

INSPECTION REPORT

MORE PARK RC PRIMARY SCHOOL

West Malling

LEA area: Kent

Unique reference number: 118774

Headteacher: Mrs Bernadette Laws

Reporting inspector: Peter Payne
12155

Dates of inspection: 30 April to 3 May 2001

Inspection number: 190380

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Lucks Hill
West Malling
Kent

Postcode: ME19 6HN

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Appropriate authority: The governing body

Name of chair of governors: Adrian Atmore

Date of previous inspection: 9 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12155	Peter Payne	Registered inspector	Science Information and communication technology Physical education	What sort of school is it ? How high are standards ? – the school’s results and achievements How well are pupils taught ? How well is the school led and managed ? What should the school do to improve further ?
9499	Phiroze Daruwala	Lay inspector		How high are standards ? – attitudes, values and personal development Partnership with parents
7148	Graham Hall	Team inspector	English English as an additional language History Art and design	
8139	Barbara Johnstone	Team inspector	Music Education in the Foundation Stage Special educational needs	How well does the school care for its pupils?
14706	Brenda Knowles	Team inspector	Mathematics Geography Design & technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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

INFORMATION ABOUT THE SCHOOL

More Park Roman Catholic Primary School is an average sized, mixed primary school situated on the outskirts of West Malling on an open site which it shares with the parish church of St Thomas More. There are 246 pupils on roll, aged from 4 to 11, organised into 9 classes. The school serves a very extensive parish and many of its pupils are brought into school by buses and cars from the villages of Snodland, Larkfield and Ditton. The attainment of pupils on entry is wide. The percentage of pupils with special educational needs, including those with statements (28.5 per cent), is above the national average and the percentage of pupils known to be eligible for free school meals (9.8 per cent) is broadly in line with the national average. There are three pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

The school is an interesting place where pupils enjoy their experiences both in and out of class. Teaching is good. It is lively, interesting and good humoured. This contributes to the very positive attitudes of the pupils, their very good behaviour and the standards that they achieve. The leadership and management of the school are good. The headteacher, governors, staff and parents are committed to a very real partnership to sustain and raise standards. The income of the school is broadly average and, when set against the quality of the teaching, learning, care and support, the school gives satisfactory value for money.

What the school does well

- Children are very enthusiastic about their school – they enjoy it.
- The quality of teaching and learning is good, with interesting lessons and a good range of experiences.
- Children’s attitudes to learning and their behaviour are very good
- It is an inclusive school with equality of opportunity and excellent relationships.
- Its aims and values are reflected in its everyday work, fostering respect for feelings, values and beliefs.
- Provision for the pupils’ spiritual, moral, social and cultural development is very good.

What could be improved

- The overall balance 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 December 1996, and has made satisfactory progress. The small amount of unsatisfactory teaching has been eliminated and all of the lessons observed during the inspection were satisfactory. There has been a considerable investment in equipment, programs and staff training for information and communication technology, which has transformed the quality of the subject. A programme for monitoring of the quality of teaching and learning has been established and is carried out by senior staff and some subject co-ordinators. Some aspects of the monitoring of the actual delivery of the curriculum remain an issue. The health and safety concerns expressed in the last report were addressed very quickly and effectively. The National Literacy and Numeracy Strategies have been implemented successfully and are well established. The basic skills taught in English and mathematics are evident in other subjects. The standards achieved by pupils in information and communication technology, art, history and physical education have improved since the last inspection. Schemes of work are now in place for all subjects. The school has adopted the curriculum guidance and planning documents published by the Qualifications and Curriculum Authority.

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	A*	A	C	C
Mathematics	B	A	C	D
Science	B	C	D	D

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that standards in English and mathematics in 2000 were average when compared to all schools, although standards in science were below the national average. When compared to similar schools, it can be seen that the standards achieved in English were average while the standards in mathematics and science were below average. Over the last three years, the performance of pupils in all the core subjects was slightly above the national average for their age group. The evidence from the inspection suggests that at the end of Key Stage 2 pupils currently in Year 6 are achieving higher standards than the previous cohort in all three subjects. The need to address the standards in science has been correctly identified as a development priority. Challenging targets for attainment in English and mathematics have been agreed for 11 year olds in 2001. Standards are above expectation in art, history and physical education. They are as expected in information and communication technology, design and technology, geography and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages are proud of their school, are pleased to be there and demonstrate very good attitudes
Behaviour, in and out of classrooms	Behaviour is very good during lessons and about the school at breaks and lunchtime. Pupils are courteous, orderly and considerate.
Personal development and relationships	Very good. Relationships between pupils and with adults are excellent. The pupils' ability to co-operate with one another is impressive. They respect each other's views and ideas.
Attendance	Good. Procedures for monitoring and improving attendance are very good. Lessons begin promptly and no time is wasted moving between lessons.

TEACHING AND LEARNING

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

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

The overall quality of the teaching observed was good. There were no unsatisfactory lessons, and a particular strength was the quality of teaching of the older pupils, where some excellent teaching was observed. Teaching is good or better in 76 percent of lessons and very good or better in 26 percent of lessons. Seven percent of lessons were excellent. This is a substantial improvement since the last inspection. Teachers plan interesting lessons and, because of the good teaching, learning is effective. They establish the intentions and learning objectives of each lesson and share these with their pupils so that they know what to do and what is expected of them. A particular strength is their good knowledge of the detail of the subject being taught. Good teamwork between teachers and learning support assistants enables the pupils with special educational needs to achieve satisfactory standards. The work that is prepared for them takes into account their special needs and the learning support staff help them to achieve their targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad and delivers the requirements of the National Curriculum, but in some subjects it is not balanced. The range of extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	This is good. Pupils with special educational needs have full access to the curriculum and, where necessary, they receive high quality support from their teachers and learning support assistants. They are able to develop confidence and make good progress.
Provision for pupils with English as an additional language	Support from the school for the very small number of pupils for whom English is not their first language is satisfactory. The school works hard to ensure that they are included in all aspects of the school's day.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. It is a strength of the school. The inclusive ethos of the school is a significant feature that is valued by all those who teach and learn there. Provision for spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The provision for ensuring the general wellbeing of pupils is good. Pupils feel safe and secure because of the good levels of pastoral support. There are very good procedures for promoting good behaviour. Procedures for ensuring child protection are good.

The school has a good relationship with its parents and maintains an effective partnership with them. Parents are very supportive of the school and are very positive about the quality of education that it provides for their children. The arrangements for sharing information about pupils' progress are satisfactory, although some parents would value more precise information about their children's progress and what is going to be taught. Inspectors found that there is a genuine open-door policy and that the school welcomes parents into school to share information to ensure that their children are happy and are learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. She is well supported by her deputy head and the staff. There is a shared vision for the aims of the school and its future direction.
How well the governors fulfil their responsibilities	Governors are committed to the success of the school and provide effective support. They know what the school is doing well and how it might improve. They meet their statutory responsibilities.
The school's evaluation of its performance	A programme of monitoring the quality of teaching and learning is well established. Satisfactory use is made of statutory and other test information to compare standards with similar schools. Challenging targets have been set for the achievement of 11-year-olds in 2001.
The strategic use of resources	The management of staffing, accommodation and learning resources available to the school is satisfactory. Good use is made of new technology.

Management and governance of the school are good. The staffing structure of the school is in a state of change, although there are sufficient qualified and experienced teachers and learning support assistants to deliver the Early Learning Goals and the National Curriculum. Accommodation is satisfactory and provides a stimulating learning environment. Displays stimulate and provide challenges. The outdoor play areas and the sports field are good. Teaching resources are satisfactory. The governors have a policy of achieving the best value in their transactions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The behaviour is good. • There is an expectation that children will work hard and achieve their best. • Leadership and management are good. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • Information about their child's progress. • The range of activities outside lessons. • The way in which the school works with them. • The amount of work that their child gets to do at home.

The inspectors endorse the parents' positive views about the school. They feel that the amount of work that pupils are asked to do at home is appropriate to their ages and needs and that the range of extra-curricular activities and opportunities is satisfactory, recognising the need to hold most of these at lunchtime because of the pressures of transport after school. The inspectors looked at a wide range of information documents about the pupils' programmes of study and progress made. They found that these were good, although the space available in the individual annual reports to describe attainment and progress was limited. There is a very effective partnership between the parents and their school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The levels of attainment of the children upon entry to the Foundation Stage are consistent with the full range of ability, including children with learning difficulties and potentially high attainers. Children make good progress in the reception classes and, by the age of five, most children are likely to achieve national expectations in all areas of learning and are ready to begin the National Curriculum. Because of their positive attitudes and the commitment and expectation of their teachers and learning support assistants, most children work at or near to their capacity.
2. The results of the 2000 tests taken in reading, writing and mathematics by seven year olds were in line with the national average for all schools and when compared to the performance of similar schools. The standards achieved by higher attaining pupils were above the national average in reading and close to the national average in writing and mathematics. Performance in science was above the national average. Over the last five years, the performance of seven-year-olds has consistently exceeded the national trend, with the exception of a consistent dip in all subjects in 1999. The relative performance of boys and girls over this period shows no significant difference.
3. The 2000 results for eleven-year-olds were close to the national average in English and mathematics and below the national average in science. When compared to the performance of similar schools, Standards were average for English and below average for mathematics and science. The performance of higher attaining pupils was well above the national average in English but below the national average in mathematics and science. Over the last five years, the overall performance of eleven-year-olds has been broadly in line with the national trend, although in 2000 it was just below it. The relative performance of boys and girls over this period shows no significant difference.
4. The school has set challenging targets for eleven year olds in 2001. These were carefully established and reflect the performance of the year group through the school, including the proportion of pupils with special educational needs. Inspection evidence suggests that these targets will be achieved.
5. Pupils with special educational needs make satisfactory progress in learning and achieve standards that are at least in line with their individual abilities in both key stages. Although attainment is often below that expected from pupils of a similar age, the majority of pupils meet the targets set in their individual education plans. Pupils with statements of educational need meet the targets set at their annual reviews.
6. In the other subjects of the National Curriculum, standards are above expectation at the end of both key stages in art, history and physical education. They are as expected in both key stages in information and communication technology, design and technology,

geography, and music. Standards in art, information and communication technology, history and physical education have improved since the last inspection. Although standards in information and communication technology are at least as expected, some pupils have developed skills which are well above the national expectation and recent investments in new equipment and training mean that the school is well placed to improve standards still further.

