

INSPECTION REPORT

ST PETER'S RC PRIMARY SCHOOL

SITTINGBOURNE

LEA area: Kent

Unique reference number: 118758

Headteacher: Mrs C S Jackson

Reporting inspector: Brian Gosling
22453

Dates of inspection: 21 – 24 May 2001

Inspection number: 190307

Full 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 category: Voluntary Aided
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: West Ridge
Sittingbourne
Kent
Postcode: ME10 1UJ
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Appropriate authority: The governing body
Name of chair of governors: Fr W Walsh

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Brian Gosling Registered inspector 22453	Science Information and Communications Technology Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Barry Wood Lay inspector 1311		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Bimla Thakur Team inspector 5565	Mathematics Design & Technology Physical Education Foundation Stage	How good are the curricular and other opportunities offered to pupils?
Mary Vallis Team inspector 22948	English Art and Design Geography History Music Special Educational Needs English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's RC Primary School is about the same size as most primary schools. There are 192 pupils; 97 boys and 95 girls. Due to the religious affiliation of the school, pupils come from a wide area that includes the Isle of Sheppey and Faversham. Children's attainment when they start school is generally average. A few pupils come from minority ethnic groups and a small number have English as an additional language. The percentage of pupils who are eligible for free school meals is below the national average. More than a third of the pupils have special educational needs, which is above the national average but the percentage of pupils who have statements of special educational needs is below the average.

The school has experienced a period of instability recently. More than 15 percent of the pupils have joined or left the school other than at the usual times in the last school year, which is much higher than most schools. The previous headteacher was absent for more than a year and a number of teachers have left the school recently. This instability had a significant effect on the standards attained in 2000. With the appointment of the new headteacher in September following the retirement of the previous headteacher, the school is now in a period of rapid change and improvement. Six of the eleven teachers are also new to the school this year, including four part-time teachers.

HOW GOOD THE SCHOOL IS

St Peter's RC Primary School is an effective school. Pupils arrive with average standards of attainment and standards are satisfactory by the time they leave the school. Teaching has improved and is now satisfactory overall. The new headteacher has introduced good measures to improve teaching and the leadership and management of the school is now good. The school provides satisfactory value for money.

What the school does well

- The school provides a caring, Catholic ethos, which promotes pupils' learning.
- All children receive good opportunities to learn in the Foundation Stage.
- The school provides well for pupils' personal development, particularly their spiritual and moral development.
- The recently appointed headteacher is providing very effective leadership with a clear vision of how the school should make the outstanding improvements required in the last report.
- Governors have this year accepted responsibility for the school's performance and they have now organised themselves very well to monitor this effectively.
- The school has a good relationship with parents and the parish.

What could be improved

- Standards are not high enough for the more able pupils.
- Assessments of pupils' previous learning are not used well enough when planning lessons.
- Teachers do not make the best use of the available curriculum time.
- The role of subject leaders is not sufficiently developed.
- There has been insufficient investment in learning resources and these are unsatisfactory in some areas of the curriculum.

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 November 1996. There is little evidence of effective development of the areas for improvement identified in the last inspection report prior to this year. However, with the appointment of the new headteacher, there is now a commitment to school improvement and higher standards. Consequently, improvement has been satisfactory overall.

Since the arrival of the new headteacher in September, teaching has improved through the implementation of a teaching and learning policy and more rigorous monitoring of teaching. The provision for pupils with special educational needs has improved. Assessment procedures are better and pupils' progress is now tracked through the school with challenging targets set for pupils' attainment. Schemes of work have been established for all subjects. The monitoring role and effectiveness of the governing body and subject leaders have improved, although further improvement is required. There is a new library and a computer suite that provide improved opportunities for pupils' learning.

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
	1998	1999	2000	2000
English	C	B	C	E
Mathematics	B	A	D	E
Science	D	C	E	E

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

The school's results in 2000 were not high enough and were lower than in previous years. As the table above shows, standards were average in English but below average in mathematics and well below average in science. When compared to schools with pupils from similar backgrounds, all three results were well below the average. However, it is also possible to compare the school's results with schools where the attainment of pupils at the end of Key Stage 1 in 1996 was similar. When this method is used, the school's results in 2000 were above average in English, average in mathematics and below average in science. This shows that the progress these pupils had made was generally similar to schools where pupils started Key Stage 2 with similar attainment in the national tests. Furthermore, the percentage of pupils who attained the nationally expected Level 4 was above the national average in English and science and close to the national average in mathematics. The reason for the school's low attainment overall was that few pupils attained the higher Level 5. This was below the national average in English and well below the national average in mathematics and science. The trend in pupils' attainment had been rising until 2000 but fell with last year's results.

The school's results in 2000 for pupils at the end of Key Stage 1 were close to the national average in reading and writing, and below the national average in mathematics. Compared to schools with similar pupils, these results were well below the average in all three tests. Clearly, these standards are not high enough. The school has set challenging targets for 2001 that require substantial improvement and demonstrate that the school now has a clear commitment to raising the standards achieved by its pupils. Consequently, there are encouraging signs of improvement. The new headteacher has introduced a number of initiatives, including a teaching and learning policy, the regular monitoring of teaching that identifies areas for improvement, the improved use of assessment to track pupils' progress and set targets for their attainment, and the monitoring of teachers' planning and pupils' work. These measures, along with the new teachers in the school, are having a positive effect on pupils' learning and standards in the school this year are judged by inspectors to be improving and, currently, are satisfactory in English, mathematics and science. Standards are satisfactory in all other subjects except for geography at Key Stage 1 and information and communication technology at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and they work well in lessons with good concentration.
Behaviour, in and out of classrooms	Good. Older pupils care for the younger pupils well and behaviour is good in lessons and around the school.
Personal development and relationships	Very good relationships throughout the school are maintained through the good personal development of pupils.
Attendance	Good.

TEACHING AND LEARNING

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

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.

The quality of teaching is generally satisfactory with good teaching in the Foundation Stage. Forty-two percent of the lessons seen were good or better and four percent were very good. However, six percent of all the lessons seen were unsatisfactory. This is a significant improvement since the last inspection when 26 percent of the teaching was unsatisfactory. The teaching in the Foundation Stage has remained good since the last inspection and the same teacher has maintained responsibility for this age group. Teaching is better in Key Stage 2 than it is in Key Stage 1. Test results in recent years indicate that the quality of teaching, particularly in Key Stage 1, has not been good enough to ensure that pupils' progress was satisfactory. However, there have been significant improvements this year. The school has six new teachers, including the headteacher, and one new teacher in Key Stage 1. The new headteacher has introduced measures to improve the quality of teaching, including the introduction of a teaching and learning policy, regular monitoring of teaching that identifies areas for improvement and the weekly monitoring of teachers' planning by the headteacher.

Teaching in English and mathematics is satisfactory and the basic skills of literacy and numeracy are taught effectively. Teachers plan stimulating practical activities that motivate pupils and they manage pupils very well. However, teachers do not use assessments of pupils' previous learning well enough when planning lessons and this restricts their ability to sufficiently meet the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is sufficiently broad although there is a lack of balance in the time allocated to some subjects.
Provision for pupils with special educational needs	Satisfactory. The appointment of an effective co-ordinator has helped to ensure that these pupils make satisfactory progress.
Provision for pupils with English as an additional language	Satisfactory. The few pupils with English as an additional language have all attained the standards expected of pupils of their age in English.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and moral development is very good. This fully underpins the good personal development of all pupils in the school. Provision for social development is good and for cultural development it is satisfactory.
How well the school cares for its pupils	Very good. This is a very caring school that supports pupils' personal development very effectively.

The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very strong leadership and a clear direction for improvement. She has introduced a number of important initiatives since her appointment in September that are having a significant impact on raising standards. The role of subject leaders has been improved since last September but requires further development to monitor teaching and learning effectively in each subject.
How well the governors fulfil their responsibilities	Good. Governors have reorganised themselves this year to monitor the work of the school more effectively and now fulfil their duties well.
The school's evaluation of its performance	Good. The school has now introduced good measures to evaluate its performance more effectively.
The strategic use of resources	Satisfactory. The school's resources are effectively deployed. However, there has been insufficient spending on learning resources in recent years.

Staffing is satisfactory and the accommodation is good. Resources are unsatisfactory in some subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The progress their children make. • Behaviour in the school is good. • The good quality of the teaching. • The school is approachable. • The high achievement of the pupils. • The leadership and management of the school. • Their children become mature and responsible. 	<ul style="list-style-type: none"> • The information they receive about their children's progress. • The links with parents. • The range of activities outside lessons.

Inspectors consider that the information given to parents is good. The school has good links with parents and the range of activities outside lessons is good, although they tend to be focused on the older pupils. However, inspectors understand how misunderstandings have developed due to the rapid rate of change in the last year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class at the start of the school year in which they become five. At the time of the inspection, the reception class had only 17 children and all but two were five years old. Children's initial assessments show that they enter the reception class with attainment that is broadly average. By the time they start in Year 1, most children attain the early learning goals¹ expected of children of this age in all areas of their learning and some children exceed these goals in some areas of learning.
2. The school's results² in the national tests at the end of Key Stage 1 in 2000 were close to the national average in reading and writing and below the national average in mathematics. When compared to similar schools with the lowest percentage of pupils who are eligible for free school meals, the school's results were well below the average in all three national tests. The proportion of pupils who attained the nationally expected Level 2³ and above in the national tests in 2000 was below the national average in all three tests. However, teacher assessments show that all pupils attained Level 2 in science.
3. In the national tests at the end of Key Stage 2 in 2000, the school's results were close to the national average in English, below the national average in mathematics and well below the national average in science. When compared to similar schools who share the lowest proportion of pupils eligible for free school meals, the school's results were well below the average in all these subjects. These results are not high enough. However, it is also possible to compare the school's results with other schools where pupils attained similar standards at the end of Key Stage 1 in 1996. Compared to these similar schools, the school's results in 2000 were above the average in English, close to the average in mathematics and below the average in science. This shows that the progress that pupils made in Key Stage 2 is, generally, satisfactory.
4. The percentage of pupils who attained the nationally expected Level 4 in the national tests in 2000 was above the national average in English and science and close to the national average in mathematics. However, the percentage of pupils who attained the higher Level 5 was below the national average in English and well below the national average in mathematics and science. The reason that the school's results compare unfavourably with all schools nationally is, therefore, that too few pupils attained the higher Level 5. This is because lessons do not take sufficient account of pupils' previous learning in order to provide adequate challenge for the potentially higher attaining pupils.
5. There are encouraging signs of improvement. More than half of the teachers at the school, including the headteacher, took up their posts in September. A new teaching and learning

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1 when they begin Key Stage 1 of the National Curriculum.

