

# INSPECTION REPORT

## **CAPEL-LE-FERNE PRIMARY SCHOOL**

Capel-Le-Ferne

Folkestone

LEA area: Kent

Unique reference number: 118515

Headteacher: Mrs Valerie Wright

Reporting inspector: Mrs D Wilkinson  
23048

Dates of inspection: 15 – 18 October 2001

Inspection number: 192733

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Capel Street  
Capel Le Ferne  
Folkestone  
Kent

Postcode: CT18 7HB

Telephone number: 01303 251353

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Neil Burrows

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23048	Mrs D Wilkinson	Registered inspector	Foundation Stage Science Design and Technology Music French Equality of Opportunity	What sort of school is it? The school's results and pupils' achievements. Pupils' attitudes, values and personal development. How well pupils are taught?
9595	Mrs S Cash	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20948	Mr J Linstead	Team inspector	Mathematics Information and communication technology Art History	How good are the curricular and other opportunities offered to pupils?
28069	David Mylroie	Team inspector	English Religious education Geography Physical education Special educational needs English as an additional language	How well is the school led and managed?

The inspection contractor was:

e-Qualitas Ltd., Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey RH8 0RE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 180 pupils (76 boys and 104 girls) from Reception to Year 6, all except five Reception children attending full time. The school is smaller than most primary schools, with six classes, most of which contain more than one year group. The school is popular and well subscribed, with many pupils coming from the surrounding villages and Folkestone. It is about the same size as when it was last inspected. The school has a good reputation for its provision for pupils with special educational needs (SEN). A third of pupils are SEN, which is above the national average and the number of pupils who have a statement of specific need (3 per cent) is well above average. About 18 per cent of pupils are known to be eligible for free school meals, which is about average. Currently, there are no ethnic minority pupils. The school serves an area with a broad social mix, with the majority of pupils coming from an average background. The attainment of children entering the Reception class varies considerably from year to year. Overall, it is around average, as it was at the time of the previous inspection.

### **HOW GOOD THE SCHOOL IS**

It is a good school where the strengths outweigh the few weaknesses. The quality of education is good and, owing to the very strong leadership, it continues to get better. Children enjoy their time in the school and make good progress, because of the consistently good and very good teaching. Pupils achieve well, although standards vary from year to year according to the number of pupils with SEN in each year group. The good ethos for learning ensures pupils are included well in all that the school has to offer. This particularly benefits the high proportion of pupils with SEN. Assessment in the core curriculum subjects is good and the school is effectively using a wide range of test and other data to help improve its provision and to raise standards. The headteacher, supported well by staff and governors, provides the school with clear direction to ensure further improvement. For a small school, the income per pupil is not high; it uses its resources well and provides good value for money, which is better than at the last inspection.

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

- All pupils, including those with SEN, make good progress and achieve well.
- A significant proportion of teaching is good and very good and pupils learn effectively.
- The leadership of the headteacher, senior staff and the governing body are very good.
- It provides a stimulating and caring learning environment for all its pupils, with a rich and interesting curriculum, which is especially good for pupils with SEN, and for extra-curricular activities.
- The good provision for pupils' personal, especially moral and social, development, which results in the good behaviour and the very good relationships and attitudes to learning seen.
- Its good partnership with parents, particularly the very good information they are given about the school's work and their children's progress.

#### **What could be improved**

- The lack of resources for some aspects of information and communication technology (ICT), which prevents pupils in Year 6 reaching average standards in this subject.
- The presentation of pupils' work in subjects other than English and mathematics.
- The quality of marking and its contribution to assessment.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved well since it was last inspected in March 1997. All the weaknesses seen then have been addressed, the majority of them well. The curriculum is better, because schemes of work are now in place for all subjects and these continue to be reviewed and refined in response to both the national requirements and the school's needs. Assessment is used satisfactorily overall to help plan for the next stages in pupils' learning. It is used well in English, mathematics and science, but less so in other subjects because many of the

systems are relatively new. The curriculum co-ordinators now monitor their subjects well, although less emphasis has been given to ensuring that good practice is shared on a systematic basis. Pupils now undertake good investigations and research, especially in science, which has led to achievement being particularly good in this subject. The provision for art has improved and pupils now reach average standards. The quality of teaching has improved particularly well. Pupils now have very good attitudes to their work, make good progress throughout the school and achieve well. The leadership and management of both senior staff and governors have improved and are now very good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	D	C	C	well above average A above average B average C below average D well below average E
mathematics	C	D	A	A	
science	C	B	C	C	