7. The basic skills developed through the literacy hour are evident across the curriculum and both key stages. There are impressive examples of speaking and listening skills used to promote and extend thinking and to clarify the pupils' understanding of their work. Good quality discussion takes place, particularly in science, history, geography, religious and personal and social education, where the thoughts and ideas of the pupils are developed and valued. Pupils use their numeracy skills in the production of graphs in science and geography. They use nets in design technology and in data handling using computers. As the facilities have been extended, pupils have been able to make increasing use of information and communication technology to support their learning, for example by using desktop publishing to present work in design technology, and the Internet and CD-ROMs to find information for a growing range of subjects.

Pupils' attitudes, values and personal development

8. Pupils show positive attitudes towards the school and are keen to learn. They are proud of their school and identify strongly with it. The views expressed by parents at the parents' meeting and the analysis of their individual responses support this. Most parents expressed satisfaction with their children's positive attitudes and their personal development. Inspection findings confirm the parents' views that pupils' attitudes to learning, their sense of values and their personal development are all very good. They are happy and feel secure in the school environment, where calm, harmony and friendship pervade. This is a strength of the school.
9. Behaviour of pupils in the classrooms and in the playground is very good. This stems from the implementation of a policy of positive behaviour management and it has been sustained since the previous inspection. Pupils move around the school in a disciplined and orderly manner. At the start of the school day, pupils set to work quickly, pay careful attention to teacher's instructions and carry them out to the best of their abilities. The atmosphere in the classrooms is purposeful and orderly. The behaviour of pupils in the dining hall during lunchtime is very good. They play well together in the playground. No incidents of poor or unacceptable behaviour were observed during the period of inspection. There have been no exclusions, either fixed term or permanent, in recent years.
10. Pupils get on well with one another, with teachers and with other adults in the school. They are courteous, trustworthy and helpful to teachers as well as to one another. Pupils are equally courteous and kind to visitors. Boys and girls mix well together and they show a strong perception of discipline, order and harmony, which permeates through the whole school community.
11. Pupils' positive attitudes, interest and good behaviour have a positive impact on standards of attainment, especially at Key Stage 2. As pupils progress through the school, they are given appropriate opportunities to help and take responsibility. They take interest in their tasks and carry them out diligently. For example, Year 6 pupils help in stacking up tables and benches in the dining hall towards the end of the lunch break. Year 6 prefects befriend younger pupils when they are new to the school, help them with shared reading and look after them in the playground.

12. As an example of independent learning and research, two pupils in Year 5/6 have recently started to produce "The More Park Mag" which is circulated to their peers in the class for reading. The magazine contains a story sequence, "what's in, what's out?", poem page, book review, puzzles and news about pop music and films. This is produced on their personal computers at home. Another pupil carried out independent research and has produced a biographical sketch of Saint Thomas More. This is on display in the reception area.
13. Pupils concentrate in lessons, listen carefully to teachers and persevere with their tasks. They take pride in their work and their presentation is good. They handle learning resources, such as books and computers, with care. Relationships among pupils and between pupils and adults are based on trust and mutual respect. The school's commitment to equality of access and opportunity is evident in the friendships between boys and girls and their collaboration when working together. Similarly in outdoor play, pupils enjoy the opportunity of mixing together across the age range. Pupils are sensitive to the needs of people in less favourable circumstances than themselves. They raise money for national and international charities, such as the NSPCC and CAFOD, and contribute willingly to deserving causes.
14. The rate of attendance of 95.4 percent for the last reporting year (1999/2000) was above the national average. During the same period, the rate of unauthorised absence of 0.1 percent was broadly in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good. Teachers provide interesting lessons which pupils appreciate and respond to well. The good teaching has helped to raise standards and enhanced the personal development of the pupils. The quality of the teaching observed during the inspection was all at least satisfactory. It was good or better in 76 percent of lessons and very good or better in 26 percent of lessons. Seven percent of lessons were excellent. This is a substantial improvement since the last inspection. Good or better teaching was not confined to a year group or subject but spread across the school and curriculum. The strong features of teaching include the good subject knowledge, very good management of pupils, effectiveness of teaching methods, good quality of the teachers' planning, pace of lessons and the good use of time.
16. The overall quality of teaching in the core subjects of English and mathematics is satisfactory. In science it is good. The basic skills of literacy and numeracy are taught well. Teaching of information technology is good, with a concentration on basic skills teaching. It is good in art, design and technology, geography, history and physical education. Some excellent examples of teaching were observed in English, mathematics and science.
17. Teachers' planning is good across all year groups and their expectations are good. They plan effectively, setting clear objectives that pupils are able to understand and to which they respond well. Teachers challenge and inspire pupils, extending their capabilities. Pupils' knowledge and understanding is deepened through a wide variety of strategies including focussed teaching, collaboration in group work and the development of research skills. There is good use of effective of teaching methods in mathematics, science, art, history, geography, information and communication technology, design and technology and physical education. Most teachers choose their methods carefully so as to gain maximum effect from their teaching. If the teacher is

concentrating on one group, the other groups usually get on efficiently with their allotted tasks.

18. Pupils with special educational needs are taught effectively in their classrooms and are well supported about the school. Individual education plans contain well chosen targets that are sufficiently practical for class teachers to implement and pupils to achieve. The special needs co-ordinator is new to the role. She has a broad view of their needs and plans the necessary support across the school.
19. The management of pupils is good in the majority of lessons and never less than satisfactory. There is a well-formulated discipline policy that is applied consistently and effectively across all classrooms. Pupils understand what is expected of them and respond well. In classrooms rules are clearly displayed and records are kept of pupils' responses and effort. Praise is used to encourage pupils to sustain and increase effort. The teachers have a great deal of patience and respond sensitively to the wide variety of learning needs. They listen well to the pupils and value what they say. They set good examples and role models for pupils to respect. Teachers encourage pupils to talk and express opinions.
20. The use of time in lessons is good with teachers setting targets at the start of each lesson and ensuring that these have been covered towards the end. However, the blocks of time allocated to some subjects, for example time allocated to physical education in Key Stage 1, is not efficient. The pace of work is usually crisp because teachers plan lessons effectively against the time available. The use of support staff is good. Learning support assistants work with pupils with special needs, both individually and in groups. They liaise regularly with teachers and keep detailed records when working with pupils, enabling pupils' progress to be accurately judged. Physical resources are used well by the teachers, particularly in practical mathematics, science, design and technology and art lessons.
21. The quality and use of on-going assessment, which helps the teachers to plan the next stages of learning in lessons, varies although there is some very good practice. Statements of special educational need are well organised and used to ensure that the pupils are effectively supported. Teachers monitor on-going activities well, as in the case of a numeracy lesson where the teacher recognised that a small group was having difficulty with a concept, and arranged to revise it in a future lesson. Assessment is less well developed in the foundation subjects. Homework is used effectively, particularly in Key Stage 2. It is used predominantly in English, mathematics and science to develop reading skills, extend vocabulary and reinforce on-going class work.
22. The acquisition of skills, knowledge and understanding by all pupils, including those with special needs and for whom English is not their first language, is good. The pace of acquisition is often good because of focussed teaching and learning objectives. Pupils' intellectual development is often good. They are challenged to think clearly about the specific targets for the lesson and supported to follow these through. Pupils are very interested in their work and concentrate for extended periods.

23. Pupils' physical and creative effort is good overall and very good in Key Stage 2. They enjoy well-structured activities, especially where they are paced and clear challenges are set by the teachers. Discussions are usually interesting and wide-ranging, with pupils eager to take part and contribute their ideas. They concentrate well because there are high expectations from the teachers. Pupils put good effort into practical activities. They enjoy them and respond well to the challenges set in science, design and technology and mathematics. Learning in physical education, including extra-curricular games and other activities, is good. Pupils of all abilities are challenged and enjoy their physical effort. Their response to creative work is very good. They appreciate the work of other artists and create their own interpretations in a wide variety of media. The use of information technology contributes to intellectual and creative effort, for example in Year 6 where multi-media presentations were being produced for a variety of audiences including younger pupils.
24. The pupils own knowledge of their learning is satisfactory. They are able to discuss previous learning and how to apply this to new situations. Contributory factors include the ways in which teachers support pupils through sharing objectives, focussed reviews of activities and creating displays that remind and reinforce learning and achievement.