² On the school's results: An average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that, by the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

policy has been adopted following the headteacher's monitoring of teaching that highlighted the need for a good pace to lessons and a suitable challenge for all pupils. The headteacher continues to monitor teaching regularly and areas for improvement are identified. She also monitors teachers' planning weekly. The school has begun to track pupils' progress throughout the school and this guides the targets that are set for pupils' attainment in English, mathematics and science. The local education authority has provided good support in improving the effectiveness of subject leaders who, along with the headteacher, now monitor pupils' work. These measures are having a positive effect in improving teaching and the quality and pace of pupils' learning.

6. The trend in the school's results prior to the results in 2000 was rising close to the national trend. However, the low results in 2000 have the consequence of showing that attainment is now rising below the national trend. Girls tend to perform a little better than boys in the national tests and this reflects the national picture. The few pupils with English as an additional language make satisfactory progress and they have attained the standards expected for pupils of their age. Pupils with special educational needs make satisfactory progress in achieving the targets set them on their individual education plans. The increasing training for learning support assistants and the improved quality of target setting contribute positively to the progress that pupils are making. The school has identified the low achievement of the potentially higher attainers and has, therefore, set challenging targets for attainment in English and mathematics for the next two years. However, the school has not identified the gifted or talented pupils in the school.
7. Standards in literacy are satisfactory at the end of both key stages. The good procedures that the school has put in place to raise the achievement of pupils are having a positive effect. By the time they leave the school, pupils read for a wide range of purposes. Good reference skills are taught in literacy lessons and these are reinforced well in other subjects. Pupils use index or content pages well to find the information they require. They read aloud expressively and without hesitation whilst more able pupils read confidently and fluently to an audience. Pupils write for an increasing range of purposes, compiling leaflets, lists and charts and writing formal and informal letters. Good opportunities have resulted in creative writing of quality showing the development of plot and character. Punctuation is used to good effect and the presentation of pupils' best work is immaculate, reflecting their good attitudes to English. The work of more able pupils is mature and controlled, showing the ability to write stories in a range of genres and this reflects the more challenging tasks they now receive.
8. Standards in numeracy are satisfactory at the end of both key stages. By the age of eleven, pupils have a good knowledge of place value and they multiply and divide numbers to 1000. They understand percentages, decimals and fractions, and order decimal fractions correctly, rounding them to the nearest tenth. Pupils find the area of different shapes, including circles, and they use a protractor accurately to measure the angles of a triangle. Pupils plot co-ordinates in four quadrants and rotate shapes through 180 degrees. They interpret tallies, charts and graphs well and they use data-handling skills effectively.
9. Standards in science are also satisfactory in both key stages. By the end of Key Stage 2, pupils conduct many experiments and investigations that develop their understanding of science and the requirements of a fair test. They know that plants need water and sunlight to grow. Pupils use their knowledge of liquids, solids and gases to separate different materials, such as salt and sand, by dissolving the salt in water. They also know that it is possible to separate salt crystals from water by evaporating the water. Pupils understand that pushing and pulling exert forces and that the apparent weight of objects is different in air and water. They explore apparent changes in the sun's position by carefully measuring their shadows during the day and they consider how day and night are linked to the earth's spinning on its own axis. Pupils record their experiments well using the correct scientific vocabulary.
10. Standards in the non-core subjects are generally satisfactory except that standards are unsatisfactory in geography at the end of Key Stage 1 and also in information and communication technology at the end of Key Stage 2. There was insufficient evidence in design and technology in Key Stage 1 to make a secure judgement. Geography, along with

history, is allocated less time than other subjects and the scrutiny of pupils' work indicates that insufficient time is given to geography in Key Stage 1. This has a significant effect on the standards achieved in geography, particularly in Key Stage 1. Although a computer suite has been established this year, it is not yet used sufficiently to fully address the weaknesses in standards identified in the last inspection report.

11. Pupils' achievements are generally satisfactory in both key stages. Although results were not high enough in last year's national tests, comparison with schools whose pupils had similar results at the end of Key Stage 1 shows that progress was satisfactory. There is insufficient opportunity for pupils to fully develop their knowledge, skills and understanding in information and communication technology.

Pupils' attitudes, values and personal development

12. In line with its mission statement, the school has further improved the attitudes and relationships of its pupils since the last inspection and these are now very good, whilst the behaviour and personal development of pupils remain good. Parents are very supportive of the school's efforts to sustain a culture of good behaviour.
13. The reception class provides many stimulating and innovative activities. Children quickly settle under the guidance and pastoral care of the staff who recognise their needs. There is little evidence of any poor behaviour, sulking, tantrums, lack of involvement or pupils playing alone. Children's social skills develop well, and they quickly develop confidence and an awareness of the many activities that surround them. They adapt well to the class routines and only occasionally become noisy if excited by activities. They are happy and their enjoyment is evident in the fun they have with each other and the adults. Children listen well to each other and are imaginative when communicating ideas. Both their behaviour and relationships are very good, so that they co-operate and work together well, and they are learning to care and share. They are gaining a very good foundation for their later school lives.
14. At the start of the day, pupils come to school in a happy and lively mood. They display very good attitudes and they become increasingly keen and enthusiastic 'to have a go' at the day's activities. As pupils progress through the school, they want to succeed in their learning and understand that hard work will produce good results. Pupils concentrate on tasks and are responsive to their teachers. They require little prompting to answer questions with well-reasoned and confident answers, and they willingly work with each other to produce successful outcomes. They listen and concentrate well, and they contribute to the positive learning environment.
15. The behaviour of the pupils in all classes is consistently good, except for some younger pupils whose inappropriate behaviour can challenge the effectiveness of the teacher's strategies. In other classes, only a very few examples of restlessness or loss of concentration were observed and the teachers acted quickly. Pupils accept the school's expectations of self-discipline and the clear boundaries between acceptable and unacceptable behaviour are recognised and accepted without question. This leads to a calm and happy working atmosphere with a productive pace of learning. Staff easily correct and guide pupils with a quiet word. Behaviour around the school is mostly very good as the close interaction of older pupils and younger pupils has a calming effect on each other. Neither bullying nor bad language were observed during the inspection, and these only appear to surface very occasionally when they are quickly resolved by astute adult intervention. Pupils respect each other and personal property as well as the school environment. The school has used only one fixed period exclusion in the last three years, prior to the new headteacher being in post, and this strategy is only implemented in very extreme cases.
16. The quality of relationships is very good and this is a fundamental strength of the school. Members of staff present very good role models and pupils trust their teachers and the support staff. All parts of the school family are well bonded together with a Christian ethos and the mutual respect and harmonious relationships help to promote a good learning environment. The quality of relationships is reinforced through assemblies that explore Christian themes and in the celebration of Mass when all parts of the school family are present. There are separate

playgrounds for older and younger pupils and the school has a large field so older pupils have many opportunities to interact with younger pupils around the school. Older pupils eagerly accept their responsibilities towards younger pupils. In the classroom, pupils listen to each other with respect and value each other's opinions so that pupils' speaking and listening abilities develop well. Pupils collaborate well, particularly in practical science work, and they respect each other's needs when working independently. Boys and girls eat together amicably at very sociable lunchtimes. Courteousness, politeness and concern for others are distinctive features of all pupils and they are very welcoming to visitors.

17. The personal development of the pupils is good throughout the school. Pupils' efforts in the classroom are well appreciated, as evidenced by the many displays, and lead to enhanced self-esteem. This is a very caring Catholic society, where pupils are encouraged to look after each other, as well as gain an awareness of others less fortunate than themselves through charity work. There is a developing personal, health and social education curriculum and the school has begun setting pupils targets for their own learning. There is a range of school and class routines enabling pupils to take responsibility. The school plans a residential visit each year for older pupils and there are educational visits within the local community and to places of interest further afield to enhance pupils' learning. Older pupils are given the chance to see local government at work through a visit to the local council. All pupils display a well-developed sense of moral and social awareness, with good opportunities in lessons to explore moral dilemmas. Generally, pupils are well equipped for the next stage of their education and to become good citizens. Pupils maintain the environment of the site well; there is no litter, graffiti or vandalism and the small cloakrooms are tidy. The school has a good range of extra-curricular activities and pupils are involved in inter-school competitions and tournaments.
18. Since the last inspection, the school has consistently maintained good attendance and many pupils have exemplary attendance throughout their time in school. Unauthorised absence has been reduced during the last school year to a level in line with the average, whilst the school has limited the incidence of family holidays during term time well. Teachers take registers politely at the beginning of each session and pupils use the time for reading or writing. However, this period can be prolonged by other administrative duties that reduce the curriculum time available for teaching. Registers are completed properly and are generally well presented but the recording of absences does not follow local education authority guidelines. The school is starting to analyse registers for long-term trends. Some pupils find it difficult to arrive punctually at school and classes do not always start on time. The school has only required occasional visits from the educational welfare officer and this support, when requested, is effective.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is generally satisfactory with good teaching in the Foundation Stage. Forty-two percent of the lessons seen were good or better and four percent were very good. However, six percent of all the lessons seen were unsatisfactory. In the Foundation Stage, where no unsatisfactory teaching was seen, 71 percent of lessons were good or better. Teaching is better in Key Stage 2 than it is in Key Stage 1. In Key Stage 1, 14 percent of the lessons seen were good whilst 14 percent were unsatisfactory. In Key Stage 2, 47 percent of the lessons seen were good or better, whilst three percent were unsatisfactory. This is a significant improvement since the last inspection when 26 percent of the teaching was unsatisfactory.
20. The teaching in the Foundation Stage has remained good since the last inspection and the same teacher has maintained responsibility for this age group. Test results in recent years indicate that the quality of teaching, particularly for pupils in Key Stage 1, has not been good enough to ensure that pupils' progress was satisfactory. However, there have been significant improvements this year. This year, there is one new teacher in Key Stage 1 and a total of six new teachers, including the headteacher and the part-time special educational needs co-ordinator, in the school. The new headteacher has introduced measures to improve the quality of teaching. These include the introduction of a teaching and learning policy, regular

monitoring of teaching that identifies areas for improvement and the monitoring of teachers' planning weekly by the headteacher. An initial audit of teaching by the headteacher in the autumn term identified weaknesses in the pace of learning and insufficient challenge for the more able pupils. The school has made a concerted effort to improve these areas of teaching this year.