The above average number of pupils with SEN affects overall standards. Together with the smaller than average number of pupils in a year group, this makes it difficult to make secure comparisons. The school sets well-judged targets for the number of pupils to reach average standards, which are usually reached. Over the period 1996 to 2001, in National Tests at the end of Year 6, results have risen at a better rate than in most schools. They have been better in English and science than in mathematics. This year, results generally improved, particularly in mathematics and in comparison with similar schools. This is due to the smaller number of pupils with SEN and improvements in the school's provision. The proportion of pupils reaching the expected Level 4 was well above the national average in mathematics and science and above in English. The very good quality mathematics teaching in Year 6 led to the school's overall results being very much better in this subject than in the majority of schools nationally and also those in a similar context. The school's performance is similar to that of other schools in English and science because fewer pupils attained the higher levels in these subjects. These pupils' results are better than when they were in Year 2, which shows they have made good progress in Years 3 to 6. In the 2001 tests at the end of Year 2, the school's performance was average when compared with most schools in reading, writing and mathematics. In comparison with similar schools it was also average in writing and mathematics, but below in reading because there were a higher number of low attaining pupils. Very nearly all Year 2 pupils reached the expected Level 2 in science, but few above this. Throughout the school, current pupils, including those with SEN and the more able, make good progress and achieve well for their abilities. There is very little difference in the achievement of boys and girls. This year, again there is a higher proportion of pupils with SEN in Year 6. In both Years 2 and 6 current pupils reach average standards in English and mathematics, and also in science in Year 2. Standards in science at Year 6 are above average, mainly because of the very good focus on teaching knowledge through investigations. In very nearly all other subjects pupils reach the standards expected by the end of Years 2 and 6. However, the lack of resources for some aspects of ICT mean that Year 6 pupils do not make sufficient progress or attain the expected standard. The provision in the Reception class is very good. Children make good and often very good progress and standards are above average by the time they enter Year 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their lessons and to all that the school has to offer.

Behaviour, in and out of classrooms	Good overall. Pupils behave very well around the school. Exclusions are rare. In lessons, the Reception children behave very well. In other classes behaviour is mostly good, but some teachers let pupils make too much noise.
Personal development and relationships	Pupils make good progress to develop confidence and responsibility. Relationships throughout the school are very good.
Attendance	Broadly average with unauthorised absence being low. Most pupils arrive at school punctually.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.*

There are high levels of good and very good teaching. This helps pupils to learn well and make good progress. Only one lesson was unsatisfactory, due to the high noise levels the teacher allowed. Teaching in the Reception class was very good. Children are provided with a rich and stimulating environment with a very good balance between adult led and child chosen activities, all promoting learning well. Throughout the rest of the school, teaching was mainly good and five very good lessons were seen. This helps pupils to make good progress as they move through the school. Teachers' good subject knowledge helps them to plan challenging work. This is effectively matched to the ability of different pupils, ensuring those with SEN and the more able are included well in all learning activities. Pupils with SEN are well taught, given effective and appropriate support and make good progress. Teaching of literacy skills is good throughout the school and numeracy skills are taught well in Years 3 to 6. Teaching and learning in science are good because of the very good emphasis teachers placed on investigative work. Good teaching was also seen in physical education, in French, and in music when taught by the specialist teacher. The few weaknesses are associated with high noise levels in some classes, lower expectations of accuracy and neatness in written work, and marking which does not give enough guidance to pupils on how well they have done, nor what they can do to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range is good overall and very good for children in the Reception class. There is good provision for English, mathematics and science, but the lack of resources for ICT means that statutory requirements are not met for this subject. Extra-curricular activities are very good.
Provision for pupils with special educational needs	Very good, especially for statemented pupils. They are fully included in all that the school has to offer and make the same good progress as other pupils.
Provision for pupils' personal, spiritual, moral, social and cultural development	Good overall and very good for moral and social development, which results in the very good attitudes and relationships, and good behaviour of pupils. Cultural development is good and helps pupils prepare well for living in a culturally diverse society.
How well the school cares for its pupils	The caring and supportive environment helps pupils to feel valued. Positive behaviour and attitudes are encouraged very well. Assessments are used effectively to help pupils improve in English, mathematics and science, but not as well in other subjects where new procedures have not been fully implemented.

The school has very good links with parents, giving them very effective information. Parents are supportive of the school and its work, helping to raise funds and encouraging the work their children do at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by an enthusiastic and knowledgeable headteacher who is ably assisted by the deputy headteacher and other staff with management responsibilities.
How well the governors fulfil their responsibilities	Very effectively, they have a very good commitment to the school, visit regularly and understand its strengths and weaknesses well.
The school's evaluation of its performance	Both senior staff and governors generally cover this aspect well and development planning focuses very well on improving provision and raising standards. Some monitoring information could be used better to help improve the quality of teaching.
The strategic use of resources	Good overall. Financial planning is effectively linked to proposed developments. The arrangements for financial management and monitoring, and the school's procedures for judging the effectiveness of its spending are very good.

The procedures for ensuring best value for money, not only in the purchase of resources and services, but also in the quality of provision, are good. The school has an adequate number of suitably qualified staff. The extra funding spent on employing classroom assistants has a positive benefit on learning; especially for pupils with SEN. Accommodation is satisfactory overall. Although the outdoor areas are good, some classrooms are rather small, especially for practical activities. Most subjects are satisfactorily resourced, but the lack of some resources for ICT prevents the oldest pupils reaching the standards expected in some aspects of the subject.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like school, are encouraged to work hard and make good progress.</li> <li>• The good teaching.</li> <li>• The way in which new children are helped to settle in.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The high levels of good behaviour.</li> <li>• The good leadership and management.</li> <li>• That the school listens well to their views. Staff are approachable and respond well to their concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Few parents had any concerns.</li> <li>• At the meeting, a number of parents were not happy about the consistency of homework and the way it is marked.</li> </ul>