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

25. The curriculum provided is satisfactory. It is broad, largely balanced and has many strengths. It delivers all the subjects of the National Curriculum, promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of their education. The school has adopted the curriculum guidance and planning documents published by the Qualifications and Curriculum Authority (QCA) for the subjects of the National Curriculum. These provide guidelines on medium and short term planning and include clear and precise learning objectives that are shared with pupils at the beginning of lessons. This is an improvement since the last inspection.
26. There is good curriculum provision for children in the Foundation Stage. The quality and range of learning opportunities are good and cover all of the national Early Learning Goals. In Key Stages 1 and 2, although the curriculum is broad and enables the National Curriculum to be delivered, there are some imbalances. The allocation of time to some subjects, such as mathematics and physical education, is a concern. For example, pupils in the early stages of Key Stage 1 are allocated a single session of physical education per week which is over one hour long and thus very demanding of both pupils and staff to sustain concentration and physical effort. Where subjects such as history and geography or art and design and technology are blocked against each other and alternate fortnightly or for longer blocks of time, the overall balance of the curriculum is not sustained in all classes. In the last report, it was noted that subjects are variously over and under emphasised by different teachers and that the time allocations lack consistency and are insufficiently audited. In some subjects, this remains the case.

27. Implementation of the literacy and numeracy strategies has been the predominant focus within the curriculum since the last inspection in terms of time and resources. These initiatives are now well established and their effect is noticeable in improving standards. All teachers take good account of the guidelines of the National Literacy Strategy in planning the English curriculum and the daily literacy hour. Further time is allocated to improve writing skills and for silent reading time every day. In both key stages, planning provides good opportunities for pupils to use and develop their literacy skills across the other subjects of the curriculum.
28. The National Numeracy Strategy is well established in both key stages and is supported by clear and detailed planning for each component of the lesson. However, the time allocated for numeracy each day often exceeds that which is recommended by the strategy and is, in some instances, doubled. These sessions are too long. Since the last inspection there has been a considerable investment in equipment, resources and staff training for information and communication technology and this has significantly improved the teaching of the subject and the quality of the experiences of the pupils.
29. There is good, well organised provision for pupils with special educational needs. The pupils are taught in class and are only occasionally withdrawn for individual support. The curriculum meets the needs all pupils on the special needs register and teachers take good account of the targets in the individual education plans. The school makes good provision for all pupils to make progress and to have equal access to all aspects of school life. The school meets the requirements of the Special Educational Needs Code of Practice.
30. There is a satisfactory range of extra-curricular activities, most of which are held at lunchtime because of the large number of pupils transported to and from school by bus. Because of this, the time available for these activities is relatively short. Regardless of gender, pupils have equal access to sporting and other extra-curricular activities. There are very effective strategies in operation which promote equality of opportunity and, with additional adult support where necessary, all the children have access to the whole curriculum. Good use is made of the immediate environment of the school and visits are made to places that can provide additional resources to support topics. There are residential opportunities for pupils in Years 5 and 6. The governors' policy on charging ensures that no pupil is deprived of the opportunity to participate in school visits for financial reasons.
31. The school's provision for pupils' spiritual, moral, social and cultural development is very good and a strong feature of the school. This is evident in acts of collective worship, in lessons and in the daily routine of the school community. Prayer and fellowship form an important and essential part of the day-to-day life of the school. They help pupils to recognise and reflect on the spiritual dimension of life. Assemblies provide meaningful opportunities for worship and prayer as well as time to reflect and be still. Here pupils have opportunities to listen to music, join in prayers, sing hymns and explore the moral and social issues. The themes chosen focus pupils' attention on the effect of their actions upon others and the necessity of codes of conduct in order for communities to live together. The celebration of Mass on special occasions provides an opportunity for pupils, parents and staff to come together to worship as a community within the parish. The parish priest takes some of the assemblies in the school.
32. Provision for moral development is very good. Pupils have a well-developed moral awareness which they apply to their life in school. The school has distinctive policies

on equality of access and opportunity, behaviour and anti-racism. Pupils learn to distinguish between right and wrong and make appropriate connections between their beliefs, family life and life in the school.

33. Provision for pupils' social development is very good. All school staff take opportunities to promote discipline and good behaviour. They encourage pupils to take personal responsibility for their actions. All adults in the school provide a good role model for the pupils. The school community encourages pupils to show consideration for others and support those who are less fortunate. Pupils are expected to work and play co-operatively in groups, and they respond by offering support and friendship to peers.
34. Provision for the pupils' cultural development is very good. The range of opportunities is wide. The school organises visits to a variety of places of interest, including museums, art galleries and theatres. Outside visitors, including a sculptor, storytellers from other countries and drama groups enhance the lessons in the classrooms. The school promotes teaching about different religions, including Judaism, Islam and Hinduism in the curriculum for religious education. There is satisfactory provision for pupils to experience and learn about the customs and traditions of other ethnic and cultural groups.
35. Education for personal relationships and personal, social and health education are linked with lessons in religious education. Circle time is used in Key Stage 1 to discuss and explore moral and social issues such as good behaviour, keeping safe, people who help us and making the right choice.
36. Older pupils take responsibility for some aspects of school life, such as shared reading with younger pupils, helping in Key Stage 1 classes during wet weather breaks and lunchtimes and hosting senior citizens when they visit the school. Pupils are friendly and kind. They are keen to welcome visitors to their school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for assessing pupils' attainment and progress are satisfactory. Pupils are assessed when they enter school and detailed records are kept. Results of formal and standardised tests are analysed and compared. They are used to make predictions about the attainment of pupils as they progress through the school. The analysis of assessment results also enables individual pupil's progress to be monitored and to identify those pupils or groups requiring additional support. This is an improvement since the last inspection, when the report noted that the school was not tracking the attainment and progress of different cohorts of pupils. A portfolio of work assessed to National Curriculum levels is being developed for English, mathematics and science. This will aid teachers in their assessment of pupils' work.
38. Satisfactory use is made of assessment information to guide long term curricular planning. The school is reviewing the use of assessment information to guide short term planning. At present, there is some inconsistency in practice. Assessment opportunities are not always used to track the progress of different groups of pupils in relation to the learning objectives of lessons. Achievable targets are set and reviewed by teachers for individual pupils. These targets are discussed with both pupils and parents. Teachers use their own systems of recording and reviewing pupils' targets. The school is aware of this and is devising a whole school approach to the way target setting is recorded.
39. The school is aware of its obligations to make provision for pupils' welfare, health and

safety and for monitoring academic performance. The school's ethos of positive attitudes and values is well integrated in the curriculum and in various extra-curricular activities.

40. The school provides a safe and secure environment for pupils. The mission statement emphasises the importance of each person's uniqueness and dignity within the framework of the Catholic Church. All the staff work hard to make the statement a reality. There is a strong ethos of consideration, care and support for others, which permeates the school. Staff provide good role models for pupils by demonstrating ways of working collaboratively in classrooms and about the school, welcoming visitors and being consistently courteous in their personal relationships.
41. The school's code of conduct for behaviour is made clear in the prospectus. Good behaviour, respect for individuals and consideration for others are encouraged throughout the school. The teaching and non-teaching staff get to know individual pupils well. The school has been particularly effective in promoting self-esteem and self-awareness amongst the pupils in its care. Its ethos of educational inclusion of all pupils is evident from the fact that the provisions made for pupils with special educational needs are good. These pupils are fully integrated in the life of the school community and the full curriculum is available to them.
42. The school keeps records on attainment from the time that pupils join the school. This information is collected in their Record of Achievement, is shared with parents and is used in setting attainment targets. Records of attainment in the National Curriculum subjects, as well as personal records, are kept by the school for all pupils and eventually transferred to the receiving school when pupils leave. This procedure is well established and supports a smooth transfer of pupils from the primary to secondary stage. The school has also established a good working relationship with the secondary schools receiving pupils.
43. The school has established effective procedures for monitoring pupils' behaviour and personal development. Good behaviour is recognised and praised. Appropriate sanctions are imposed in the case of unacceptable behaviour. The main thrust of the school's approach is to encourage, recognise and reward good attitudes to learning. For example, the school has established a weekly achievement scheme, in which an individual pupil or a group of pupils or year group is congratulated for good behaviour or achievement.
44. The information about the school's expectations and parental responsibilities for attendance and punctuality are explicit in the school prospectus. The school's guidelines and procedures for marking attendance registers are carried out meticulously by class teachers. The school has established a good relationship with the Education Welfare Officer. There is good supervision during the morning breaks and at lunchtimes on the playgrounds. All support staff are friendly and helpful. They show a consistent approach in their dealings with all the pupils in the school.