21. In the Foundation Stage, teaching is generally good. Planning is good and the teacher is increasingly linking activities to the early learning goals of the new Foundation Stage curriculum. There are appropriate opportunities for children to move on to the more demanding work of the National Curriculum during the summer term. Stimulating areas of learning have been set up in the class, particularly the book area and the role-play areas. The teacher keeps ongoing records of the children's assessments and progress, and she uses this information to plan future activities. However, the criteria for assessing children's progress are not yet sufficiently focused on the new 'stepping stones' and the early learning goals. There is a good partnership between the reception class teacher and the learning support assistant in relation to planning, teaching and assessing children's learning, so that children benefit from the full range of activities provided. Consequently, children develop good learning skills and they enjoy coming to the school.
22. Teachers' knowledge and understanding of the content of the National Curriculum is generally secure. Teachers give good explanations and demonstrations. For example, methods to strengthen a structure in design and technology were shown to the class clearly. They use questioning well to extend pupils' thinking and involve all pupils in whole-class activities. The teaching of basic skills is satisfactory and literacy and numeracy are taught effectively. Teachers ensure that language specific to different subjects is used correctly. Planning for all lessons identifies the learning objectives although the practice of making these intentions clear to the pupils is inconsistent across the school. In the best lessons, the learning objectives are shared with the pupils and this helps them to understand what they are learning and why.
23. The National Strategies for Literacy and Numeracy have been introduced effectively and this has assisted teachers to use a variety of methods that help pupils to learn. They prepare lessons well. For example, in a science lesson in Key Stage 2 on separating different materials, a range of mixtures were prepared before the lesson and filter paper and a variety of sieves were made easily available for the pupils to decide which was best for their purpose. This allowed the lesson to run smoothly and maximised the time available for pupils to be engaged in the task. Teachers manage pupils well and they maintain good relationships in the class. This ensures that the behaviour in most lessons is good and a good learning atmosphere is sustained.
24. The school has identified the need to improve the pace of learning in lessons and this is now usually satisfactory. However, in a few lessons there was a slow pace at the start of the lesson and pupils became restless, limiting their ability to learn effectively. Teachers work well with the learning support assistants, who are informed clearly of the purpose of the lesson and provide effective support to pupils. Good use is made of resources to stimulate pupils in the many practical lessons seen. However, there is little evidence of teachers using information and communication technology to support learning in other lessons.
25. A common weakness in many lessons is the insufficient attention that is given to the progressive nature of the National Curriculum in planning tasks of increasing difficulty that are matched to an individual pupil's previous learning. The procedures for day-to-day assessment are inconsistent across the school and unsatisfactory in many classes. Consequently, there is insufficient information of what pupils already know, understand and can do for teachers to use when planning lessons. The same task is then set for all the pupils in the class, with learning support assistants helping for those pupils experiencing difficulty and extension tasks being given to the more able pupils once they have completed the main task. This does not take sufficient account of the different abilities and rates of learning of all pupils in the class. The school has focused on providing more challenging tasks but when the same task is set for all pupils it is sometimes too difficult for many pupils. On other occasions, the task is not challenging enough. For example, in one unsatisfactory lesson, all pupils were asked to copy the same diagram. As the pupils lost interest in the task they failed to maintain concentration

and, as a result, the good behaviour usually seen in lessons deteriorated. There are limited strategies to support pupils with special educational needs other than through the very good support provided by learning support assistants. When this is not present, pupils sometimes struggle to complete the tasks set for them. This is often because the language of the text is too difficult or there is insufficient support for writing.

26. Homework is satisfactory and is used well to improve and consolidate pupils' learning in class. Marking, however, is often unsatisfactory consisting of little more than ticks and failing to correct mistakes, particularly of significant words such as 'oxygen' in science. On some occasions, pupils' work is not marked at all. There is little indication of teachers suggesting ways in which pupils can improve their work or indicating what skills they need to develop next. This is because some teachers do not fully understand the manner in which the National Curriculum builds pupils' learning in a progressive way.
27. Pupils' learning is satisfactory but would be better if learning tasks were more appropriately matched to their individual learning needs. They work hard in lessons and generally apply themselves well to their tasks, sustaining good concentration. Pupils are keen to learn and they work very well co-operatively on shared tasks. For example, they share ideas on how to improve their work whilst using the computer suite and listen respectfully to each other. When they are aware of the learning objective for the lesson and they understand what they are doing, they discuss ways in which they can best achieve the results they want.

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

28. The range of subjects in the curriculum offered by the school meets the requirements of the National Curriculum. The curriculum generally reflects the school's aims and supports the pupils' spiritual, moral, social and cultural development. Liaison with the local early years providers as well as with partner secondary schools is sound, and the school prepares pupils satisfactorily for the next stage of their education. The curriculum time available for teaching is a little below the recommended time in both key stages. There is relatively less time allocated for the teaching of history and geography, which are taught alternately on a half-termly basis. The whole curriculum has benefited from the introduction of the National Literacy and the Numeracy Strategies and the quality of education has improved as a result.
29. The school has a clear policy for sex education and pupils are made aware of the dangers of drug abuse with the help of a visiting 'life caravan'. There is satisfactory provision for personal, social and health education and also citizenship. At present, school assemblies and religious education provide the main basis for teaching personal, social and health education, which is also taught through 'circle time'⁴ and this contributes positively to the pupils' personal, social and emotional development.
30. The Foundation Stage curriculum, for the youngest children in school, is generally good and provides good opportunities for promoting all the recommended areas of learning. There are good opportunities for children in the reception class to move on to more demanding work of the early stages of the National Curriculum. Children in the reception class benefit from the literacy hour and the more structured numeracy lessons in the summer term, broadly in line with the rest of the school. However, the outdoor play provision is not sufficiently developed, due mainly to the lack of equipment and a safe and secure outside play area.
31. The school has adopted the schemes of work recommended by the Qualifications and Curriculum Authority for all subjects and this has helped to secure greater consistency in teaching and has improved the quality and range of activities. However, teachers have not sufficiently adapted all schemes of work to suit the needs of the school. Curriculum policies for

⁴ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

all subjects are in place and most have been reviewed and updated to bring them into line with the new requirements. There are well-defined systems of planning the curriculum. Long-term planning is currently being developed as part of the school development plan. All the teaching plans are stored centrally to provide an easy access for reviewing the curriculum. Subject leaders and curriculum governors can see these plans, which are regularly reviewed by the headteacher. There is consistency in the way teachers plan lessons throughout the school and teachers clearly identify the learning objectives in their weekly plans. However, day-to-day assessment is not recorded systematically nor used effectively to inform planning for lessons. As a result, planning does not suitably meet the individual needs of the pupils.

32. With the appointment this year of a new co-ordinator, the provision for pupils with special educational needs has improved, as required in the last inspection report, and is now satisfactory. Teachers identify these pupils at an early stage. The requirements of the special educational needs Code of Practice⁵ are fully met and pupils have suitable individual education plans. These plans are implemented satisfactorily and there are regular reviews. Parents are informed of their children's targets and about their progress in achieving them, although parents are not fully involved in the target setting process. There is additional classroom support for pupils with special educational needs.
33. There is a good range of extra-curricular activities for older pupils in school, which includes a range of sporting activities, such as football, netball, rounders and 'kwik cricket'. Pupils also have access to the dance, choir and recorder clubs that are also available to the younger pupils in Key Stage 2 and a craft club that includes sewing and knitting. There is a 'Green Team' in school, which deals with environmental issues and encourages activities such as gardening. Pupils also have the opportunity to learn the violin or a woodwind instrument.
34. The school has a strong Catholic ethos and good links with the Catholic community that benefits pupils' learning. Good links are maintained with the parish and there are weekly visits from the priest. Classes visit the Sacred Heart Church on a regular basis and there is a mass for the whole school on Holy Days of Obligation. Pupils are encouraged to consider the needs of the wider community and each year they sponsor a different charity, which this year is the 'Talking Dogs for the Deaf'. There are educational visits for most classes to places of interest within and outside the locality that include museums, parks and theatres, and these visits are successful in enriching the curriculum. Some community links have been usefully developed through the local business partnership, such as the Control Technology Project.
35. In line with its mission statement, the school continues to successfully promote the spiritual, moral, social and cultural development of all its pupils. Subject leaders have identified particular areas of the curriculum that may be used to provide opportunities for these aspects of pupils' learning. They contribute strongly to the school ethos and the development of pupils as good citizens and this is supported by parents. The school makes many opportunities to instruct pupils in the teachings, doctrines and traditions of the Catholic faith, and in a manner that helps them to have an appreciation of these values in their daily lives. In this they are well supported by the parish priest, who regularly celebrates Mass in the school for pupils, parents and staff.
36. The provision for spiritual development is very good. The daily assemblies have an appropriate balance of secular and spiritual issues and pupils are given sufficient time for prayer and reflection. They combine an exploration of themes, such as the Holy Spirit and moral issues to which pupils respond enthusiastically. Pupils are moved easily into prayer in assemblies and they sing hymns well. Additionally, the school nourishes prayer for all pupils in the classroom and throughout the school day and, particularly, before social occasions such as lunch. Pupils are given good opportunities for spiritual development through subjects of the curriculum and can appreciate a perception of the beauty and wonder of the wider world in

⁵ On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

which they live. This was particularly evident when a Year 3 pupil was showing a bird's nest to the reception class.