Inspectors fully agree with parents' positive views. The amount of homework is satisfactory and is regularly marked. However, the marking is not always helpful enough.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The school's results are affected by the above average number of pupils with special educational needs (SEN), including the well above average proportion who have a specific statement of need. In addition, the proportion of more able pupils also varies, but it is rarely above that seen in most schools. This, together with the relatively small number of pupils in each year group, causes standards in the National Tests to vary from year to year. However, standards have generally been rising at a better rate than most schools nationally, particularly in English and science. There was a significant improvement in the results of Year 6 pupils this year, especially in mathematics, which is due to the high quality teaching in this subject that pupils receive in Years 5 and 6. This year, in spite of the higher proportion of pupils with SEN, Year 6 pupils are reaching average standards in English and mathematics and exceeding this in science, although the school's performance overall is not likely to be as good as last year. The targets set for at least Level 4 attainment in English and mathematics reflect accurately the individual performance of pupils and are usually reached. Taking into account the relatively small number of pupils, there is no significant difference between the results of boys and girls.
2. Over the period 1996 to 2001, in National Curriculum tests, at the end of Year 2, pupils' results were generally above the national average in mathematics and around the average in reading, but were below this in writing. Taking into account that the school's performance will be lower in some years because of higher numbers of pupils with SEN, the results are improving in line with national trends. However, as at Year 6, there has been better improvement in all three areas this year. The proportion of pupils reaching the expected Level 2 was around the national average and also that of similar schools in both reading and writing, although it was slightly lower in mathematics. Teacher assessments in science indicated that very nearly all pupils achieved the expected Level 2, which compares well with other schools, although a smaller proportion reached the higher levels. Inspection evidence indicates that, for current pupils, standards in reading, writing, mathematics and science are average.
3. The previous report indicated that standards were above average in English and mathematics in Year 2, and average in these subjects and the majority of other subjects elsewhere in the school. However, weaknesses in the provision meant that standards in art were below average in both Years 2 and 6. The pupils who were in Year 2 at the last inspection were the same group of pupils who sat the National Tests in Year 6 last year. However, the school's overall performance is now better than it was then, showing that these pupils made good progress in Years 3 to 6. For current pupils the standards in other subjects are similar to those reported previously except that standards in art and design now reach national expectations in both Years 2 and 6. Standards in information and communication technology (ICT) are in line with national expectations by the end of Year 2, but the lack of resources means that standards at Year 6 are below national expectations in some aspects of the subject.
4. In English pupils in Years 2 and 6 speak confidently and articulately and listen to and comment on, what they learn. They ask good questions to clarify their thinking. Older pupils develop good skills when taking part in the annual speaking competition. Year 2 pupils use a range of strategies to read words new to them and identify the main features and characters of the story. Year 6 pupils read a variety of texts fluently and with good expression. They

predict what might happen and draw inferences, relating their answers to the text. Year 2 pupils write stories, poetry and instructions and know how sentences are constructed. Year 6 pupils also write diaries and letters and have a secure understanding of parts of speech. The good opportunities to teach English in other subjects are also helping to raise standards. Standards in spelling are average in both Years 2 and 6. Although pupils can write at the level expected for their age, much of their written work, except that seen in Year 6, is untidy and difficult to read, particularly in subjects other than English.

5. In mathematics, pupils in Year 2 know the two and ten multiplication tables, count on and back in these intervals and have a sound understanding of halves and quarters. They have a secure knowledge of shape and symmetry and can collect data and present it on a bar chart. Year 6 pupils extend their knowledge, recognising the properties of angles and regular shapes, including more ideas about symmetry. They know more multiplication tables and complex fractions, and calculate better mentally. Across the school, pupils use mathematics appropriately in other curriculum areas, such as constructing graphs and charts in science and geography.
6. By the end of Year 2, pupils learn a good range of scientific skills, investigating well, first predicting the likely outcome. They have a sound knowledge of animal habitats, conditions of growth in plants and animals, and simple electrical circuits and forces. By Year 6 many pupils plan and carry out their own investigations. This helps them to reach above average standards in their scientific skills and knowledge. For example, they know the properties of many materials, including how to make solutions, about reversible and irreversible change, and more complex features of forces, such as how they are affected by friction.
7. In ICT, Year 2 pupils reach the expected standards. They successfully operate the computer using both the keyboard and mouse. This helps their learning in mathematics when they use a simulation program, and in English when they use word processing to write and amend their stories. Pupils also use other programs to create pictures, and diagrams or charts to present the data they collect. They use control technology to move a floor robot. In both Years 2 and 6, pupils successfully use CD ROMs to access information and are beginning to use the Internet. In Year 6, pupils are familiar with more advanced word processing techniques, can accurately process and present data, and use simulations. However, they do not have sufficient opportunities to use these skills and this limits their progress. Their knowledge of the use of technology in monitoring and controlling situations is under developed.
8. By the end of Years 2 and 6 and pupils reach the expected standards in religious education (RE). They have a sound knowledge of the world's major religions, their festivals, holy books and different ways of life. For example Year 2 pupils compare and contrast different festivals of light and Year 6 pupils recognise the importance of Martin Luther King as a 20<sup>th</sup> Century religious leader. Pupils are also encouraged to use their knowledge in both moral and social development, for example when they compare The Ten Commandments with the importance of their own class rules.
9. Across the school, the vast majority of pupils, including those with SEN, make good progress in their learning and achieve well for their abilities. This is largely because teachers have high expectations of what pupils can achieve, whatever their ability. Very nearly all lessons are planned with different activities for groups of pupils, which challenge and extend their skills and knowledge well. The school is very good at including pupils with SEN in all that it has to offer, both in providing activities well matched to their needs and by offering very good quality support from both teachers and classroom assistants. This helps them to make good progress and achieve well. As a result, standards of attainment for pupils with SEN are often

better than would be expected bearing in mind their individual needs. Likewise, the school challenges its more able pupils well and they consistently reach above average standards.