45. The deputy head teacher is responsible for implementing child protection procedures and appropriate links with outside agencies are well established.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Although the school is situated outside the village, it is held in high esteem by parents and the local community. It has succeeded in establishing a strong, positive and purposeful partnership with parents. Parents attending the pre-inspection meeting and those responding to the questionnaire expressed a high level of satisfaction about the head teacher's leadership and the dedication of teachers in raising the expectations and achievements of all the pupils.
47. As a parish school, the staff strive hard and consistently to develop a tripartite relationship with the parents, the community in the parish and the school. The parish church provides a good link with the local community and is actively involved in all aspects of school life, working closely with the staff on behalf of pupils and their families. The parish fair is held in the school grounds in the summer. The parish church uses the school hall on Sundays for other indoor functions, such as the youth club.
48. Parents feel welcome in the school. They play an important part in supporting their children's learning at home. This approach has a positive impact upon pupils' attainment and progress. The home-school agreement is well established. Regular consultations, both formal and informal, are available to parents to discuss their children's progress and life in the school. Parents are fully informed of any issues relating to behaviour which are of concern to teachers, however small these may appear, and appropriate action is agreed between the school and parents. Parents feel free to approach the school for discussion with the head teacher or class teachers.
49. The school receives strong support from the parent and teacher association, which provides a good range of resources for the school. A variety of social events are organised by the association to develop positive relationships amongst parents. They raised sufficient funds to purchase the necessary benches and picnic tables for the playground. A number of parents regularly help in classrooms.
50. The school is equally successful in establishing positive links with members of the local community. The school has a visiting sculptor who gives demonstrations of pottery work to pupils. An adult volunteer is setting up the school's web site. He also helps parents and classroom assistants to become familiar with the basic use of computers and information technology so that they, in turn, assist their children at home or pupils in the classrooms. The parish church provides a special and beneficial link to the school community. From time to time the parish priest, who is one of the foundation governors, takes assembly for the whole school. These initiatives have a positive impact on pupils' attitudes and learning.
51. The school provides clear information about what is taught. At the beginning of each term, the school provides parents with details about the curriculum matters to be covered by each class. The school prospectus is a concise and comprehensive document. It covers the school's aims, policies and a brief account of the curriculum taught in the school.
52. The school encourages regular and effective communication with parents, For example, each pupil has a home-school contact book in which comments and observations are encouraged between the parents and class teachers. Parents are informed about the life of the school community through regular newsletters. All parents

receive a comprehensive annual report towards the end of the summer term, which they are able to discuss with the teachers. However, there is limited space for teachers to report full details of a pupil's attainment and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Leadership and management of the school are good. The headteacher and senior management provide purposeful leadership that has contributed to the success of the school. The head is supported by the staff and governors who share a firm commitment to the development of the school and to the raising of standards. There is a clear sense of direction and purpose.
54. The school's aims and values are published and widely distributed. The high quality of relationships at all levels about the school demonstrates the commitment of pupils and adults to live up to them. The fostering of these positive personal relationships is one of the significant features of this Catholic school, as are the explicit commitment to equality of opportunity and the development of strong links with the parish and the community.
55. The headteacher, deputy headteacher and the core subject co-ordinators monitor the quality of teaching in classrooms by observing and by evaluating lessons and the work of pupils. Outside agencies are also brought in to validate the quality of work in the classrooms. This is a significant development since the last inspection. The school evaluates the performance data produced by national tests and its own internal testing. This information is used to establish realistic performance targets at the end of the key stage.
56. The day-to-day management of the school is good. All staff have current job descriptions which establish their roles and the school's expectations of them. The headteacher is supported by an effective deputy who has clearly defined areas of responsibility. There is good delegation to the co-ordinators, enabling them to manage their own areas of operation. Limited non-contact time is achieved so that the core subject co-ordinators can develop and monitor standards in their subjects. Training is effectively linked to the needs both of the school and of the individual teachers.
57. The governing body is effective. Governors play an active part in school life and provide strong and highly committed support. The committee structure is logical and well organised with clear terms of reference. The governors have a clear vision for the development of the school and an understanding of the school's current needs. Governors receive good quality information about the school's performance.
58. Educational priorities are established by staff and governors in the development plan and supported by prudent use of funds. There is a well-established process for constructing the plan.

59. The school is adequately staffed, although, after a long period of stability, it is currently experiencing a period of change and has a number of temporary appointments. There is a satisfactory match of qualifications and experience to deliver the curriculum. There are effective induction processes in place to support teachers and learning support assistants who are new to the school. They play an important part in ensuring the quality of learning and good behaviour.
60. The quality and extent of the accommodation are satisfactory. The outdoor play areas and sports facilities are good. Resources for teaching are satisfactory and readily accessible. The quality of the learning environment and the school surroundings owes much to the standards achieved by the caretaker and his staff and to the care and pride in their school shown by the pupils and adults.
61. The financial management of the school is good. A recent LEA financial audit confirmed sound practice and their advice has been implemented. The headteacher and governors are provided with good quality financial information through analysis of the monitoring statements provided by the local authority, suitably annotated by the finance officer. Very good use is made of new technologies to track and monitor the budget and for other administrative purposes. When it is necessary, firm action is taken to avoid overspending. The governors have a policy of achieving best value in their transactions although there are no systematic procedures to evaluate and confirm the impact of spending decisions on the standards of achievement and the quality of education.
62. The school has been successful in attracting additional funding and specific grants, such as the New Opportunities Fund and the National Grid for Learning. Additional funds and grants are wholly applied to their designated purposes and usually supplemented from the school's budget. The members of the administrative staff are effective, enabling the day-to-day procedures of the school to operate smoothly, thus allowing the headteacher and staff to focus upon teaching and learning. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to further improve the standards of education which the school provides, the governors, headteacher and staff should:
 - review the overall organisation, balance and delivery of the curriculum by:
 - reviewing the time allocated to the core and foundation subjects (paragraphs 20, 26, 27, 29, 83, 108, 112 and 134);
 - reviewing the way in which these times are arranged in the school day, to ensure that the blocks of time are appropriate both to the needs of the subject and the pupils (paragraphs 20, 27, 108, 112 and 134);
 - ensuring that appropriate opportunities are provided for assessment within curriculum planning and used to influence the next stage of learning (paragraphs 38 and 80).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	19	50	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	246
Number of full-time pupils eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	55

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	16
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	12	13	13
	Total	25	27	26
Percentage of pupils at NC level 2 or above	School	89 (95)	96 (84)	93 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	14
	Girls	13	13	13
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	93 (92)	100 (95)	96 (97)
	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	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	12	12	14
	Total	23	25	28
Percentage of pupils at NC level 4 or above	School	72 (97)	78 (91)	88 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	12
	Girls	13	13	13
	Total	24	26	25
Percentage of pupils at NC level 4 or above	School	75 (91)	81 (86)	78 (97)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	246
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.6
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	120

Financial information

Financial year	1999-2000
	£
Total income	396,649
Total expenditure	396,395
Expenditure per pupil	1,611
Balance brought forward from previous year	3,416
Balance carried forward to next year	254

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	3	1	0
My child is making good progress in school.	34	53	7	4	2
Behaviour in the school is good.	55	44	0	1	0
My child gets the right amount of work to do at home.	24	53	18	5	0
The teaching is good.	35	49	8	3	5
I am kept well informed about how my child is getting on.	19	45	26	10	0
I would feel comfortable about approaching the school with questions or a problem.	41	37	11	10	1
The school expects my child to work hard and achieve his or her best.	57	37	2	4	0
The school works closely with parents.	25	39	22	11	0
The school is well led and managed.	45	44	2	7	2
The school is helping my child become mature and responsible.	53	40	3	1	3
The school provides an interesting range of activities outside lessons.	17	34	24	16	9

Other issues raised by parents

At their meeting, several parents applauded the way in which the school welcomed and cared for pupils with special educational needs. They stressed the inclusive nature of the school community. All agreed that if they felt that there was a problem, they could come in to school and be sure of a satisfactory outcome. They agreed that the school's attitudes and values were a powerful attraction and that the teachers really knew about their children and their needs. They applauded the quality of the behaviour, and felt that their children come home and carry through the values of the school into their home life.

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

64. The educational provision for children in the foundation stage is good. Children are admitted to the school in September or January according to their date of birth. During the time of the inspection there were 30 full-time reception class children and, of these, 14 were under five years of age. There are 21 children taught in the reception class and 9 Year R children are taught with Year 1 pupils. Work is appropriately matched to their respective needs.
65. The majority of children enter the reception class with levels of attainment similar to that expected from children of the same age nationally. Procedures for assessing children when they enter school are satisfactory and detailed records are kept of each child's progress. By the time they reach the end of the reception year, most children are likely to achieve national expectations in all areas of learning and are ready to begin the National Curriculum. Children with special educational needs make satisfactory progress and higher attaining children make good progress in relation to their prior attainment. The quality of teaching in the foundation stage is good. Teachers are aware of the stepping stones for children before they achieve the early learning goals. Teaching is carefully planned to ensure that the curriculum provision is appropriate for these children. Emphasis is placed on children enjoying their learning.

Personal, social and emotional development

66. Most children are likely to achieve the early learning goals for personal, social and emotional development by the end of the reception year. Many children enter school with experience of nursery and playgroups. They quickly settle into the routines of the classroom and feel secure. Children show caring relationships with each other and play well together in the playground. They behave well in lessons and take turns sensibly. They respond very well to adults and to each other. They are eager to talk about the good things that have happened to them and to share their experiences with others. They understand the difference between feeling sad or happy and the need to be friends with each other. Teaching is good. Appropriate opportunities are provided for children to talk about themselves in a secure atmosphere.

