improvement since the last report.
127. Overall, teaching is very good with some excellent lessons observed, particularly in dance and gymnastics. The quality of teachers' planning, clear explanations of the objectives of each lesson and high expectations contribute to the quality of learning. Opportunities were taken to remind pupils about safety issues, appropriate warm-up and warm-down exercises were invariably used and there was an emphasis throughout on the development of skills. Teachers are skilled in ensuring that pupils with special educational needs take a full and productive part in the lessons. The control exerted by the teachers and the response of the pupils was very good.
128. The subject is ably lead by the co-ordinator, and several teachers are qualified in PE or sports sciences. The policy has been updated and a commercial scheme of work has been introduced to support the non-specialist teachers. This is an improvement since the last inspection. Facilities for physical education are

excellent. Separate dining facilities allow the hall to be available throughout the day, the playground is large and the grass playing field extensive.

129. Extra-curricular opportunities for football, netball and cross-country running enhance the provision and contribute significantly to achievement in physical education. School teams continue to take part in a number of inter-school competitive events.

RELIGIOUS EDUCATION

130. Standards attained in this subject are in line with some areas of the locally agreed syllabus. In both key stages pupils explore and respond to human experience and study Christianity in some detail
131. Children in the under fives class learn to understand the importance of helping others and the importance of friends by listening to stories and discussing issues. In Year 1 they learn about St Patrick and why he is the patron saint of Ireland. They begin to appreciate his work as a Christian. Year 2 pupils study the importance of compassion through the story of the Good Samaritan. In Key Stage 2 pupils study the importance of light at the Jewish festival of Hanukkah. They also learn a few details of Siddharta the founder of Buddhism and know that Sikhs have a Holy book. In their study of Christianity they learn that Christ gave his followers rules through the Sermon on the Mount.
132. Teaching is satisfactory although planning is relatively weak with little evidence of continuity or progression between lessons. A few very good features include the use of an animated sequence of the Good Samaritan with specific questions as to why some people did not help the wounded man and who and how he was helped. The Internet, pictures and an effective worksheet were used to teach pupils about St Patrick. In Key Stage 2 lessons are not supported with suitable artefacts such as pictures, symbols and religious books. There is very little reference to the rich diversity of religions, although in discussion it emerged that older pupils have friends who are Hindus and Muslims. There is little use of the community to enrich the teaching and learning of religions. Religious education lessons are linked to class assemblies. Moral values of good and evil, right and wrong actions, sympathy and help for those in trouble and pain are taught well and pupils in Year 6 value religious education for this aspect.
133. Pupils make good progress in understanding moral values and their excellent behaviour and personal relationships with each other and respect for adults exemplifies this trait. They know that the study of other religions is important to appreciate those differences in perception and practice is acceptable, although they at present have very little understanding of significant differences. Pupils are not adequately challenged to write about and master the rich vocabulary relating to religions. In most lessons their work shows enjoyment and interest.
134. The new locally agreed syllabus with identification of the two attainment targets and guidance for planning and teaching has just arrived. The newly appointed co-ordinator has set out a development plan to address the major gap in proper schemes of work supported by appropriate resources. Assessment of pupils is not yet in place, but the development plan has identified this and the monitoring of teaching as concerns to be addressed as soon as possible.