10. Attainment on entry to the school is generally about average, although it fluctuates significantly from year to year. Children join Reception part-time in September, becoming full-time during the autumn term. Children's progress in Reception is good in all areas. Most children should achieve, and a good proportion exceed, the standards expected by the time they enter Year 1.
11. Children develop good social skills, taking turns, working well in a group and developing confidence and responsibility. Children make good gains in oral language skills, listening carefully and talking confidently in a range of situations. Very good teaching of early reading skills help children to match sounds to letters and to begin to build new words. They enjoy listening to stories. Children hold and control a pencil well, many writing a few letters and engaging in pretend writing. Most recognise and count numbers to 10, know colours and simple shapes and compare different lengths. Children acquire good observation skills, which helps in their early scientific investigations. They know how things have changed in their own lives and are gaining a good knowledge of simple maps and the area in which they live. Most children control a computer well by operating the mouse. In their movement skills children make good progress, handling construction and craft equipment well and moving in a variety of ways with good control. Children enjoy singing and love stories, often acting these in the role-play corner. They draw accurately with a brush or pencil and make printed patterns.

#### **Pupils' attitudes, values and personal development**

12. Pupils have very good attitudes to their lessons and to school life. In over three quarters of the lessons seen, they were enthusiastic about what their teachers asked them to do, concentrated well on the task in hand, and listened carefully to instructions. For example, in an exciting design and technology lesson, Year 6 pupils worked very carefully when they were making marzipan fruits. Pupils willingly work in pairs and small groups, discussing their work and using their initiative to solve problems. A few, usually pupils with SEN, are reluctant to settle to work when they are asked to write. However, the good support they receive both from teachers and classroom assistants encourages them to play a full part in all learning activities. Pupils are enthusiastic members of the after-school clubs, such as netball and football.
13. Pupils behave very well around the school. They go in and out of assembly quietly and sensibly, are polite and considerate of others in the dining room and play together well in the playground. There have been no exclusions for some years. Overall, behaviour seen during the inspection was good. The Reception children behave very well in lessons because their teacher has high expectations that they will listen and do as they are asked. In most of the other classes pupils behaved well and listened quietly when their teacher was speaking to them. In some lessons the noise level rose when pupils were working in groups, usually because pupils were enthusiastic about what they were doing. On occasions, when teachers were not firm enough about this aspect, the noise levels allowed were too high because pupils were not expected to work very quietly and really concentrate hard on what they are doing. Sometimes this led to a disruption in learning, especially when the teacher tried to give instructions above the noise.
14. Relationships throughout the school are very good. Adults set a very positive tone in the way they deal with pupils. Older pupils help to look after younger ones and play with them. Pupils are polite and friendly to each other and to adults. Pupils and their parents express

confidence that there is very little bullying and that any incidents which do occur are dealt with firmly and effectively.

15. The very good relationships give significant support to the behaviour and progress of pupils with SEN. As a result of being well supported and their needs being met through the effective planning by their teachers, these pupils behave well in lessons. Most of their work is carried out in the classroom, where they concentrate well. They also work well in withdrawal groups when these take place. They are able to discuss their work sensibly with each other and adults and are pleased with their achievements.
16. There are very good opportunities for pupils to show initiative and take on responsibility. The newly formed school council has representatives from each class and pupils have already made suggestions for improvements to the playground. When choosing which activity they wish to do, the youngest pupils carefully and sensibly mark the picture of the task they will work on. They know how many children are allowed at the activity at any one time. One child was observed politely offering his place to a girl he knew was waiting for a turn. The older pupils take on useful responsibilities to help with the smooth running of the school and fulfil these well. They also develop their research skills well when writing a project on something that interests them particularly.
17. These strengths of the school help to explain the good progress pupils make, not only with their work but also in their personal development. The school has maintained these strengths since the last inspection and built on them well.
18. Levels of attendance are broadly in line with the average found nationally in primary schools. Levels of unauthorised absence are very low. Much of the authorised absence is due to the large number of families who take their holidays in term time. This disrupts pupils' progress and, especially when holidays are taken in September, can make it difficult for the child to settle into a new class and catch up on the work missed. Most pupils arrive punctually at school. Registers are called promptly and pupils' responses reinforce their social skills.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

19. Pupils are well taught and this is helping to ensure that they make good progress and achieve well. Very nearly all the teaching observed was at least satisfactory, most was good and over a quarter was very good. Very good teaching was seen across the school and it was especially good in the Reception class. The quality of teaching is better than seen during the last inspection. The good improvement is partly due to the monitoring and improvement of teaching and also to the commitment of staff. Recent good appointments of staff have also raised the levels of good teaching.
20. The teaching for Reception children is very good. The teacher provides a very good learning environment, which enthuses and motivates children well. Careful attention is given to all areas of learning, which are integrated well into many of the planned activities, and the children are well prepared for entering Year 1. The very good balance between learning led by an adult, and child-chosen activities enables children to learn well. Very good attention has been given to the deployment of other adults, and the classroom assistant has very good expertise and contributes well to learning. The management of the very good activities provided helps to ensure children's good progress. Their personal, social and emotional development is given a very good emphasis and so children are developing independence and responsibility very well. For example, they share resources and co-operate in group activities such as when taking part in role-play or using construction equipment. The range of activities provided is very good. The good emphasis on the teaching of communication,

language and mathematical skills helps children to make good progress in their development in these areas. Especially good progress is made when they work with the teacher or classroom assistant. All adults are very good at using questions to probe children's understanding and to help them learn. Adults use a very good range of resources, for example puppets, to stimulate and hold children's interest. An outstanding aspect of the teaching is the organisation and management of children. This helps them to learn routines quickly, listen well, concentrate and work hard. Assessment is very well organised and adults take every opportunity to observe and record children's progress, using this information very effectively when planning the next stages of learning. The very good interest and concentration which children are helped to acquire means they develop very good attitudes to their learning and work enthusiastically.