37. The provision for moral development is very good. This is effectively embodied in the all-pervasive culture of good behaviour, fairness and equality of opportunity of the school. The spirit of commitment and caring are present from the time pupils enter the school in the morning until they depart in the evening and is further extended into their lives in the parish. School and class rules are prominently displayed and there is a very good understanding of the boundaries of acceptable behaviour within their own community and the need for self-discipline and tolerance. Members of staff provide good role models and their understanding and respect for pupils' feelings encourage pupils to mirror these examples. Teachers show clear and high expectations of behaviour in most classes. Pupils discuss moral issues and they gain a good awareness of right and wrong. They are introduced to the need to help others through a number of charities.
38. The provision for social development is good. The strong moral provision helps to promote the good social development of pupils and to develop the very good relationships that are a considerable strength of the school. The school has a strong sense of community, which extends to the good links with parents and the parish. All parts of the school family have a strong awareness of their mutual dependence. Members of staff take many opportunities to praise pupils and they nurture their self-esteem well so that pupils grow in confidence as they progress through the school. Courtesy and politeness are distinctive features of most pupils and boys and girls of all ages work, play and eat together amicably. The range of class and whole-school duties could be further enlarged to allow pupils to exercise greater responsibility, independence and ownership of the school.
39. The provision for cultural development is satisfactory, overall. Pupils are given an effective understanding of their own culture through the curriculum. They undertake studies of their own local community and a visit to the local council is particularly worthwhile. Art continues to make a good contribution to the cultural life of the school. Music is used to support assemblies and some pupils learn to play musical instruments. The school benefits from visits from theatre companies and is currently rehearsing 'Bugsy Malone'. However, the school has no multicultural policy and the resources contain few multicultural books or artefacts. The school has an underdeveloped awareness of living in the culturally diverse society that is modern Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Since the last inspection, the school has improved child protection and health and safety procedures and pupils' welfare to a very good level, whilst behaviour and attendance procedures have been maintained at a good level. There have been further improvements in monitoring pupils' academic progress but its use to guide planning is unsatisfactory. The quality of the school's pastoral care receives a consistently good endorsement by parents. They realise that it contributes positively to the good progress and development of all pupils as well as their personal happiness.
41. The headteacher and staff have a thorough knowledge of all their pupils. Inevitably, supply and part-time teachers have a more limited view of their pupils but they are no less focused on pupils' welfare. The headteacher and her colleagues accept their pastoral role with determination and dedication, and they display a diligence and enthusiasm that is communicated well to pupils and parents alike. Pupils feel constantly supported by the integrated and secure Catholic community without any loss of their independence and they, in turn, reflect the caring culture and ethos of the school.
42. The school is aware of the need to be very vigilant in all matters of safety and security and the procedures associated with health and safety are rigorous. The safety of all pupils is of paramount importance to the school and teachers take account of health and safety procedures in all lessons and activities. An enthusiastic and knowledgeable parent governor oversees procedures. The school represents a safe environment, with a low accident rate for all staff and pupils.

43. Procedures for monitoring and promoting attendance are good and they have produced consistently good attendance over the last four years. The school now follows up parents who fail to communicate reasons for their children's absence, so that unauthorised absence has been significantly reduced. The incidence of parents requesting holidays within the term is low due to the school's determined efforts.
44. There are good procedures for monitoring and promoting good behaviour. Rules are consistently displayed throughout classrooms and pupils participate well in their development. The school uses a house system to achieve its behaviour goals as well as stickers and merit certificates. Rewards include letters of praise to parents and they are always focused on raising the self-esteem of the pupils. Sanctions are in place and known but seldom required. Where systematic behaviour problems are identified, individual pupils receive a tailored programme of behaviour management. The headteacher has involved non-classroom staff in behaviour management and all members of staff have been very effective in detecting and eliminating any oppressive behaviour by discreet and sensitive interventions when necessary.
45. Procedures for assessing and supporting pupils' attainment and progress are good. There is a new policy on assessment, recording and reporting that offers a sound basis for guiding teachers' practice. The school has recently established good systems of monitoring and tracking pupils' progress in English, mathematics and science throughout the school. The results of the national tests and other tests at the end of each year are analysed. Underachieving pupils are identified and targets for improvement are set along with action plans to improve their progress. Targets for improvement have been set throughout the school and pupils are becoming familiar with their targets. However, teachers do not use assessment information well enough when planning lessons.
46. The monitoring of pupils' personal development is satisfactory, although this relies mainly on staff observations and discussions. The school's good knowledge of each pupil allows it to involve professional agencies as required for pupils with special educational needs. The school secretary updates all information on pupils and this is sufficiently focused and specific to support any emergency. There is a good liaison and relationship between the school and the local secondary schools, so that parents receive good support at transfer, and the anxieties of parents and pupils are minimised. Induction procedures for parents are effective and guarantee that pupils make a confident start to their school lives. Pupils with special educational needs are identified early and supported effectively with good procedures for assessing their progress. Individual education plans are reviewed termly and class teachers set new targets. The quality of these targets is improving because they are increasingly more specific.
47. The school has a sufficient number of relevant and updated support, guidance and welfare policies that guide and underpin its actions. Policies are implemented consistently across the school and with a good understanding by the staff. The school is very welcoming to outside agencies to support the pupils on a routine basis or when there are specific problems. The educational welfare officer is effective, when required. Child protection procedures are very good and the school has an obvious concern and care for its pupils. The headteacher has received training recently in child protection and procedures have been communicated to staff through inset. There is good support from the outside agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school continues to enjoy a good and effective partnership with parents. During the new headteacher's first year, the school has undergone major changes with the principal aim of improving standards. Most parents endorse these changes as evidenced through the parents' questionnaire, parents' meeting and discussions in the school playground, so that parents' overall view of the school is satisfactory. However, the school would benefit from communicating more effectively with parents.
49. Parents have good access to the school staff through its 'open-door' policy, where they are welcomed if they have a problem or wish to offer their help. Both the school's links with

parents and the parents' impact on the life of the school are good. Parents provide valuable additional assistance by listening to pupils read, supporting learning in the classroom and escorting pupils on the school trips or to the swimming pool. The parent teacher association is especially dynamic in its approach and involves most parents in fund-raising through a variety of events. It is an essential element in promoting and developing the distinctive Catholic community spirit and happy family ethos that pervades the school. There was a very good turnout of parents at the Mass held in school for the celebration of Ascension Day during the inspection.

50. The quality of information for parents is good. The prospectus and the governors' annual report to parents are informative documents, although the governors' annual report does not contain sufficient information on special educational needs. Written communication to parents is good and gives them enough time to react to the school's requests. Both the school and the governing body issue termly newsletters that also communicate parish news. Informal communications are good and parents are given a good view of the curriculum, including the early learning goals in the reception class and termly information on class topics. The school's annual reports of pupils' progress for parents are satisfactory. The computerised statements are sufficiently well personalised to give satisfactory information regarding pupils' performance in all subjects but the report does not specify future targets. Parents are encouraged to add their own comments.
51. The contribution of parents to pupils' learning at home and in the school is good. Many parents assist in some way within the school and a home-school agreement is in place. Parents co-operate well in assuring good attendance but not all pupils arrive punctually. Parents are invited into school to review their children's work twice a year and these evenings are very well attended. The school has run parent evenings for information on the National Curriculum, including literacy and numeracy. Most parents are satisfied by the school's homework policy and feel that they have a good understanding of the work expected of their children. Parents have good opportunities to meet or speak by telephone to the special needs co-ordinator and class teachers. However, they are not sufficiently involved in the setting of targets for their children. Parents receive sufficient advice from the school at the time of transfer to secondary school to enable them to take informed decisions regarding their choices.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher, who was appointed last September, provides very strong leadership and a clear direction for school improvement that is firmly focused on raising standards by raising the quality of teaching. The school has lacked a stable leadership over the last few years, particularly as the previous headteacher was absent for more than a year. Furthermore, there have been numerous changes in the teaching staff and the school currently lacks a permanent deputy headteacher. Nevertheless, the headteacher has established a committed team and introduced a number of initiatives to improve the quality of education. The leadership and management of the school are now good and this is a significant improvement since the last inspection.
53. The headteacher began an audit of the quality of teaching and learning shortly after arriving in the school. This showed that teaching lacked sufficient pace for effective learning and there was insufficient challenge for the more able pupils. With a determination to raise standards, she introduced a teaching and learning policy and began regular monitoring of teaching that identifies areas for improvement. The headteacher conducted an audit of the provision for those pupils with special educational needs and quickly implemented an action plan for improvement. A co-ordinator for special educational needs has been appointed on a part-time basis to address the requirement of the last inspection report to improve the teaching of these pupils. The headteacher monitors teachers' planning each week and a system for tracking pupils' progress through the school was introduced in the autumn term. The school plans for its teachers to visit other schools this term to observe quality teaching.
54. The role of subject co-ordinators required improvement in the last report. The headteacher has renamed the role as subject leaders to better reflect the requirements of the role. The

local education authority has provided good support through training subject leaders in their role and is to monitor the provision for literacy later this term. Subject leaders have completed an audit of resources for their subject and they sample pupils' work in order to establish strengths and weaknesses. The headteacher acknowledges that the role of subject leaders needs further development in monitoring teaching and learning to enable them to secure effective improvement in standards. The school has recently appointed an effective co-ordinator for special educational needs and she has ensured that these pupils are identified early. With her advice, targets on individual education plans are increasingly relevant and focused and these are reviewed each term. Weekly meetings with learning support assistants are ensuring their improved effectiveness within the classroom, especially when this is combined with some observation within lessons. Her part-time role means that the co-ordinator has limited time to ensure that teachers use the most suitable methods and materials to meet the needs of individual pupils.

55. The governing body has improved its role as required in the last inspection report. Governors reviewed their role at the end of last year and established a number of committees to enable them to fulfil their duties. Each committee has terms of reference and a business plan that is a sub-section of the business plan for the full governing body. A new system has been established to ensure that minutes are properly recorded for all meetings and these are now managed more efficiently. The governors have developed their monitoring role since the arrival of the new headteacher and each governor is now linked with a class. However, the governor's annual report to parents does not meet statutory requirements as it does not report on the success of the special educational needs policy or on what provision is available for pupils with disabilities.
56. The school development plan is a useful document for school improvement that is presented clearly. All governors and staff contribute to the items that are included in the plan and it sets development for three years. This has been reviewed, and is now to be a one-year plan, as governors recognise the need to make improvements more urgently. There are clear statements of success criteria, review dates and evaluation methods that enable governors to monitor progress on the items in the plan and to evaluate its effectiveness.
57. Financial planning is sound. The finance committee meets each term to monitor budget spending and also at short notice when the school bursar considers this is necessary. The budget is reasonably linked to the school development plan but the proportion spent on learning resources last year was very low, as was that spent on staff development. Funds for specific purposes, such as those for special educational needs, are spent appropriately. The amount carried forward from last year's budget is a little more than the recommended amount. This has been reduced to acceptable limits in this year's budget. Day-to-day financial management is very secure. The experienced school bursar manages these finances well and good records are kept. The recommendations of the last audit report have been implemented and the school applies the principles of best value effectively.
58. There are a sufficient number of teachers and learning support assistants to meet the requirements of the National Curriculum and the Foundation Stage for children under five. There has been a large turnover of teaching staff recently and new teachers have been inducted into the school reasonably well with an assigned mentor. However, there is no formal, agreed policy for induction. A policy for performance management has been implemented and the school's commitment to staff development is demonstrated by its application for the 'Investors in People' standard.
59. The school has good accommodation that allows the curriculum to be taught effectively. The new library and the computer suite are good additions to the school's physical resources. There are two playgrounds and a large playing field but no separate area for children in the Foundation Stage. However, the high fence that separates the school from the playing field makes it appear more cramped than it actually is. Resources are generally satisfactory for the Foundation Stage, English, science, design and technology, information and communication technology, music and physical education. They are unsatisfactory, however, for mathematics, art and design, geography and history. This is because insufficient funds have been made

available for purchasing resources over recent years. This has a detrimental effect on the opportunities for teaching and learning and also affects the standards achieved in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to raise standards, the headteacher, governors and staff should:

- (1) Raise standards, particularly in English, mathematics and science by ensuring that tasks provide sufficient challenge for more able pupils.
(Paragraphs 3, 4, 75, 76, 83, 89, 91, 103, 111)
- (2) Establish a school procedure for day-to-day assessment that is used effectively in planning learning tasks that build on pupils' previous learning and takes account of the range of abilities in the class.
(Paragraphs 21, 25, 26, 27, 31, 45, 95)
- (3) Review the organisation of teaching sessions so that the time available is used efficiently and lessons start on time and ensure that there is a balanced allocation of all the subjects of the National Curriculum.
(Paragraphs 10, 18, 28, 114)
- (4) Continue to develop the role of subject leaders to enable them to monitor teaching and learning in the subject as well as standards.
(Paragraphs 54, 90)
- (5) Improve the quality of learning resources generally and, particularly, for mathematics, art and design, history, geography and multicultural education.
(Paragraphs 39, 59, 90, 97, 102, 106, 114)

Minor areas for improvement.