Communication, language and literacy

67. By the end of the reception year the standards achieved in speaking and listening are expected to be above those found nationally while those for reading and writing are likely to be in line with those found nationally. Many children make good progress in speaking and show increasing confidence when asking and answering questions and in talking in front of the class. They are attentive listeners both in class and in assemblies. They listen well to stories and enjoy looking at books. Many children read simple words accurately and a few children read more difficult text with skill. Children are developing satisfactory writing skills. The majority of children can recognise and write their own names and are beginning to construct simple sentences. They show good attention to writing correct letter shapes. Higher attaining children write unaided and make their sentences interesting to the reader. Teachers mark work carefully. Detailed comments are made in children's books and this enables teachers to closely monitor progress. Teaching is good and children's learning is supported well by other adults in the classroom.

Mathematical development

68. By the end of the reception year, most children are likely to achieve the early learning goals in mathematical development. Children can count to ten and many show an awareness of numbers beyond ten. A few children are secure in numbers to 20. The majority can recognise and name different shapes, including triangle, square and circle. They make comparisons between objects, using the terms longer than and shorter than. They show confidence when recording their work. They begin to do simple addition sums with money and use this in their role-play in the home corner. They play number games with the adults and gain confidence in making predictions. Good teaching ensures that children have a range of experiences. Lessons are well planned and resources are used effectively. Counting rhymes and songs are frequently used to reinforce children's learning. Good opportunities are provided in other areas of the curriculum to promote mathematical development.

Knowledge and understanding of the world

69. By the end of the reception year most children are likely to achieve the early learning goals in their knowledge and understanding of the world. Children talk about different animals that they know. They can explain the difference between a pet and a farmyard animal and talk about their pets' needs for food and water. In one lesson, children talked about the places where farmyard animals live. Effective use of questioning by the teacher enabled children to make good progress in their learning. This resulted in children being able to successfully match the different types of habitat to the correct animals. There is a nature table in the reception classroom and children use the magnifying glasses to observe the different objects on the table. Children gain confidence in using the computer and use appropriate computer games to reinforce their learning. Teaching is good. Lessons are well planned and matched to the needs of individual children. Good displays in both the Year R and Year R/1 classrooms further extend children's understanding of the world around them.

Physical development

70. By the end of the reception year most children are likely to achieve the early learning goals for physical development. Children gain confidence in controlling and using their bodies in different ways. They show satisfactory skill in hand-eye co-ordination. For example, in one lesson children discovered different ways of balancing and catching a beanbag. Good teaching resulted in good learning taking place. The teacher showed the children how a beanbag might be thrown and caught. The children then understood the need to watch carefully when the bag was thrown and to be in the right place in order to catch it. This resulted in several children catching the beanbag at the first attempt. Children handle small tools with care and use a range of materials well to develop manipulative skills. Teaching is good and effective use is made of resources to extend children's learning.

Creative development

71. By the end of the reception year most children are likely to achieve the early learning goals for creative development. Children make good progress in acquiring musical skills. They sing pleasantly and show a good knowledge of the sounds of different instruments. For example, in a lesson, children listened to short extracts of music that featured different instruments. Many children were able to recognise the difference in sound between a stringed instrument and one that is blown. A few children accurately gave the name of the instrument playing. Children enjoy painting and talking about their pictures. They show satisfactory skill in using the colours that are appropriate for their work. Teaching is good and other adults in the classroom provide effective support.

72. The resources for reception class children are satisfactory and are readily available to them. The previous inspection highlighted the need to provide an outdoor play area with large play equipment, specifically for reception children. Plans have been drawn up for such a play area and work will commence soon.

ENGLISH

73. In the national tests for seven-year-olds, standards are in line with national averages and with similar schools. All pupils, including those with special educational needs, make sound progress based on their attainment on entry to the school. Standards of work during the inspection confirm these findings. There has been no significant change in standards since the last inspection.
74. By the time they leave the school at age eleven, their performance in the national tests for the Year 2000 indicate that pupils' attainment is in line with the national average and with similar schools. During the inspection, standards of work seen indicate a similar picture. Higher attaining pupils achieve well due to strong, positive teaching and their own very good attitudes to work. Pupils with special educational needs (SEN) make satisfactory progress and receive appropriate support. There is no significant difference between the performance of boys and girls.
75. Overall, pupils' attainment in speaking and listening is in line with national expectations. By the end of Key Stage 1, pupils speak with increasing confidence in a range of different situations and listen well to the views of others. Pupils make good progress throughout Key Stage 2. By the time they are eleven, pupils explore and communicate ideas well, make positive contributions to discussions and use a wider range of vocabulary. They are able to present themselves to an audience expressing a point of view that may not be their own. For example, in a Year 6 drama lesson, pupils were taking the parts of developers and preservationists and arguing the case from their different perspectives. They demonstrated a clear understanding of the issues involved and were enthusiastic about their lesson.
76. By the end of Key Stage 1, attainment in reading is satisfactory. The majority of pupils read enthusiastically and accurately from a variety of texts. Higher attaining pupils are becoming independent readers using their knowledge of the sounds letters make to pronounce words they do not know. Although some pupils have a good knowledge of fiction and can talk with confidence about their favourite books and characters, some class routines do not allow for a sufficient choice of a wider range of reading material. This limits all pupils' progress. In Key Stage 1, reading records are not maintained regularly and consistently and lack analytical comments. As a result, teachers are not able to use assessment information in order to target pupils' learning needs.

77. Throughout Key Stage 2 all pupils make good progress in reading. By the age of eleven, standards in reading are good, with higher attaining pupils achieving well above national expectations. The majority of pupils read accurately and with expression and can talk about other books they have read. Higher attaining pupils enjoy a range of authors, talking with confidence about the various styles of authors such as Jacqueline Wilson and Gillian Cross. Lower attaining pupils also talk with great enthusiasm about their progress in reading. For example, one boy explained how he had moved from non-fiction texts to reading more interesting novels as a result of the teacher's enthusiasm and presentation. Pupils use a range of skills appropriately to retrieve information, such as library index systems and information and communication technology. This supports their work in other subjects as when looking at census figures in history.
78. Standards in writing in both key stages are satisfactory. By the time they are seven pupils can write in a variety of formats. For example in one lesson, Year 2 pupils were writing a glossary of information about animals using a reporting style. In another lesson, Year 1/2 pupils were writing accurate sentences using speech bubbles to tell about events in a story about a fisherman and a monster. Pupils have a variety of opportunities to write poetry, re-tell stories such as Cinderella and write instructions, but there are insufficient opportunities for extended writing for higher attainers. This is the result of a lack of detailed planning of appropriate levels of work building on what pupils can already do. Throughout Key Stage 2, pupils make satisfactory progress developing a good understanding of grammar and appropriate use of vocabulary. Some pupils, mainly in Years 4 and 5, have difficulties with accurate spelling, sentence structure and explaining their ideas in the written form. Owing to the well-planned and interesting lessons, by the time they are eleven, many pupils write accurately for a good range of purposes, using punctuation marks and good spelling appropriately. They organise their writing activities well showing a growing confidence in experimenting with vocabulary and content. For example, when Year 6 were analysing the different styles of authors and exploring formal styles using narrative and reported styles, they wrote longer complex sentences using a variety of connectives. Higher attaining pupils demonstrate a very good sense of style and increasingly bring an analytical approach to their writing.
79. Pupils have very good attitudes to the literacy hour. They generally maintain high levels of concentration and make confident contributions to discussions. In some lessons, where the time allocations for each section of the lesson are too long, pupils lose the high levels of concentration and interest is reduced. They co-operate well, particularly in group work such as when Year 4 pupils were debating whether football should take place in the playground. They listened carefully to each other, respecting each other's points of view. In particular, boys respected the girls' views and voted against football! In most classes, pupils take a full part in their own learning when they are fully aware of the objectives of the lessons. Pupils in Year 6 work well collaboratively, for example when writing about the characteristics of a teacher. They indicate great levels of personal interest in their learning and show good efforts to succeed. Standards of behaviour are very good throughout the school and make a positive contribution to pupils' learning.
80. The quality of teaching is satisfactory overall with examples of good teaching. One lesson at the end of Key Stage 2 was outstanding. This is a very similar picture to the last inspection. Teachers have a sound knowledge and understanding of the subject and have implemented the National Literacy Strategy. However, owing to the lack of a cohesive approach to planning the curriculum and the timetable there are inconsistencies in the allocation of appropriate work in some year groups. In the best

lessons, teachers have clear learning objectives that they share with their pupils and work is sufficiently challenging and matched to pupils' prior attainment. These aspects ensure pupils make good progress and, in addition, the good pace of these lessons maintain pupils' interest and concentration. In the one outstanding lesson, the high expectations of the pupils and their enjoyment of the subject led to pupils attaining high standards of work. Although there were no unsatisfactory lessons, a lack of pace, poor time-keeping and less challenging work militated against good progress in some lessons.

81. The co-ordinator for English has only recently been allocated this responsibility and has, as yet, had no formal opportunity to monitor the subject. However, she has produced a good action plan for the development of assessment practices and for re-organising the reading scheme, particularly in Key Stage 1. These intentions should be a priority for development in addition to reviewing the time allocations within the literacy hour.