21. The quality of teaching in the remainder of the school is good overall. The teaching of English, science and physical education (PE) are good throughout the school. Teaching is also good in mathematics and music in Years 3 to 6. In Years 1 to 6, in other subjects, the overall quality of teaching is mainly satisfactory, and often good. The strengths of teaching are similar throughout the school and there are few weaknesses. The progress pupils made in the lessons observed was very nearly all good or better. This was because of the high proportion of good or very good quality teaching, which ensures pupils' good progress as they move through the school. Teachers' subject knowledge is usually good, and specialist staff's knowledge in music and physical education is especially helping progress. Pupils are challenged effectively in their work because activities are well matched to their abilities and needs. Good attention is paid to the needs of pupils in different year groups in the same class. Literacy is taught well, and is helping to raise standards, and pupils use their reading skills well in other subjects. However, the expectations of the way in which pupils will present their work in lessons other than in English and mathematics is inconsistent. In all except the Years 5 and 6 classes, handwriting, spelling and accurate measurement are not as good in other subjects as they should be. This does have an impact on standards, for example in design and technology, pupils do not write clear enough instructions, nor draw accurate diagrams when they are planning a project. Numeracy is particularly well taught in the oldest classes. This is helping pupils to recall number facts accurately and quickly. Data handling is used well in science and geography where pupils collect, display and interpret statistics. Expectations of pupils, both in relation to their behaviour and the level of work, are good overall. In most lessons, pupils are well managed and this helps them to concentrate and work hard. However, in a few lessons, including the one unsatisfactory lesson observed, pupils were allowed to become too noisy and this meant that learning was not as good as it should have been.
22. Lesson planning is good in Years 1 and 2 and at least satisfactory in other classes. On a small number of occasions, the objectives for learning are too broad and are not effectively focused on the specific stage at which pupils are working. This does not help pupils to gain a clear enough knowledge of what they are expected to learn in the lesson. In the best lessons, the objectives are identified well and this helps pupils to have a very good understanding of what they need to do. In the good or better lessons, a range of methods is used well, although the provision of too many activities contributed to the one unsatisfactory lesson seen. A key issue at the time of the last inspection was that pupils did not have enough opportunities to take responsibility for their own learning skills. This issue has been addressed well, culminating in good learning taking place through the individual project work pupils undertake in Years 5 and 6. Pupils with SEN are taught and learn well and are given effective and appropriate support. Teachers use the targets set on the pupil's individual education plan (IEP) as the basis for their own planning and teaching which results in pupils being able to carry out the same activity as the rest of the class, but at their own level.

23. Teachers are effective at questioning pupils to help their understanding, and in managing good discussions. The good relationship between staff and pupils is a strength of many lessons. Pupils are valued and respected and this gives especially good support to pupils with SEN and ensures they are included well in all activities. The good or better lessons are well paced and this helps to keep pupils interested and focused on their work. Resources are used effectively to support learning, particularly in science where there is a very good emphasis placed on investigations. Teachers know pupils very well and the on-going assessment, which takes place in lessons, is generally effective. The quality of marking is variable. It is best in Years 2 and 6, where pupils can easily see what they have achieved and what they need to do to improve. In other year groups it is usually confined to indicating whether work is correct and praising effort. It does not identify the skills or knowledge that pupils have acquired nor does it give advice on how to improve. This means that it does help to encourage progress or give teachers effective information for pupils' records. The school is aware there is a need to improve this aspect. The procedures are under review and new guidelines are to be drawn up.
24. Pupils are helped to improve their work in English and mathematics by the targets set for them. There are plans to extend this strategy to other subjects, for example science. In addition, the school intends to involve pupils more in the setting of their own targets, which will help them gain a greater knowledge of what they are learning, and the progress they are making.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

25. The quality and range of opportunities for learning are good. The school meets statutory requirements, except for ICT where a lack of resources is preventing Year 6 pupils from reaching the expected standards. The requirements for teaching religious education, health and sex education and the dangers of drugs' misuse are all met.
26. The quality of curriculum planning has improved well since the last inspection when this was a key issue. Through the introduction of schemes of work, mostly based on national guidance, the school has ensured pupils have work that progressively develops their skills and understanding. The school makes very good provision in the Foundation Stage, so that most children will achieve or exceed the Early Learning Goals by the time they enter Year 1. The mixed-age structure of classes in Years 1 to 6, which varies each year, presents considerable planning difficulties. Teachers overcome these well however, with lessons effectively structured to meet the needs of different ages and abilities. An appropriate emphasis is given to teaching numeracy and literacy, with reading skills especially well practised through other areas of the curriculum. In science, the learning opportunities are good because the work promotes learning through investigations. The curriculum is extended appropriately through visits pupils make and the contribution visitors bring to the school. These include the local Member of Parliament, puppet theatres and the local vicar. Visits for pupils include those to Hastings, France and a rare breeds centre. Older pupils make an annual residential visit to an outdoor 'adventurous' centre. All these activities help to promote pupils' academic and social development.
27. The school provides very good opportunities for pupils to take part in extra-curricular activities. These include country dancing, drama, gymnastics and a Green Club. They are mostly available to older pupils, but younger ones have a recorder club and will soon be able to take part in gymnastics. There are also sports clubs for football, netball, rugby and

badminton, with the school taking part in matches in football, cricket and netball against local schools. All these opportunities help to support pupils' personal development very well and give them opportunities to extend skills learnt in lessons.