The school should consider the need for a written policy for induction (*paragraph 58*) and ensure that the governors' annual report to parents meets statutory requirements (*paragraph 55*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	38	53	6	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.2

Unauthorised absence	%
School data	0.9
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
	2000	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	13	16
	Girls	8	10	9
	Total	24	23	25
Percentage of pupils at NC level 2 or above	School	83 (81)	79 (85)	86 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	10	9	12
	Total	26	26	29
Percentage of pupils at NC level 2 or above	School	90 (85)	90 (100)	100 (93)
	National	84 (82)	88 (86)	88 (87)

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
	2000	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	19	17	21
Percentage of pupils at NC level 4 or above	School	83 (70)	74 (73)	91 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a	n/a	n/a
	National	70 (68)	72 (69)	79 (75)

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

The table above does not include boys' and girls' results, as there were fewer than 10 boys who took the tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	0

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	1	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)	8.2
Number of pupils per qualified teacher	23.4
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	109

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	376,349
Total expenditure	367,499
Expenditure per pupil	1,792
Balance brought forward from previous year	14,208
Balance carried forward to next year	23,059

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	4	3	0
My child is making good progress in school.	38	52	9	0	1
Behaviour in the school is good.	41	57	0	0	2
My child gets the right amount of work to do at home.	32	48	13	2	5
The teaching is good.	42	56	1	0	1
I am kept well informed about how my child is getting on.	29	45	20	2	4
I would feel comfortable about approaching the school with questions or a problem.	65	29	6	0	0
The school expects my child to work hard and achieve his or her best.	45	50	4	0	1
The school works closely with parents.	31	42	25	0	2
The school is well led and managed.	42	50	5	0	4
The school is helping my child become mature and responsible.	44	46	2	0	8
The school provides an interesting range of activities outside lessons.	20	40	18	5	17

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

61. Children enter the reception class at the start of the school year in which they become five. At the time of the inspection, the reception class had 17 children and all but two were five years old. Children's initial assessments when they start school show that they enter the reception class with broadly average attainment. By the time they are ready to start in Year 1, most children attain the early learning goals in all areas of their learning, and some exceed these goals in some areas of learning.
62. Activities are well organised in all areas of learning. There is a structured programme of work supported by adults with some opportunities for children to select their own activities. The established systems of assessment help in setting individual and group targets for improvement. The planning is good and the teacher is increasingly basing activities on the early learning goals of the new Foundation Stage Curriculum. There are good opportunities to move on to the more demanding work of the early stages of the National Curriculum. Children in the reception class benefit from the more structured activities of the literacy hour and the numeracy session during the summer term in line with rest of the school. There is a good partnership between the reception class teacher and the learning support assistant in relation to planning, teaching and assessing children's learning; this helps children to experience the full range of activities provided.
63. Teaching is good overall, and many children generally make good progress. They develop good learning skills and enjoy coming to school. The teacher has set up stimulating areas of learning within the room; the book area and the role-play areas are particularly attractive. Children's behaviour is good and they follow the well-established routines. The teacher keeps ongoing records of the children's assessments and progress, and she uses this information to plan future activities. However, the criteria for assessing children's progress are not yet focused on the new 'stepping stones' of the early learning goals.

Personal, social and emotional development

64. By the time they leave the reception class, most children achieve the early learning goals in this area. They enjoy and respond well to the activities on offer and show positive attitudes to their learning. Children are confident, attentive and able to select and organise their play activities by themselves, remaining focused for most of the time. Most are able to dress and undress without much help from the adults. Through their 'circle time' activities, reception class children learn about developing patience in turn taking, and listening to what others have to say. They develop confidence in speaking about their feelings in front of the whole class.
65. Children learn to play co-operatively as part of a group, taking turns during their activities, such as when they are engaged in the hospital role-play area. They are sympathetic to the 'patient's' needs and know how to comfort someone with a broken arm. They are willing to share materials during play activities. Children's behaviour is good and, through an agreed code of behaviour, they are developing good awareness of what is right and what is wrong. They learn to respect Christian values that are taught through religious stories. For example, they learned about being a good friend through stories such as Jesus choosing Matthew to be his friend. Children play well together and they form good relationships with adults. They have good opportunities to celebrate important events in their lives, such as birthdays and religious festivals.

Communication, language and literacy

66. Children are well in line to attain the early learning goals in this area by the end of their reception year. They make good progress in reading and writing and most show good skills in speaking and listening. Most children speak with confidence and assurance to each other and to adults. Teachers encourage them to tell stories they have heard earlier, ensuring that they understand the sequence of the story. Children's listening skills are well developed through direct teaching and by encouraging them to listen to each other's ideas during their 'circle time' activities, for example. Children talk about their experiences at home and listen attentively to what others have to say.
67. Through a well-structured programme in literacy, children become well aware of the letter/sound relationships. By the end of the reception year, many children know the letters of the alphabet and the related sounds. Through using well-known stories and rhymes, children are becoming aware of the different sound and spelling patterns within words, such as 'Ted', 'red' and 'sled'. There is an attractive and well-organised book area in the reception class. Children enjoy listening to stories from the big books displayed in the book area, and they like making use of the non-fiction books to which they have been introduced. There is a systematic programme of developing children's library skills. Some children are able to read simple texts well, discussing characters in the pictures. They have access to a tape recorder and they listen to taped stories. Parents are involved in supporting their children's reading at home using books, which are sent home on a regular basis.
68. Children are encouraged to write independently. For example, the more able children are asked to draw story maps and write labels to correspond with their pictures while adults provide help to other children by guiding their writing. All children can write their own name, and most read familiar labels displayed around the room. Children use their pencils skilfully to form recognisable letters and words.

Mathematical Development

69. By the end of the reception year most children attain the early learning goals for mathematics and some exceed them. Children are well motivated and involved in lessons through practical activities. The teacher asks challenging questions to make them think, especially during oral sessions.
70. All children count reliably to ten and many count beyond. They count forwards and backwards in a sequence to 20 and also count in twos. They say which number comes one before or one after a given number. During the inspection, they were engaged in problem solving activities where they make up given amounts of money to 10 pence. Children count money in ones successfully but have difficulty in counting ones and twos. There are good opportunities to learn comparative language such as 'tall', 'taller' and 'tallest', and to use this in practical contexts. They learn the language of position, such as 'over', 'under' and 'through', and use it well during their physical activities in the hall. They learn to name, describe and sort some common shapes.

Knowledge and Understanding of the World

71. Children learn about the differences between the past and the present using old artefacts, books, videos and old photographs of the Parish Centre and the playgroup. Children develop an awareness of their own culture and people from different cultures and faiths. They learn about festivals and special days from other faiths as well as the Christian faith.
72. Children identify features of living things and observe changes as they grow. They talk about the life-cycle of the butterfly and the frog. Children are encouraged to investigate different materials such as metal and wood using magnets. They have opportunities to play outside with sand and water and they visit the local farm and the museum. Children use scissors skilfully as they cut, stick, join and assemble materials for their pictures and models. Children

use a computer to create pictures that are used for the classroom displays, which gives children a sense of pride.

Physical Development

73. Children are confident and show an increasing control of equipment and the large apparatus. There are regular opportunities for them to take part in structured physical activities in the school hall. Consequently, children develop their skills and perform a range of movements with confidence and control. However, the provision for the youngest children in the school is limited by the lack of suitable outdoor space and play equipment for children's spontaneous play. Children develop manipulative skills by using tools, such as scissors, pencils and glue sticks with increasing control. They construct, join and assemble things in a controlled way.

Creative Development

74. In this area of learning most children reach the early learning goals and some exceed them. They paint pictures of sunflowers, dandelions and daisies. Children use a wide range of materials to express and communicate their ideas through designing and making models, such as a moving caterpillar, a mini-beast and a collage of a flower for the caterpillar to crawl up. They learn to cut, shape, join and assemble materials to make their finished models. They have good opportunities to explore colour, shape, form and texture, through activities such as drawing, painting and printmaking. Children have opportunities to respond to and explore the different sounds made by the percussion instruments in the school. They sing nursery rhymes and learn to clap to a rhythm.

ENGLISH

75. In the national tests in 2000 at the end of Key Stage 1, attainment was close to the national average in reading and writing. Compared to similar schools, however, attainment was well below the average. The percentage of pupils who attained the expected Level 2 was below the national average in reading and writing. However, the percentage of pupils who attained the higher Level 3 was close to the average in reading and above the average in writing.
74. At the end of Key Stage 2, attainment in the national tests in 2000 was close to the national average. Compared to schools that have a similar proportion of free school meals, pupils' attainment was well below the average. However, when compared to schools where these pupils' attainment at the end of Key Stage 1 was similar, attainment was above the average. Consequently, it is clear that these pupils had made good progress. The percentage of pupils who attained the nationally expected Level 4 was above the national average but the percentage who attained the higher Level 5 was below the national average.
75. From the evidence of this inspection, standards are satisfactory and standards in speaking and listening are good. There has been an improvement in the standards of pupils with special educational needs since the last inspection. They now achieve the standards expected for their abilities. More able pupils also reach standards more in line with their ability, especially in writing at the end of Key Stage 2.
76. Standards in speaking and listening are good overall. This is because teachers continue to develop the good vocabulary pupils bring with them to school and because there are good opportunities to communicate orally. In Year 1, pupils' speaking skills are better than their listening skills. However, by the end of the key stage they listen actively and express themselves fluently. Their obvious enjoyment in listening to a story and their good behaviour have a positive, calming influence. Pupils' appreciation of language develops throughout Key Stage 2. In Year 3 they describe snakes as venomous, deadly and bloodcurdling and in Year 4 they added 'onomatopoeia' to their vocabulary then swiftly supplied examples such as boing, clatter and crackle. Pupils take turns as they speak in pairs then contribute their ideas to the whole-class discussion. Pupils respond swiftly to good questioning. Their answers are concise and relevant and they are able to justify their answers, for example when identifying

persuasive language. By the age of eleven, pupils have the confidence to speak in public, they swiftly adapt the vocabulary and style appropriate to the audience and listen with courtesy and understanding to each other and to adults.