MATHEMATICS

82. Attainment in mathematics in national tests at the end of Key Stage 1 in the year 2000 was close to national levels. This followed a dip in attainment in the previous year. Compared to similar schools, the school's performance in mathematics test was below average. These results are similar to the last inspection in both key stages, maintaining the standards in line with national expectations. In Key Stage 2, attainment in mathematics at the end of the key stage in the year 2000 was close to the national average, but the proportion of pupils reaching the higher level in the tests was below the national average. In comparison with similar schools, the school's performance was below average. There was no significant difference between the attainment of boys and girls at either key stage. The children below the age of five, through the provision of good learning opportunities, achieve the national Early Learning Goals in mathematics.
83. During the inspection, all classes were observed during mathematics lessons. Key Stage 1 pupils recognise numbers and, in a game involving throwing a dice, several pupils showed skill in adding numbers in their heads. Year 1 pupils are able to count in fives and are beginning to successfully find the value of missing numbers. Year 2 pupils work on three digit numbers. The progress made in this key stage over the year was evident from scrutiny of their work, where the quality of work seen was mostly satisfactory in topics such as time and using shapes to make a figure. All work follows the numeracy strategy guidelines with time devoted daily to mental mathematics. Workbooks and schemes are used to reinforce areas of learning but also sometimes as a stopgap when the lesson time is too long. A recently introduced assessment strategy has helped teachers to ensure that all curricular areas are covered. Progress made within this key stage is satisfactory but varies according to the confidence and enthusiasm of the teacher. Where there is an enjoyment of the subject being taught, for example in the "pirate path" lesson in Year 1/2, children were well motivated to focus and achieve answers for the missing numbers. The attitudes and behaviour of all pupils are of a high standard. They are eager to learn and to answer in oral exercises.

84. In Key Stage 2 progress is satisfactory. In Year 3, progress was good using the tangible and visual means of showing patterns adding on 9 and 10 using number squares and lines. The teacher's initiative in devising a game in pairs demonstrated very good practice directly appropriate to this area of mathematics. Year 4 shows good coverage of National Curriculum in areas such as estimating, shape and symmetry, and fractions. However, some presentation of written work needs more care. Pupils enjoyed the challenge presented by the words "associative and commutative laws of multiplication". They demonstrated understanding of the breaking down of larger numbers being multiplied for example $17 \times 16 = 10 \times 16 + 7 \times 16$.
85. An excellent lesson was seen in Year 4/5 concerning the understanding of division as the inverse of multiplication. In a positive "can do" culture, children handle some complex number combinations, working together well and supporting one another. They are encouraged to take risks and to predict the next issue. In the numeracy lessons, all pupils follow the strategy and start each session with mental mathematics. This is particularly effective and pupils of all ages and abilities were eager to offer an answer. Scrutiny of the Year 6 work revealed good coverage of the four areas of study in the National Curriculum - using and applying mathematics, number and algebra, shape and space and the handling of data. Using the plans which have been devised to deal with cross-year teaching ensures that similar but different work is covered by both classes of the same age. During the inspection, pupils were seen to use a calculator with confidence, responding quickly to challenges. They carry out operations to solve word problems involving money, choosing appropriate calculations and explaining their methods. For example 17.5% of £80 was split into 10% plus 5% plus 2.5%.
86. Direct teaching ensures that pupils understand the processes necessary to break down problems is achieved. Where teachers are confident and have high expectations of pupils, progress is good. Some good use was seen of the plenary sessions but in other lessons they were omitted as time had run out. The length of lesson time varies. Generally learning is well focused in mathematics lessons and pupils are enthusiastic. Where teaching is good, lessons are well planned with detail about the activities of each group. This planning is done with reference to previous achievement, so that each pupil will build upon their prior knowledge and not be held back. In some classes targets are set and written in the front of the pupils' books. Where teachers' expectations are high and the pace of the lessons meets the needs of the class, good progress is seen. Teachers are aware of the pupils with special needs in their class and ensure that these pupils have an effective learning support assistant close beside them. However, in some lessons there is not enough challenge for more able children. In the best lessons, teachers were sure of their subject matter and confident in expressing themselves in a straightforward way to provide the clear exposition essential for the pupils' understanding. Interesting classroom displays demonstrated a range of mathematical phenomena.
87. Mathematics is co-ordinated by the deputy head. She has implemented the National Numeracy Strategy in the last two years and oversees and monitors the teaching of the subject. Since the last inspection, the quality of teaching and learning in mathematics has been monitored regularly. Attendance at available courses has extended the co-ordinator's understanding, which has been shared with staff. Mathematics is used frequently across the curriculum, for example, in a history lesson where tally sheets were used to display data from the 1851 and the 1891 censuses and in a study of the environment of the school where pupils weighed the litter collected in the school bins. Resources for mathematics are plentiful and stored centrally. The younger pupils have easy access to number lines and number squares. Calculators and tools for

measurement are readily available. The computers located in the classrooms and those in the computer suite were seen being used for processing data and to run exercises for maths reinforcement.

SCIENCE

88. In 2000, according to their teachers' assessments, 96 per cent of pupils reached the expected standard by the end of Key Stage 1, which was above the national average. However, only one in ten reached higher levels of expectation for their age.
89. At the end of Key Stage 2 the 2000 National Curriculum tests indicated that the percentage of pupils achieving the expected level by the end of the key stage was close to the national average but below the average achieved by similar schools. The trend over recent years has been consistently above the national trend, with the exception of the 2000 result, which was below. Over the last three years, boys achieved higher standards than girls, though the difference is not significant.
90. Pupils in Key Stage 1 can carry out simple investigations successfully and make sensible observations. They know about, and can discuss, the fact that animals, including humans, need places to live and food to grow. They are aware that they need to eat a balanced diet and to take exercise to remain healthy. They are able to make close and detailed observations, for example of the way in which seeds grow. They have investigated "light" from various sources, and used their knowledge to speculate about being safe in the dark.
91. At the end of Key Stage 2 pupils have examined electrical conductivity and can construct circuits using a power supply and switches to make a bulb light up. They understand that putting more bulbs in a series circuit make the bulbs dimmer. They know that objects are pulled downwards because of the gravitational attraction between them and the earth, can measure forces using Newtons and can describe the direction in which the forces act. They have carried out a range of investigations into the properties of materials and how they can be changed.
92. Pupils in Key Stage 2 are able to plan investigations appropriately, decide whether a test is fair and draw appropriate conclusions. They use specific scientific terms accurately and with confidence. Because of the climate of positive learning in the school, they are encouraged to speculate and take chances when predicting the outcome of a process or the behaviour of a material and are confident that their ideas will be valued. Research skills have been well developed, particularly towards the upper end of Key Stage 2 where pupils are used to finding out and recording information from other sources. Pupils with special educational needs are helped to make satisfactory progress in both key stages.
93. Pupils make appropriate use of basic skills from other subjects when drawing graphs or interpreting measurements and data. The quality of their use of technical language and the way in which they listen to each other's ideas lead to good discussion in small groups and participation in the whole class introduction and plenary sessions. Science makes a contribution to pupils' literacy as they add scientific terms to their vocabulary, for example in relation to the changes of state of materials and when they discuss their plans and observations. Pupils use computers to record their findings and construct simple charts and tables, although the use of computer equipment to sense and record changes, for example of temperature, is under developed.
94. Pupil's attitudes to science are good. They talk with enthusiasm about the range of

topics that they have studied and are keen to share their thoughts. They are interested in their work and use and handle equipment carefully and safely. They are able to concentrate and persevere with tasks, sometimes for long periods. They work very effectively in groups and co-operate well when carrying out an investigation. Their behaviour is very good.

95. The overall quality of teaching in science was good, with some excellent lessons observed in Key Stage 2. The QCA schemes of work provide good support for teachers to plan their lessons. Lessons are well resourced with modern equipment and materials. In all lessons the teachers give clear introductions and make clear the scientific principles that they want their pupils to learn. They have very good subject knowledge of the concepts and phenomena being taught. The quality of their use of probing open-ended questions and the opportunities that they take to revise and remind pupils about the underlying concepts and vocabulary are very impressive and enable pupils to make good progress in their learning. The scrutiny of work and discussion with older pupils confirmed that good progress has been made and that homework is used to consolidate their scientific understanding. The quality of science teaching has been maintained since the last inspection.
96. At present, there is no co-ordinator for science and the headteacher fulfils a caretaker role pending the appointment of new permanent staff. The provision of resources for science across the school is good. The science teaching in the school is not specifically monitored at the moment. The subject is scheduled for review in the current school development plan.

ART AND DESIGN

97. Standards in art and design are above national expectations by the end of both key stages. In addition to the lessons observed, the abundance of work on display provided evidence from all year groups.
98. By the age of seven, pupils explore a range of ideas and techniques, many linked to themes arising from history, science and the retelling of stories in sequence. The pupils make good progress in acquiring the knowledge, skills and understanding to enable them to express themselves in a range of media. Pupils use a variety of techniques, including drawing, painting, printing, wax rubbings and weaving using paper or cloth. Pupils in Year 1 make line drawings of objects found in Victorian homes and use good observational skills to complete them successfully. Pupils use a variety of paint colours to contribute to large pictures depicting scenes from "The Bad Tempered Caterpillar" and "The Rainbow Fish". A wide range of resources such as different brushes, crayons, pencils, foil paper, cloth and pasta shapes are used to support the development of pupils' awareness of different methods of communicating ideas. They can use simple printing methods using paint, and natural objects, such as feathers, as was seen in a display of pupils' work in Year 2. Pupils are able to experience the work of different artists and designers such as Paul Klee and the craftsmen and women who built their local church. In a Year 2 lesson, pupils cut out shapes in the style of Paul Klee from wax rubbings of different surfaces collected from the fabric of the church in a previous lesson. They were using their understanding of shape, space available and the texture of different surfaces successfully to design a church from the cut out shapes.
99. By the age of eleven, pupils have continued to make good progress. They are able to explore and develop ideas as a result of developing a good range of drawing and designing skills in previous years. Pupils have good observational skills, especially

when using pencil or oil pastels for drawing, for example in a Year 5/6 display of still life pictures depicting garden scenes. In addition, pupils have a good knowledge of different artists and designers, for example in Year 3 when designing 3-D fish in the style of Picasso using different patterns and shapes, drawing on their work on Monet garden scenes in Year 5/6 and on the work of a Russian costume designer for stage productions in Year 6. Pupils have a wide experience of art from different cultures, including early Egyptian patterns in Year 3, aboriginal and native North American paintings in Years 4 and 5 and European designs for houses and clothes in Year 6. Printing techniques using press-printing of patterns made from card and string blocks are well developed in Years 4 and 5, which enabled Year 6 pupils to progress into lino printing using a variety of colours and shapes.