28. All pupils, including those with SEN, have an equal access to all that the school has to offer. The school ensures that all pupils have at least one piece of work displayed for parents and visitors to see each year.
29. The school's provision for pupils with SEN is very good. They join in all the activities, which take place in their classes. All activities are modified appropriately and they make good progress. This very good provision ensures that there is adequate breadth and balance in the curriculum offered to these pupils. The individual education plans effectively identify what each pupil needs to learn next and how this is to be achieved. These are used well by teachers when planning work in all classes and, as a result, pupils are able to make good use of the opportunities offered to them to learn.
30. The school makes good provision for pupils' personal, social and health education. Good use is made of Circle Time<sup>1</sup>, where pupils feel confident to share their ideas and worries. Pupils in Years 1 and 2 showed some very positive views about each other when discussing friendship and how their behaviour affects others. Pupils in Year 4 and 5 discussed why they were pleased someone was in their class, and how and why their views change over time. These opportunities help to support the very good relationships seen.
31. Good links with the local community provide practical and spiritual benefits for the school. For example the local church has made funds available, which have been spent on resources for RE. The school hosts the local firework display and pupils from the school take part in the village pantomime. Pupils make useful visits and study the local village as part of their work in geography and history. Good relationships with other schools include being part of a useful network, which shares ideas and training through after school meetings. Local secondary schools are able to offer expertise, for example in art, where equipment has been lent and advice given to the co-ordinator. This has been invaluable in ensuring that the unsatisfactory provision seen at the last inspection has been addressed well. There are plans to extend this so that pupils can travel to the secondary school and use the facilities available there.
32. The school's provision for spiritual, moral, social and cultural development is good overall. Its provision for spiritual development is satisfactory. Opportunities for spirituality are provided in some areas of the curriculum, most notably in religious education. In these lessons, pupils are able to reflect on their own and others' beliefs. The collective acts of worship fully meet statutory requirements and offer pupils the chance to consider spiritual issues. For example, pupils were told the parables of the Prodigal Son and The Good Samaritan. The meanings behind these stories were brought out well and returned to in the time of quiet reflection at the end of the assembly. Teachers offer praise and encouragement in lessons, which lifts pupils' self esteem. Their work is valued, with, for example, pupils' art work prominently displayed on the 'best board' for all to see. This good use of praise gives exceptionally good support to pupils with SEN who feel proud of their achievements.
33. The school's provision for moral development is very good and plays a significant part in the lives of pupils. The school operates a positive behaviour policy in which good behaviour is rewarded and the differences between right and wrong clearly stated and reinforced. Pupils have helped form, and are familiar with, their own class rules which are all positively framed

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<sup>1</sup>During Circle Times pupils discuss a wide range of personal and other issues. All pupils are encouraged to participate and to value the views of others.

rather than a list of 'don'ts'. The school makes much of the achievements of pupils and encourages effort in many guises. In the weekly celebration assemblies, pupils receive certificates for good effort in work, behaviour or attitudes. Positive attitudes are also fostered through the school's personal, health and social education policies and in Circle Time. Teachers and support staff provide very good role models through their relationships with each other and the respect they show to, and receive from pupils.

34. The school also makes very good provision for the social development of its pupils. They are encouraged to work together in lessons and at other times during the day. For example, work planned in many lessons successfully pairs pupils together for discussions or requires them to share equipment such as computers. Older pupils are encouraged to keep a watchful eye on, or give help to, younger ones during playtimes and lunchtimes. Pupils assist teachers in various jobs around the classroom. They are encouraged to work well together, for example in team games. The School Council has been recently established, which will enable pupils to play a part in some of the decisions about the way the school is run. Pupils were also fully consulted in the drawing up of the behaviour policy.
35. The school's provision for cultural development is good. The special days of the Christian religion, such as Christmas and Easter are marked and celebrated. Through their studies, pupils have a reasonable understanding of their own culture. For example they have made studies of their own village and looked at different periods of British history. Pupils are helped to develop multi-cultural awareness well, gaining knowledge about the cultures of other countries in French, geography, art, music and history. In art, for example, pupils learn of the lives and works of Van Gogh, Miro and Monet. In geography they make substantial studies of St. Lucia, while in music they learn of traditional African music. The school also marks the special days of other religions, for example Diwali and Hanukah.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school continues to provide a caring and supportive environment where pupils feel valued. Good attention is paid to health and safety and child protection procedures are firmly in place, though new members of staff have yet to be fully briefed. The school works closely with other agencies to try to obtain the support that individual children require.
37. There are good systems for monitoring and promoting good attendance. By mid-morning, the school has a list of those who are absent and has reasons for most of them. It then follows up the unexplained absences promptly. The education welfare officer attends the school regularly and works closely with the headteacher to deal with any concerns. There are frequent reminders about good attendance in newsletters, as well as in the prospectus and governors' report, and the school tries hard to discourage holidays in term-time.
38. The school uses a positive approach to behaviour management, which is very effective. Pupils have discussed school and classroom rules, so are clear what is expected of them. They appreciate being given stickers, house points and merits, or getting a marble in the jar. When a teacher praises a pupil for behaving in the required manner, others quickly follow the good example. Adults are particularly good at encouraging those who are struggling, with a word of praise and practical support. A significant number of children find it difficult to behave, but they are effectively supported by classroom assistants, and make good progress. These very good strategies are giving significant support to pupils with SEN. Lessons are rarely disrupted by unsatisfactory behaviour, although teachers sometimes allow noise levels to get too high. When they make their expectations clear, pupils behave well. For example, one class moved, with their chairs, into the hall for Circle Time. The teacher told the pupils exactly what she wanted them to do and they managed very well. The mid-day