77. Standards in reading are satisfactory at the end of both key stages. Pupils likely to experience difficulties are identified early and receive additional help. Pupils with special educational needs therefore reach standards in line with their abilities although on a small number of occasions they are faced with text beyond their understanding. Younger pupils make good use of picture clues and an increasing knowledge of letter sounds and syllables to help them read unfamiliar words. By the age of seven almost all pupils have sufficient skills to read for pleasure, choosing books from the library as well as the reading scheme. Their obvious enjoyment of reading continues throughout Key Stage 2 where pupils read for a widening range of purposes. The good reference skills taught during literacy lessons are reinforced well across other areas of the curriculum. Pupils confidently consult index or content pages, swiftly retrieving the information they require. They read aloud expressively, modelling the good example of their teachers. By the age of eleven almost all pupils are sufficiently fluent to read aloud in class with little hesitation whilst the more able pupils are confident to read in front of a wider audience. Texts are challenging, but pupils read fluently recognising technical vocabulary.
78. Standards of attainment in writing are satisfactory at the end of both key stages. The good procedures that the school has put in place to raise the achievement of pupils are having a positive effect. There is a focus on writing skills across the curriculum with a concentration on extended writing. The most able pupils in Year 1 write sequentially, re-telling the story of 'Jack and the Beanstalk'. By the age of seven, pupils use their liking for language to good effect: 'Down very deep in cold winter daffodils are all cuddled up'. Handwriting skills are good and writing in exercise books is neat and presented well. Standards of spelling are variable but many pupils successfully use their knowledge of letter patterns and common words. However, in some classes, all pupils learn the same spellings, which is not appropriate for many pupils. Throughout Key Stage 2, pupils develop their use of punctuation and knowledge of story structure. Pupils write for an increasing range of purposes, such as compiling leaflets, lists and charts and writing formal and informal letters. Pupils in Year 5 write letters that attempt to persuade the recipient to their point of view. By the age of eleven, the presentation of pupils' best work is impressive, reflecting the good attitudes they have to English. The work of more able pupils is mature and controlled, showing their ability to write stories in a range of genres; this reflects the more challenging work they are now receiving. Boys make particularly good notes about global warming whilst girls are less willing to give up the security of writing in sentences. There is insufficient use of computers for the drafting and re-drafting of work but in Year 6 pupils produce creative writing of quality showing development of plot and character with punctuation used to good effect.
79. Teaching is satisfactory overall and so is learning for pupils of all abilities including those with special needs and English as an additional language. The teaching of pupils with special educational needs has improved since the last inspection. This is predominantly because of the good contribution of the learning support assistants. The influence of the special educational needs co-ordinator is apparent in the improved targets set by teachers for those pupils and in the increasing knowledge of learning support assistants. However, some teachers require greater advice about methods and materials that are appropriate for pupils of differing abilities. Teachers have a good understanding of teaching the basic skills and pupils make satisfactory progress with reading and writing. Relationships are good and behaviour management is generally good so that time is used effectively. When teaching is unsatisfactory, this is because behaviour management is unsatisfactory. Pupils are cramped together for too long and become restless so time is wasted in admonishment rather than moving pupils on to practical activities. Where teaching is satisfactory, there is a good balance of whole-class, group and individual activities. Pupils respond well to the expectation that a reasonable amount of work will be completed. Opportunities are still lost, however, for more able pupils to work at their own level. Completing work set for pupils of all abilities leaves them little time to attempt the extension activities that are sometimes planned. Continuing reference to the aims of the lesson in Year 3 helped pupils focus on the structure and language of a story, enabling one boy to write 'I gingerly picked up the snake and tip-toed

back'. Sometimes too many aims confuse pupils. A mature approach to pupils in Years 5 and 6 is having a positive effect on the progress of pupils of all abilities especially the more able. Progress for all pupils by the age of eleven is now satisfactory. Teachers' comments on pupils' work are not sufficiently focused to improve learning and there is little evidence that pupils correct their mistakes. A small amount of homework is given to support pupils' learning.

80. A very generous donation from the parent teacher association has enabled the purchase of a more up-to-date reading scheme and sufficient good quality library books that have helped to motivate pupils of all ages. The subject leader has ensured that the schemes of work now in place following this requirement in the last inspection report. The monitoring of groups of pupils and the assessment of English have improved significantly during the last year. Termly targets are now set for all pupils in reading and writing. Examples of work are kept to show progress and there is evidence that this new rigour is already proving effective in raising standards. Some classes have too much time allocated to English, practising skills that they have already mastered or which could be incorporated into other subjects. Book fairs, the visits of performing artists and visits to the Marlowe Theatre, as well as the study of Shakespeare and his language, add significantly to their cultural development.

MATHEMATICS

81. In the national tests at the end of Key Stage 1 in 2000, pupils' attainment was below the national average and well below the average of similar schools. However, the percentage of pupils attaining the higher Level 3 was close to the national average. Pupils' attainment in the national tests in 2000 at the end of Key Stage 2 was also below the national average. The percentage of pupils who attained the expected Level 4 was close to the national average but the percentage who attained the higher Level 5 was well below the national average. However, compared to schools where attainment was similar at the end of Key Stage 1, attainment was close to the average. There was little difference between the attainment of girls and boys.
82. The inspection findings show that there has been an improvement in pupils' performance and standards are now satisfactory. This is due to the more rigorous implementation of the National Strategy for Numeracy and the increased monitoring of standards in the subject with the setting of targets for pupils' attainment. Improved monitoring of teaching by the new headteacher and the new teachers in the school have helped to raise standards. The analysis of test results and the review and evaluation of mathematics is carried out at present by the headteacher. As a result, the headteacher is well informed about standards within the subject, and has an important role in setting whole-school targets. This has contributed to improving the quality of teaching and in raising standards.
83. By the age of seven, most pupils develop a secure grasp of place value to 100, and some go beyond. They order numbers correctly and have a good feel of the size and position of numbers. Pupils round numbers to the nearest ten. They count numbers in 2s, 5s and 10s, and use their knowledge in doubling and halving numbers swiftly in their head. Pupils know their addition and subtraction facts and solve simple problems. Few pupils, however, can solve problems using numbers with three digits. This is mainly because teachers tend to rely on the commercial scheme and do not set sufficiently different work for the more able pupils in their class. Pupils in Year 2 use money competently and the majority knows the value of coins up to £1, giving the right amount of change, as necessary. The more able pupils are familiar with five, ten, twenty and 50-pound notes, showing the ability to make much higher amounts. Pupils in Year 2 describe properties of two and three-dimensional shapes and sort them correctly. Pupils in Year 1 were able to use the computer and could sort different shapes using a Venn diagram and a Carroll diagram.
84. By the age of eleven, pupils have a well-developed knowledge of place value in large numbers, showing a good awareness of number patterns through using their tables and multiplication squares. They multiply and divide numbers by 10, 100 and 1000, and use their knowledge to solve problems with words and different levels of complexity. They understand the relationship between percentages, decimals and fractions, and order decimal fractions,

rounding them to the nearest tenth or hundredth. Pupils investigate the area of different shapes and learn to apply the formula of calculating the area of a circle. They measure the angles of a triangle accurately using a protractor and classify triangles according to their shapes. Some good work was seen in Year 6, where pupils were plotting co-ordinates in all four quadrants, in order to draw their shapes, reflecting and rotating shapes by 180 degrees and checking their work for accuracy. Pupils' presentation of work is mostly good. There are good opportunities for pupils to interpret tallies, charts and graphs while doing their investigations, and pupils inform others about their findings using their data handling skills. This was observed in Year 5, when pupils were asked to plot and compare their bar charts in different scales to find out which was most effective in their persuasive writing about saving minky whales from being killed for profit. Pupils in Year 4 work with shapes, space and co-ordinates.

85. Progress is satisfactory overall for pupils throughout the school. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress, generally in line with rest of the school. This is mainly due to the level of support they get from the learning support assistants in accessing day-to-day activities at their levels of need. The long-term procedures for assessment, of setting individual and group targets for improvement and the tracking of pupils' achievements are proving useful in improving levels of achievement in mathematics.
86. Pupils have positive attitudes to their work in mathematics and most try their best to complete the given tasks within the set time. They enjoy their mental arithmetic. Pupils are keen to show what they know and understand and, when given the opportunity, they give good explanations of strategies they have used in reaching their answers. Pupils are interested and well involved in their activities, working well in pairs and independently. During lessons, they sustain interest in their work, maintaining good behaviour throughout.
87. Teaching overall is satisfactory with some good teaching. This is an improvement since the previous inspection. Teachers use time effectively within the three-part lesson structure, and give good explanations and demonstrations during their numeracy lessons. Whilst they give appropriate emphasis to mental and oral work at the start of a lesson, this work tends to be too easy in most classes and does not help pupils increase their problem solving skills or improve their speed of calculation. Teachers use precise mathematical vocabulary and this usefully extends pupils' mathematical language and understanding. They usually share the learning objectives with their pupils and recall these during the plenary. This helps in evaluating the success of their lesson and in assessing pupils' learning. However, assessments of pupils' learning are not recorded systematically by all teachers nor are they used effectively to plan their next lessons. Tasks are not suitably different for the broad ability levels within the class. Although lower ability pupils are generally well supported in their work, there is insufficient challenge for the more able pupils. Teachers often plan good activities as extension work for their more able pupils and give them additional work from their textbooks once they have completed the class task. However, this rarely provides sufficient opportunity to solve more complex problems. There are too few opportunities to use information and communication technology to support teaching and learning in mathematics. There is a policy in school to do homework on a regular basis, but there was not much evidence during the inspection of using homework as a means of consolidating or extending pupils' knowledge, skills and understanding of numbers.
88. The monitoring role of the subject manager is not sufficiently developed to monitor teaching and teachers' planning on a regular basis. The school has limited resources for supporting work in mathematics. This particularly affects the quality of teaching and learning during the mental and oral sessions. This also limits the range of learning opportunities for pupils through practical work, especially in weighing and measuring. The subject leader has carried out an audit of mathematics resources recently.