100. Pupils have recently been introduced to the use of sketchbooks. They have made good progress as a result of using this opportunity to record ideas or techniques and to practise and research ideas at home. Some of the individual work of Year 6 pupils was of a very high quality and teachers use these examples to develop the skills and ideas of other pupils. Pupils are very proud of their achievements and this supports the high level of interest and motivation in art lessons.
101. Throughout the school, pupils have very good levels of behaviour and concentration in lessons. They listen and watch carefully when examples are being discussed. In addition, they ask searching questions and work well together and with respect for other pupils' work.
102. The quality of teaching is consistently good in lessons in both key stages. Teachers have good subject knowledge and prepare an interesting and supportive range of resources, which pupils use to make progress. All lessons were interesting and motivated pupils to do well. Relationships and understanding between teachers and pupils are very good. An atmosphere of enjoyment pervades all art lessons and everyone shares in the success of the pupils.
103. The art co-ordinator has introduced the QCA planning and scheme of work which ensures a full range and coverage of the art and design curriculum. Monitoring of the subject's standards has been undertaken using observations of classroom and school displays, photographs to record past work and the checking of planning by staff discussion. The 3-D work of the school has been enhanced by visits from a local artist who developed the pupils' skills of sculpture in Years 5 and 6.

DESIGN AND TECHNOLOGY

104. During the inspection it was possible to observe only two design and technology lessons in Key Stage 1 and one in Key Stage 2. Attainment was judged from these and from photographic evidence, scrutiny of workbooks and classroom displays. Attainment and progress are judged to be satisfactory. A strength of the subject is now the planned progression, which was established by the implementation of the QCA scheme of work. In the last inspection report, attainment was judged to be broadly in line with national expectations at the end of both key stages, but lacking sufficient breadth. Work seen during this inspection illustrated that many of the areas of knowledge, skills and understanding required by the National Curriculum for design and technology are now being covered.
105. In Key Stage 1, five and six-year olds identify moving parts in toys and books and talk with confidence of levers and pivots, while others talk with assurance about what they have to do to make a toy work. In a Year 2 class, children, in their study of materials,

heard the story of Joseph and his multi-coloured coat, and created a repeating pattern to use on their own "coats". The puppets displayed from their materials study had been designed, made and evaluated by these pupils using various techniques of joining the material, for example by sewing and gluing.

106. In Key Stage 2, children in the Year 4/5 class began a study of bread making, their design task being to make a bread roll and establish criteria for success. A variety of breads from different cultures were displayed, tasted and evaluated. Their independent research into bread was carried out by the pupils according to their ability, revealing, for example, the Latin derivation of the word for "ferment". In Year 4, pupils design and make a torch, discussing suitable types of material and the use of batteries and switches. Year 3 pupils design and make a game, which they play. The rabbit masks, which were made earlier in the year, all sold in the spring fair. Pupils in this key stage experience working with tools, equipment and materials to make an end product. Processes are evaluated, the younger pupils finding difficulty in being self-critical of their product when evaluating it but the older pupils being able to refine their ideas after evaluation. Special needs pupils are able to make satisfactory progress in design and technology. Year 6 children design and make a model fairground ride calculating the amount of material needed to fit around the perimeter of the ride. The evaluation of the success of these rides, which had batteries as sources of power, demonstrated the limitations of their designs.
107. Pupils respond to design and technology lessons with enthusiasm and interest. Their behaviour is very good. The time spent by pupils on design technology is shared with art and design with half the allocated time for each subject alternating fortnightly or half-termly. The momentum of the process of design technology is difficult to maintain where there are long intervals between lessons. Resources are adequate for the subject.
108. In the last report it was said that teaching was generally sound. Now, with the adoption of the QCA programmes, there is a better view of progression and teachers have a more confident appreciation. In the lessons observed, teaching was good and one very good lesson was seen. In the very good lesson, preparation of explanatory booklets with supporting vocabulary added to pupils' understanding. Research questions and very good questioning strategies in the lesson enabled pupils to respond in a thoughtful way. A new co-ordinator has recently taken over and will work on issues of staff expertise, assessment, monitoring and training.

GEOGRAPHY

109. During the inspection one lesson was observed in Key Stage 1 and three in Key Stage 2. Other evidence was taken from scrutiny of books and displays in classrooms and around school. Attainment, as in the last report, is judged to be in line with national expectations, with progress in some lessons seen being very good and progress over time satisfactory.
110. In Key Stage 1, geography is related to the pupils' experience. Year 2 talk about life in a land far away, contrasting school life in India with their life in West Malling. Similarities include school uniforms, games played and best friends. The differences they notice are "we don't call our teacher Auntie" and assembly is out of doors in India. An Indian lady who visited the classes loaned artefacts and pupils were able to handle such things as an elephant carved from ebony and a goddess carved from ivory. Year 1 had compiled a scrapbook of places visited on holiday recording interesting items of news such as "Sarah visited Lanzarote and found out about volcanoes"

111. Key Stage 2 had several geography lessons based on fieldwork discoveries. Year 6 had been to the town, interviewing different categories of people about the problem of parking. Pupils became town planners, engaged in role-play representing the opinions of categories of car park users. They negotiated by discussion what could be done about land use and changes and whether the improvement would be considered improvement by all. A Year 6 class discovered from documentation how people live and work in mountain regions of the world. This was an interesting comprehension exercise but compares less favourably with the experience of geography in the parallel class. A Key Stage 2 class undertook a study of land use within the school grounds and planned to discover and measure how much is thrown away in bins in the different areas of the school grounds. This involvement through discovery in a practical task by pupils resulted in very positive attitudes to learning. A growing awareness of the world was shown by another class, where a mock "passport" was taken away on holiday by pupils to record their experiences of the holiday, for example the girl who went to Rye, collected shells and climbed a lighthouse.
112. Teaching in both key stages was good with some evidence, however, of poorer practice. Where it was good, children were engaged in geographical study skills, for example using globes and maps. In one good lesson, the teacher had carefully planned the resources, for example the use of aerial photographs of the school and its surroundings, the equipment needed to carry out the tasks and the need for extra adults to accompany groups into the grounds. The time allocated to geography is shared with history, so that for only half a term at a time can these knowledge skills and understanding be used. This imbalance in the curriculum is hampering the development of the good practice seen. The structure of the QCA material has been beneficial and the co-ordinator designate is planning the purchase of new resources to replace the outdated topic boxes.

HISTORY

113. By the end of both key stages, the pupils achieve standards which are higher than those expected for history nationally. This is an improvement since the last inspection when standards were in line with national expectations.
114. By the age of seven, the pupils have a good understanding of the "past and present" and are able to compare old and new, as when Year 1 were comparing old and new toys such as Teddy Bears and stuffed rabbits. Through this interesting topic they understand that changes in the way we live took place during the last hundred years. Through the study of famous people, such as Queen Elizabeth the First, Florence Nightingale and the current Royal Family, the pupils are beginning to understand chronology and the difference in peoples' lives in the past compared with the present. In addition, pupils in Year 2 have a good understanding of the sequence of events which unfolded as when they kept a diary of the Great Fire of London.
115. By the age of eleven, the pupils have a good understanding of chronology. In lessons and in recorded work pupils demonstrate a good understanding of recent and ancient history. The planned programme of study units includes Tudor and Victorian times; the topical use of Census information since 1871; Ancient Greeks; Egyptians and Vikings. Through these studies the pupils develop a good understanding of primary and secondary sources of evidence as, for example, when Year 6 were scrutinising 1871 Census records comparing them with the 1991 data. Pupils made comparisons of life styles in the High Street of West Malling in 1871 with the present day, noting the

number of people living in each household, including the servants. In addition, comparisons were also made with a street in Liverpool. This topic provided good links with drama as they enacted "A day in the life of an enumerator 1871", mathematics as they charted the number of people living in the street and geography comparing different locations. In discussion they showed a clear understanding of how historical events affect people's lives as, for example, when Year 4 used short extracts from the Anglo-Saxon chronicle describing the Viking raids on their villages. This study led to a lively and informative role-play between disparate groups arguing about the murder of an Anglo-Saxon messenger by the Vikings.