supervisors also contribute to the consistent approach to behaviour management by giving raffle tickets for particularly good behaviour or acts of kindness. Any incidents of bullying are firmly dealt with. A record is kept of all unacceptable behaviour.

39. The school has sound systems for monitoring academic and personal development, which support pupils as they move through the school. The procedures for monitoring and promoting personal development are good. There are good procedures for helping the Reception children to settle into school including the visits the teacher makes to the playgroup and their own visits to school. Good relationships with the local secondary schools help to ensure pupils' transfer to the next stage of education is managed well. The headteacher also provides parents with good information about the complex options available. Classroom assistants assist in the monitoring of pupils' behaviour and attitudes to work very well. This helps pupils to make good progress in their personal development. Personal development is also effectively supported by the use of an Honours Book, which records pupils' academic and social achievements. If a pupil's name is entered three times, a letter is sent to their parents, to value their success. This record is used to contribute to teachers' assessments of pupils' personal development when they compile interim and end of year reports. This regular review of the class ensures that teachers think about individual pupils and are alert to any concerns that may arise.
40. The procedures for monitoring pupils' academic progress are satisfactory overall. This represents an improvement since the last inspection, although some procedures are new and the impact of their effectiveness is not yet apparent. Assessment in the Foundation Stage is good, building up a very accurate picture of the progress children make and any difficulties they may have. This information is used very well to help plan the next stages of learning. From Years 1 to 6, a variety of information is used effectively to track pupils' progress in English, mathematics and science, to set new targets and to contribute to report writing. The information is also helpful in identifying those pupils who would benefit from extra support. A new system for assessing written work is helping to identify gaps in pupils' learning so that curriculum planning can be adapted accordingly. There are still some weaknesses in other subjects, where little formal assessment takes place and teachers' assessments are more subjective. Consequently there is a lack of objective information about pupils' current skills and knowledge. However, the good knowledge that teachers have of individual pupils ensures that they are able to plan at least satisfactorily for the next stage of learning.
41. The results of the end of year tests are effective in identifying weaknesses. For example in mathematics, the schools' analysis of pupils' answers in the 2000 National Tests highlighted particular weaknesses in teaching and learning. As a result, teachers were given additional training and the curriculum adapted to focus on the targeted areas. This was part of the reason for the school's very good performance in mathematics in the National Tests for Year 6 pupils this year. The practice of learning support assistants making careful notes of pupils' responses in whole class sessions, and teachers' own questioning give very good information about how well pupils understand the work. For example, Year 2 pupils described their experiences in mixing paint enabling the teacher to assess the extent of pupils' learning.
42. The care given to pupils with SEN, including those who have a statement of specific need, is very good. Good planning ensures their learning needs are met well. An individual education plan (IEP) is drawn up for each child who is at Stage 2 or above on the SEN Code of Practice register. These are of a very good quality. They have clear and attainable targets, which are closely linked to the strategies for teaching needed to meet them. Targets are updated at least termly and more frequently if necessary. Their contents are discussed regularly by the SEN co-ordinator, class teacher and learning support assistants. Pupils know their targets and are asked for their comments as part of the review process, although they are not

involved in the setting of the targets. There are a reasonable number of targets for each pupil, which cover both literacy and numeracy. IEPs are also drawn up for pupils with behavioural problems to support them in improving their behaviour. They also give very good support and contribute well to the overall standards of behaviour seen. The school effectively tracks the progress made by pupils with SEN and monitors movement through the stages identified in the Code of Practice.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. Parents feel that this is a good school and are confident that their children are happy. They feel strongly that the school is very approachable and the inspection confirms this. A very small number of parents say they do not feel well informed about how their child is getting on, but inspectors disagree. Teachers write very good end of year reports, which state very clearly and in some detail what the pupil can do and the progress made in each subject, as well as in personal development. Since the last inspection, the school has introduced a helpful interim report at the end of the autumn term, which grades aspects such as behaviour and attitudes as well as proficiency in English and mathematics. Teachers are available for both formal and informal consultations. Parents are sent letters each term giving details of the topics to be studied in each area of the curriculum. These are very informative and enable parents to support their children's learning at home if they wish. This has also improved since the previous inspection. Other written communications with parents are clearly expressed and informative. They promote the school well and encourage parents to work closely in partnership with the school. Parents are invited to a wide range of events in the school, such as class assemblies, Christmas services, plays and concerts. Letters are sent home when pupils have achieved well, as well as when the school has concerns.
44. Parents of pupils with SEN are also well informed. The parents of those pupils who have a specific statement of need are invited to the annual review. The targets set in IEPs are also shared with parents at parents' evenings and review meetings. They are not given a copy of each IEP and this limits their ability to be able to support their child at home. However, parents are encouraged to contribute to the target setting process and details of how parents are to support the pupil's learning are included on IEPs.
45. The school is very good at keeping parents informed and works very hard to encourage them to take an active part in their children's education. In this, the school is largely successful. An active Parents and Friends Association raises considerable sums of money for equipment for the school. When their own child is involved, parents are keen to attend meetings and events. They have shown less interest in the curriculum evenings and formal meetings which are held. Most parents of the younger children hear them read regularly and help them well on the way to being confident readers. This support is less forthcoming for the older pupils. A few parents are able to provide valuable assistance to the school by, for example, taking groups for cookery or transporting teams to matches. The school has continued to work closely with parents and has effectively sought ways of improving communication since the last inspection.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