SCIENCE

89. In the national tests in 2000, the school's results were below the national average in teacher assessments at the end of Key Stage 1 and well below the national average in the tests at the end of Key Stage 2. Despite this, the percentage of pupils that attained the nationally expected level was higher than most schools: 100 percent attained Level 2 in Key Stage 1, and 91 percent attained Level 4 in Key Stage 2. However, the percentage of pupils who attained the higher levels is lower than most schools: 10 percent attained Level 3 in Key Stage 1, and only 4 percent attained Level 5 in Key Stage 2. This low number of pupils attaining the higher levels is the reason for the school's low results overall.
90. There are encouraging signs of improvement. The new headteacher has introduced target setting for pupils in science. A new subject leader for science was appointed in September and she has received training in monitoring the subject. A new policy and a curriculum overview have been drafted and an action plan has been linked to the school development plan. Pupils' work is now monitored each term and the teaching and learning policy established by the new headteacher has encouraged the planning of more challenging tasks for pupils. In addition, many of the teachers are new to the school this year and this has had a positive effect on the standards achieved. Consequently, the judgement of the inspection is that almost all pupils are achieving national expectations and standards are satisfactory at the end of both key stages.
91. In Key Stage 1, pupils learn about living things and classify them as plants or animals. They plant seeds and conduct an experiment to test the importance of water to a plant's growth. They also begin to consider their own bodies and the effects of diet and exercise. Pupils begin to sort materials into groups, such as rough and smooth, hard and soft. They also consider whether materials are natural or manufactured and investigate which materials are the most waterproof. Pupils develop their understanding of the various sources of light and construct simple electrical circuits.
92. In Key Stage 2, pupils develop their understanding of living things. They carry out simple experiments to show that plants need water and sunlight to grow and they investigate micro-organisms, such as mould, to discover the importance of moisture. Pupils improve their knowledge of liquids, solids and gases and use their understanding of dissolving to separate different materials, such as salt and sand. They also know that it is possible to separate salt crystals from water by evaporation. Pupils know that pushing and pulling exert forces and that the apparent weight of an object is different in air and water. They learn that the sun's position apparently changes by carefully measuring their shadows during the day and they consider how day and night are linked to the earth's spinning on its own axis. Pupils conduct many experiments and investigations that develop their understanding effectively. For example, whilst measuring their shadows throughout the day, one pupil noticed that 'it is getting smaller and smaller'. Pupils make predictions that they can test and, in the above investigation, they predicted that the shadows would get smaller and then begin to get bigger. Pupils develop a good understanding of a fair test. For example, in one experiment into dissolving jelly they recognised that if they stirred the jelly with more force or for a longer time, the fairness of the test would be affected. Pupils learn a method for recording their experiments that is maintained throughout the key stage and enables them to record their findings using the correct scientific vocabulary.
93. The quality of teaching is satisfactory, overall, in both key stages although some teaching observed was unsatisfactory. Teachers prepare lessons well and ensure that all equipment to be used is readily available to the pupils. For example, in a lesson where the pupils were to conduct an investigation into separating different materials, a range of mixtures were prepared before the lesson and filter paper and a variety of sieves were made easily available for the pupils to decide which was best for their purpose. Teachers manage lessons well and, generally, maintain good relationships in the class that ensure pupils' behaviour is always satisfactory and usually good. As a result, pupils are involved in the activities and work well co-operatively on their investigations. Teachers motivate the pupils well and ask good questions that encourage pupils to think carefully about their tasks. However, teachers do not use assessment information sufficiently to set appropriate tasks for pupils that build on what they already know, understand and can do. Consequently, teachers' planning for lessons does not take sufficient account of the different learning needs of pupils and the same task is often

set for all pupils in the class. Teachers do provide additional adult support for the less able pupils and there is usually an extension exercise for the more able pupils. However, this does not ensure a suitable pace of learning for all pupils and, in one unsatisfactory lesson seen, all pupils were asked to copy the same diagram into their books. This was insufficiently challenging and, as a result, the normally good behaviour of pupils was not maintained. They did not apply themselves fully to the activity with many pupils failing to complete the task by the end of the lesson.

ART AND DESIGN

94. Standards of attainment meet national expectations at the end of both key stages. This is similar to the position at the last inspection. However, the quality of teaching is now satisfactory. This is an improvement since the last inspection when teaching was unsatisfactory.
95. By the age of seven, pupils show a pleasing eye for colour. They work with a range of materials to produce work in two and three dimensions. Pupils in Year 1 collaborate to build up a collage based on the story of 'The Fish Who Could Wish', using a variety of paper and beads. Pupils in Year 2 show a lively interest as they complete wax resist pictures. They look at each other's work and, as a result, make improvements to their own. Very careful observation by pupils in Year 3 enables them to use crayons and pastels boldly to complete portraits based on the work of Picasso. They attempt to represent their feelings artistically in the style of Paul Klee during Year 4 but the concept of the journey of life is too abstract for pupils of this age. By the age of eleven pupils further develop their observational skills and make images and artefacts, often related to other subjects such as history. Although standards are satisfactory, they are limited by the use of too narrow a range of resources and too little influence of artists and craftspeople from different cultures.
96. Teaching is satisfactory and sometimes good. Where it is good, pupils have time to plan. There is direct teaching of skills, such as the mixing of skin tones and the observation of where shadows fall. Pupils feel confident to experiment and improve their work because teaching is good. Where teaching is less effective, the aims of the lesson are not made sufficiently clear to pupils and there is less emphasis on skills. Pupils receive positive encouragement from teachers in all lessons and have the opportunity to observe and learn from each other. Assessment overall is unsatisfactory, however, because there is too little recording of pupils' attainment and progress or use of this information to plan further work. Pupils, including those with special educational needs, make satisfactory progress. The quality of the displays celebrates good work and lifts the spirits.

DESIGN AND TECHNOLOGY

97. The attainment of pupils meets national expectations at the end Key Stage 2. Only one lesson in Key Stage 2 was observed during the inspection. It is not possible, therefore, to make a secure judgement of teaching. Judgements are made on the basis of the lesson seen, a scrutiny of pupils' work and teachers' planning, and talking to pupils about their work. There was little pupils' work in Key Stage 1 available for scrutiny and, therefore, it is not possible to make a secure judgement of the standards attained in Key Stage 1.
98. In Key Stage 1, pupils learn how to design and make orange and lemon flavoured yoghurt, using different ingredients and processes. Their recorded work shows that pupils manage to explore some packaging designs for their yoghurt pots. Teachers alternate lessons in art and design with design and technology but insufficient time is devoted to design and technology in Key Stage 1.
99. In Key Stage 2, pupils design food for Christmas and a menu for a healthy day. Their writing is descriptive and there is little evidence of pupils evaluating their designs. Pupils' work on display, however, provides a good example of links with industry, as the work is part of a project in education/business partnership. Pupils benefit from these links and the work

generated shows good planning, designing and making. For example, pupils planned and used a programmable toy to load goods onto a vehicle that could make repeated trips to fill a container. They also planned the production of an automatic signal that would stop when the goods in the container reach a specified weight or volume. They then write an evaluation of what worked and what did not. Pupils design and make slippers for their own use. Their work shows different designs, plans and evaluations of their designs. One pupil was able to reflect on how she would ensure in future that her slippers last for a longer period of time. Pupils discuss and test different types of shelters, such as tents, and which materials would work best for the purpose. They plan their work systematically to make money containers and they select materials according to what works best for their purpose. Pupils are encouraged to draw and measure their designs and to describe the process as part of their evaluation of the end product.

100. In the lesson observed, teaching was satisfactory and showed a number of strengths. The teacher's subject knowledge was secure, reflected in the teacher's provision of good ideas for designing and reinforcing structures. For example, he demonstrated the possibility of joining diagonal or triangular shapes to bear the maximum load and selecting materials carefully and testing out the strength of their finished structures using standard weights. The teacher explained the learning objectives clearly. The pupils were well motivated and enjoyed the activity. They discussed their designs with others in the group, showing some initiative in using different techniques for strengthening their frames. Pupils made satisfactory progress within the lesson and later, when asked to evaluate their work, they gave an account of strengths and weaknesses in their structures with suggestions for improvements to make them stronger. The existing tools and equipment are underused at present. For example, not all pupils have had the opportunity to use the construction kit available in school.

GEOGRAPHY

101. Standards of attainment meet expectations at the end of Key Stage 2 but standards do not meet national expectations at the end of Key Stage 1. This indicates unsatisfactory progress since the last inspection. Only two lessons were seen, both in Key Stage 2, and so it is not possible to make a secure judgement on the quality of teaching in Key Stage 1. Judgements are made on the evidence of the lessons seen, a scrutiny of pupils' work and teachers' planning, and talking to pupils and teachers.
102. By the age of seven, pupils have some knowledge of the local area. They know the names of surrounding towns and villages and talk about journeys they have made. They understand that maps show different features and are for different purposes. However, they have insufficient opportunity to draw simple maps and follow routes around the school and the surrounding area. Pupils in Year 1 look at coastlines and consider the jobs that people do in seaside towns in good preparation for a visit to Herne Bay. An imbalance of time in Key Stage 1 means that a lack of emphasis is placed on geography and this, combined with insufficient resources, contributes to unsatisfactory standards at the end of the key stage.
103. By the age of eleven standards of attainment are satisfactory. Pupils note how land is used locally and how this use changes over time. Interesting activities are planned and there is a concentration on skills, knowledge and understanding. A range of very well presented graphs show holiday destinations, and the number of places of worship or public houses in the district. A transport survey during a fieldwork trip helps pupils consider pollution. Opportunities for learning about life in India help pupils understand the effect that physical features and climate have on living conditions and employment. Pupils demonstrate good research skills, including the use of the Internet for some work completed at home, in projects based on mountain ranges. Good oral skills enable pupils to demonstrate their knowledge. For example, pupils describe the water cycle accurately using the correct subject vocabulary.
104. The quality of the teaching seen in Key Stage 2 was good. Pupils responded well to a lesson based on their holiday experiences. The teacher ensured that pupils of all abilities had

brochures or leaflets suitable for their reading ability and provided writing prompts for pupils with special needs. Through careful questioning, pupils recognised similarities and differences between localities and how areas are adapted for holidaymakers. Pupils talk to council officials about their jobs and study the council building. Detailed letters of thanks enable pupils to demonstrate their learning as well as providing a good opportunity for literacy across the curriculum. A stimulating lesson increased pupils' geographical vocabulary significantly as they learnt about the course of a river through video clips and good explanations by the teacher. Very good behaviour and hard work meant that pupils made very good progress during the lesson. However, there are insufficient resources for the subject.