116. Good opportunities are provided for pupils to express their ideas which lead to pupils showing great enthusiasm for the subject and encourages in them a desire to continue their own research. Throughout the school pupils have very good attitudes to the subject. They enjoy talking about the past and sharing observations, especially when given the opportunity to take on the parts of different historical characters. They work well in groups, sharing their ideas, and they demonstrate sound writing skills when presenting their work. In all lessons pupils behave well and listen carefully to their teachers and to each other.
117. The quality of teaching is good and ensures that pupils make good progress in this subject. This is an improvement since the last inspection. The teachers have good subject knowledge and encourage their pupils to use a variety of sources of evidence. This positive approach results in pupils showing interest in their lessons and in their being able to communicate ideas well. Teachers plan their lessons carefully and provide good resources to encourage pupils' learning and maintain concentration.
118. The new co-ordinator for history will take over responsibility in September. The school uses the QCA plans and suggestions for organising the programme of work including for mixed age classes and this ensures a full coverage of the National Curriculum.

INFORMATION TECHNOLOGY

119. Information and communication technology (ICT) is used extensively to support the curriculum and pupils were seen using computers in all stages and most subjects throughout the inspection. This is a considerable improvement since the last inspection. Evidence from formal ICT lessons, scrutiny of the extensive range of work produced using information technology tools, observation of individuals or pairs of pupils working at computers during lessons and discussion with them about their work confirm that attainment is at least in line with the national expectation at the end of both key stages and that many pupils have developed considerable skills and expertise. They are keen to learn, take great pride in their work and are excited about the potential of ICT.
120. There is a well-constructed programme of activities and topics introduced and reinforced across the key stages, emphasising the acquisition of basic skills. By the end of Key Stage 1, pupils have developed good manipulative skills and know the layout of the keyboard. They can use a mouse with confidence to select, open and close programs, carry out simple word processing activities and use art packages to create and colour pictures. They can save their work and close down the computer properly. Skills-building programs are used effectively to support areas such as number and calculation.
121. By the end of Key Stage 2 pupils have well-developed keyboard and mouse skills. They approach the range of facilities that are open to them with confidence. They are

able to load diskettes, open files and move about the menu on the screen with confidence. They use computers extensively for word processing and simple desktop publishing. They know how to use the various formatting facilities, importing text and graphic images by cutting and pasting. Pupils carry out tasks that arise from their work in a range of subjects. They process text from their literacy work and their writing in history and geography, handle data in maths and science and experiment with control technology using "Logo". A notable feature of their work in Key Stage 2 is their ability to recognise errors and self-correct. They are knowledgeable and confident about finding and printing information from CD-ROMs, they appreciate the extent of information that is available to them and understand the need to select from it when producing their own version. Pupils in Year 6 planned and produced a multi-media presentation for a specific audience. Pupils in both key stages are beginning to use e-mail and to explore the ways in which they can gather information from the Internet.

122. There is no evident difference between the attainment of boys and girls. The provision for pupils with special educational needs is good. They have the same opportunities to use the computers as their peers and they are able to make satisfactory progress with the informed help of learning support assistants and other pupils.
123. Pupils' attitudes towards the computers and software are very good. They appreciate the value of computers and the efficiency with which tasks can be carried out. Their behaviour is very good. They listen carefully to instructions and are attentive when processes are demonstrated. Much of their work is in carefully selected pairs or trios in which at least one partner is confident about the general use of the computer. The quality of their co-operative learning is very good and they make good progress.
124. In the lessons observed, the quality of the teaching was at least good, and in two lessons in Key Stage 2 it was very good. The teachers' knowledge and understanding of the operation of the machines was good and they were confident in explaining to their pupils what would happen when choices were made. This enabled pupils to progress smoothly, without interruptions caused by poor technique or wrong key strokes. A programme of training for teachers and learning support assistants is developing their own skills, understanding and personal confidence. This is a positive development since the last inspection. Although individual teachers maintain a record of the achievement of their pupils, this is, at present, little more than a list of tasks undertaken.
125. The co-ordination of information and communication technology is good. The programme of work is logically organised and supported by modern machines capable of operating good quality software. The ratio of machines to pupils is good, and is a significant improvement since the last inspection. There is a strong commitment to improving and extending the use of ICT by all staff, and a good capacity to succeed. The use of ICT is a developing strength of the school, and it is in a good position to move forward and provide every pupil with the skills and knowledge of information and communication technology essential to his or her own learning.

MUSIC

126. Standards in Key Stages 1 and 2 are similar to those expected from pupils of the same age and ability nationally. Their progress is satisfactory. Pupils with special educational needs and the more musically able also make satisfactory progress in lessons.
127. Pupils experience an appropriate range of musical activities that enable them to develop satisfactory skills in performing, composing and listening. Pupils in Key Stage

1 learn about the different types of percussion instruments and use these to accompany their singing. They show good rhythmic skills. For example, in a Year 2 lesson, pupils made up a rhythmic pattern based on two words. They successfully performed their ideas to the class and understood how their work might be simply recorded in a score. In Key Stage 2 pupils show confidence in singing and in playing non-tuned percussion instruments. Year 3 pupils sing simple two part rounds. Many pupils show a secure sense of pitch and a good memory for words. They successfully add percussion instruments to enhance their performance. Pupils in Years 4 and 5 make a sound picture using instruments to illustrate a poem. They show a satisfactory understanding of the way the instruments can be played to create an effect. By Year 6, the majority of pupils are confident when performing to an audience. This was evident when pupils performed a Phil Collins song well in assembly. They showed skill, not only in singing, but also in conveying the atmosphere of the music in their performance. Pupils in both key stages have good attitudes towards the subject. They are attentive, well behaved and handle the resources with care. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development

128. Teaching and learning are satisfactory overall and some good teaching was seen in Key Stage 2. Lessons are carefully planned and organised and this has a positive impact on pupils' learning. Teachers ensure that pupils' rhythmic skills are developed through practice. In a Year 3 lesson, the teacher provided challenging tasks for pupils. They were asked to clap a variety of rhythmic patterns that increased in both length and complexity. This resulted in pupils understanding the importance of listening attentively and of repeating rhythms accurately. Satisfactory provision is made in both key stages for pupils to gain skills in playing untuned percussion instruments. However, no pupils in Key Stage 2 were seen playing the larger tuned percussion instruments in lessons. The provision for extra-curricular activities is good. There are recorder group practices and pupils involved in these play well in assemblies. Over 20 pupils receive instrumental lessons provided by teachers from the Kent Music Service. All pupils take part in concerts. These are held at Christmas and during the Spring term. Pupils sing in services at the church.

129. The co-ordinator is new to the post. She has already drafted an action plan to raise pupils' attainment in the subject. Schemes of work and assessment procedures are now in place. Their absence was highlighted as a weakness in the previous inspection. The resources are satisfactory and instruments are in a good state of repair.

PHYSICAL EDUCATION

130. Pupils at the end of both key stages achieve standards that are above expectation for their ages. This represents an improvement since the last inspection. From an early age pupils are taught to work safely and co-operatively. This enables them to use small apparatus with good levels of confidence. They are aware of space and use it well in lessons. At Key Stage 1, pupils know the importance of warming up and cooling down after exercise. They take part in the activities enthusiastically and make good progress. They are good at performing basic skills and actions in gymnastics. They can balance, take off and land, turn and roll. They are able to perform short sequences to link these actions, move in different directions and vary the speed. They observe their partners and other members of the class perform and can suggest ways in which improvements can be made. This helps them to improve their own performance.
131. At Key Stage 2 good progress continues to be made and their sequences in gymnastics are more fluent, using the floor and apparatus. In games lessons they are able to play team games and have a good understanding of attacking and defending. They are able to work well with others and understand the need to use team members through passing a ball and moving to gain an advantage. They are very enthusiastic and able to sustain a high work rate throughout lessons.
132. Teaching is good overall with some very good and some excellent teaching observed in Key Stage 2. The main strength of the teaching is the good knowledge and understanding of the subject that enables the teachers to plan effective lessons, coupled with a genuine enthusiasm to take part and extend the skills of their pupils. They demonstrate aspects of the movements or skills confidently. They have high expectations of behaviour and performance, manage pupils very well and match activities to the pupils' needs. Teachers explain clearly what they want pupils to do, help them to reflect on what they have learned and discuss what they can do to improve their performance. Teachers use time well and have a particularly good awareness of safety issues. The pupils change quickly, move to and from the hall in an orderly fashion and are ready to work.
133. Pupils learn well and make good progress because of the consistently good teaching. Their attitude to all aspects of the subject is very good. They work hard in lessons and really try hard to improve their skills and level of performance. Their behaviour is good. Boys and girls perform equally well. This subject makes a very strong contribution to the school's aim for inclusion and equal opportunity for all. Pupils of all abilities participate and pupils with special needs are very effectively supported by their learning support assistants. They make good progress and derive a real sense of achievement. There is a good range of extra curricular activities for pupils that includes athletics, cricket, football, hockey and netball. Professional sportsmen and women visit to coach the skills of their sport and add esteem to the subject. Teams take part in competitions with other local schools.
134. The range of opportunities in physical education is good. The school provides the full range of activities required for the National Curriculum and offers swimming in Year 3 as part of the programme. The allocation of time for physical education activities, particularly for the younger pupils, is not efficient. Some of the sessions in the

Foundation Stage and Key Stage 1 are too long for the young pupils to be expected to sustain their concentration and energy. The co-ordinator has a good knowledge of physical education and leads the subject well. The range and quality of resources and facilities for gymnastics, dance and games lessons are good.