HISTORY

105. Standards of attainment in history meet expectations at the end of both key stages. Progress and teaching are satisfactory. This is similar to the position at the time of the last inspection.
106. By the age of seven, pupils understand that history is the study of the past. They speak with enthusiasm of historical characters such as Captain Scott and Florence Nightingale and understand why they are famous. They are beginning to use evidence such as photographs and artefacts to compare 'then' and 'now', such as when comparing modern kitchens with those in Victorian times.
107. In Key Stage 2, pupils start to understand how change affects people's lives. They consider the impact made by the introduction of the railways and the effects of World War II on children. Pupils present their historical knowledge of the Tudors in a range of ways including the sequencing of major events, making comparisons between Tudor and modern homes and writing about explorers such as Drake. Pupils make increasing use of evidence. They study stories, sagas, drawings and artefacts before presenting work about the Vikings. Good opportunities for extended writing and time for research enable pupils to write their own stories based on Viking gods. Pupils show good attitudes to work. Very carefully presented work, including pleasing illustrations, maps and clay work, enable pupils to demonstrate their knowledge of Ancient Greece and Egypt.
108. Teaching is satisfactory in both key stages and pupils make satisfactory progress. There is a lack of challenge for more able pupils, however, with the expectation that they will complete the same work as other pupils before moving on to extension activities for which there is often insufficient time. In one lesson in Key Stage 2 pupils used artists' impressions of shops in Canterbury during Roman times and compared them with modern shops. Good questioning enabled pupils to demonstrate their previous learning and to make deductions from photographic evidence and to justify their answers. Too much time was spent on drawing, however, so that the more able pupils had no time to refer to supporting evidence in the writing as planned. There are good links with other areas of the curriculum such as literacy and art. For example, a whole-class collage helps pupils to appreciate the events surrounding the Great Fire of London whilst older pupils learn about hieroglyphics as they make Egyptian cartouches. Pupils with special educational needs have access to the same curriculum and opportunities as other pupils because learning support assistants are effective. Resources for the subject are unsatisfactory. More artefacts are needed for all pupils but in particular to provide practical opportunities for learning for pupils of lower ability, especially for those times when support is unavailable. However, the school has plans to purchase artefacts and to train staff in their effective use.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards in information and communications technology meet national expectations at the end of Key Stage 1, but standards are below expectations at the end of Key Stage 2. This is similar to the position at the time of the last inspection. The school has been slow to respond to the weaknesses in its provision identified in the last inspection report. This year, however, a computer suite has been established that provides fifteen good quality computers with suitable

programs for the pupils to use. There has been insufficient time, nonetheless, for teachers to develop the skills necessary to use this resource effectively. Consequently, the school has yet to raise standards in pupils' attainment.

110. In Key Stage 1, pupils use a computer to communicate their ideas in words and pictures. They amend their work using the cursor key and the delete key. Pupils make simple databases using data such as the favourite colours of pupils in the class. They support their work in mathematics by using a computer program to sort different shapes. Pupils create graphs that they print and they interpret the graphs with suitable skill. Pupils also use a programmable toy to develop their skills in control technology.
111. In Key Stage 2, pupils develop their use of word processors. They check their spelling and grammar using the appropriate functions and they organise their work well, importing clipart pictures. Older pupils in Year 6 create a multimedia presentation. They use 'wordart' well to enhance their displays and skilfully alter the speed for the changing slides when it is too fast to be read easily. Pupils have insufficient experience of using a database to meet national expectations. In one lesson seen, they loaded a prepared database and created graphs that they interpreted well. However, they lack a secure understanding of sorting and searching data and few opportunities are provided for them to gather evidence to create their own databases. Pupils improve their understanding of control technology through planning a sequence of instructions for a screen turtle. The school has recently acquired suitable equipment for monitoring external events, such as temperature changes, with the computer. However, this has not yet been used effectively.
112. Although pupils were seen using computers, no lessons were observed in Key Stage 1 and it is, therefore, not possible to make a secure judgement on the quality of teaching. Two lessons were observed in Key Stage 2 and the teaching in these lessons was satisfactory overall. However, the scrutiny of pupils' work and talking to pupils reveals that lessons are sporadic in the subject. Insufficient time is given to the subject for pupils to make the expected progress. However, the school has established a computer suite and some teachers have begun to use this effectively. They organise the pupils well and set clear and attainable learning objectives for the lesson. Pupils appreciate this new resource and work enthusiastically at the computers. However, they need more regular practise to develop the skills, knowledge and understanding necessary to meet the expectations of the national curriculum.

MUSIC

113. The attainment of pupils is satisfactory at the end of both key stages, being in line with national expectations.
114. Pupils in Key Stage 1 are cheerful musicians. They learn to start and stop together and use their whole bodies enthusiastically to perform actions when singing songs such as 'Scratch my tummy like a chimpanzee.' They watch their teacher carefully and are beginning to become aware of dynamics and the importance of good diction as they sing tunefully. They know the names of a number of untuned instruments and follow the beat of a classmate carefully as she conducts them with supreme confidence. By the age of seven, they are beginning to understand that music can be represented by symbols and have successfully compiled some of their own. Pupils of all abilities, including those with special educational needs, attain satisfactory standards because the emphasis is on participation and enjoyment.
115. In Key Stage 2, pupils continue to show enthusiasm for music although they have insufficient exposure to music from different times and cultures. They listen quietly to taped music and the recorders played during assembly. They learn a wide range of songs and demonstrate the difference between rhythm and beat through clapping. Peripatetic teachers provide opportunities for pupils to play wind and string instruments. Pupils have the chance to play recorders or sing in the choir during lunchtime clubs.
116. All teaching and learning is at least satisfactory. The emphasis in Key Stage 1 is rightly on participation in practical activities. Pupils make good progress when behaviour management is good, expectations high and resources readily available. In one lesson seen, pupils with special educational needs made good progress because the learning support assistant helped them count the beats and how to represent different sounds with their instruments. A larger group did not make enough progress in this part of the lesson because the task was too difficult for them to complete unsupported. Effective teaching in Key Stage 2 and a well-chosen unit of work based on playground rhythms caught the pupils' imagination. A pair of more able boys composed the words and tune, then accompanied themselves faultlessly with a complicated clapping rhythm as they taught the rhyme to the rest of the class. By the age of eleven, pupils have the opportunity to compose lyrics and melody and understand how these affect mood. Teachers give good opportunities for pupils to perform, which they do confidently.
117. Although progress within some lessons is good, the narrowness of the curriculum contributes to the apparent anomaly of attainment being satisfactory. The school puts on productions and there are good opportunities to sing in assembly, where the standard is pleasing and contributes positively to worship. However, there are insufficient opportunities for pupils to benefit from visiting musical performers or to take part in music festivals.

PHYSICAL EDUCATION

118. Standards of attainment meet national expectations at the end of both key stages. The school has a satisfactory range of resources for physical education, which are well used and managed. Although there is restricted space in the hall, teachers make good use of this for indoor activities as well as using the larger grounds outside, including the hard surfaced play areas for outdoor sports and games activities.
119. Pupils in Key Stage 1 perform well in dance, using their bodies expressively and showing good imagination and control, while responding to the recorded music. They show good listening skills and repeat their actions in a sequence, stopping and starting as necessary to observe others, and improving their performance progressively. Younger pupils in Key Stage 2 make sound progress in a gymnastics lesson, performing forward and backward rolls with precision and control. Older pupils have lessons in games and rounders and are developing their running, throwing and catching skills satisfactorily. Pupils in Year 6 develop their skills in athletic activities at the expected levels and are involved in the English School Athletics Association Award Scheme. The lesson that was observed in Year 6 focused on improving

their jumping skills. By the end of Key Stage 2, they have developed sound team game skills, body control and an awareness of the ways in which exercise affects their body. Pupils are taught how to prepare for, and to recover from, a vigorous activity, paying due attention to health and safety rules.

120. Pupils enjoy swimming sessions where they are suitably organised in ability groups. The top group is of confident swimmers, who receive instruction from a qualified instructor and pupils use different strokes well and develop their skills progressively. The middle group swims 10 metres using the breaststroke. A learning support assistant supports less confident swimmers and these pupils develop confidence as they learn to swim on their front and their back. Swimming activities and water safety elements are taught appropriately in Key Stage 2, and the majority of pupils swim unaided over a distance of at least 25 metres by the time they leave the school. There is good provision for reluctant swimmers.
121. Over the year, the curriculum for Key Stage 2 covers adequately the necessary components of gymnastics, dance, athletics, team games and swimming. The school curriculum includes a range of competitive sports including football, netball, rounders and 'Kwik' cricket. These activities are also offered as part of the extra-curricular provision, both for boys and girls, in Years 5 and 6. These activities provide pupils with good opportunities to play competitively against teams from other schools in the district and to take part in tournaments. There is an annual sports day in July and the school also takes part in the District Sports Day.
122. The quality of teaching is satisfactory overall. Teachers share their learning objectives clearly with pupils so that they remain focused on the activities. Teachers give good demonstrations of techniques required to perform different actions. Pupils are used as good models to demonstrate to others in class, enabling them to evaluate and improve their performance and try out new ideas. The swimming lesson was well planned with different tasks to match the needs of pupils and teachers made good use of assessment of pupils' existing levels of abilities and confidence. There is a good emphasis on teaching new skills. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. They have access to physical education mainly through additional adult support. As a result of effective teaching, pupils' attitudes to physical education are good and they are enthusiastic about their lessons, particularly games and swimming lessons. They change swiftly and make good use of time, maintaining good pace during the activities. Pupils listen attentively to teachers' instructions and observe others to see how they can improve their performance. As expected by their teachers, they take turns in games and practise different ways of sending and receiving a ball, and catching and throwing it with increasing skill. Pupils are well behaved during their group activities and paired work. Behaviour is generally good during lessons although, on occasions, the noise level from some pupils may distract others from doing more serious work. When this happens, this is dealt with effectively by the teacher. Pupils show responsible attitudes while lifting, moving and organising their equipment. The relationships between adults and pupils and between peer groups are good.