46. Capel-le-Ferne Primary School is very well led and managed by an enthusiastic and knowledgeable headteacher who is committed to the continued development of both the pupils and staff. She is ably assisted by the deputy headteacher and other key members of staff. All staff are given the opportunity to contribute to the development of the school as a whole. An effective team has been built and the school has received the Investors In People award. This is having a positive impact on the standards being achieved in the school. There

is appropriate delegation of responsibilities amongst the staff, and subject co-ordinators are given good guidance on how to carry out their duties effectively. Good examples were seen during the inspection of subject co-ordinators who were aware of the need for improvement and who were working effectively to achieve this. Less emphasis has been given to ensuring that good practice is shared on a systematic basis.

47. The school has clear aims, which are published in its prospectus. It is meeting these well by creating a stable, caring and ordered community in which the best is being brought out in all its members. All members of staff are given clear guidance and have a shared understanding of what is expected of them. These are shared effectively with new members of staff through a system of meetings and a clear Staff Handbook. There is also a determination, which is shared with the Governing Body, to raise standards of attainment further and to improve the facilities on offer to the pupils, particularly in the area of ICT and the provision of a new library. As part of the drive to raise standards, the school is currently being assessed for the Basic Skills Quality Mark and has already received some positive assessments of its work.
48. The governing body is very committed to the school and is an integral part of its community. Through its appropriate committee structure, it helps the school to carry out its work effectively. Governors have a very clear commitment to pupils and the school as a whole. They work as part of a team, with the headteacher and staff, to shape the future development of the school, particularly with regard to building works, but also raising of academic standards. Governors visit the school regularly and support the work of teachers and classroom assistants in the classroom by observing lessons and discussing what they have seen with the staff involved. The staff find this helpful and supportive, and this process gives them useful advice on how to improve further.
49. Governors have a clear understanding of the strengths and weaknesses within the school. They approve the school development and improvement plan each year and effectively monitor its implementation through reports given at meetings and visits to the school. The current plan is very good and contains appropriate priorities for development, effectively centred around raising standards. The priorities are clearly linked to the associated costs, and training needs are identified. An evaluative approach helps the school to make good judgements about the effectiveness of its spending. The school is effective both in setting its own agenda for improvement and also in responding to national and local initiatives.
50. Subject co-ordinators are given time to observe lessons being taught by their colleagues and to look at the work of pupils in order to identify the strengths of the school and areas for future improvement. This work is effective in identifying what the school does well. However, it is not yet used with sufficient rigor to inform teachers about what they need to do in order to improve their work further, and to deal with the areas for development that have been identified. The good co-ordinator for SEN understands her role well and ensures that pupils receive appropriate support, and teaching that is matched to their needs. This helps these pupils to learn well. Standards have also risen in the core subjects and Foundation Stage as a result of the effective leadership and management of the co-ordinators.
51. Financial management is very good and the school has effective financial routines. All grants made by outside agencies are effectively used, and the recommendations set out in the most recent audit report from the Local Education Authority auditors have been implemented. The headteacher, together with the governing body's finance committee, oversees the management of the school's finances effectively. The finance committee monitors expenditure on a regular basis and approves the annual budget, recommending it to the full governing body for approval. As a result, finances are targeted very effectively to the main objectives of the school development plan.

52. Overall the school's procedures for ensuring value for money are good. The school has clearly set out strategies for ensuring that the best value for money is obtained for all items of expenditure, for example the equipping of the new computer suite, library and after school provision. The school also challenges itself well to ensure that value for money is being provided with regard to the quality of education being offered. Expenditure per pupil is high when compared with schools nationally, but is in line with expenditure for small schools. Overall the school offers good value for money.
53. The school's use of new technology to increase its efficiency is very good. The school's accounts, pupil and staff records, and attendance records are kept on recognised systems used by other schools. The school is also beginning to keep details of pupil attainment using another program so that they will be able to track pupil performance more effectively.
54. The school has an adequate number of suitably qualified teachers to ensure that the requirements of the National Curriculum are met. Additional funding has been effectively used to provide a good number of classroom assistants. Their support helps to ensure that all pupils make good progress throughout the school. Both pupils and teachers value their contribution. The accommodation is satisfactory overall, as is the range of resources available. Although classrooms are small, they are bright and attractively decorated with pupils' work. They are well cared for and clean, as a result of the pride taken in their work by the caretaker and cleaners. Governors take a lot of trouble to ensure that money is appropriately targeted at maintaining and improving the fabric of the building. For example, all classrooms have been fitted with UPVC windows. The school has good outside facilities, which are used well by the staff to offer activities which enrich the curriculum.
55. All the key issues mentioned in the last report have been dealt with satisfactorily and the majority well. Improvement since the last inspection has been good.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. Build on the good work already being undertaken in the school and continue to raise standards further by: -
- (1) implementing as speedily as possible the plans to increase the resources for information and communication technology (ICT) so that pupils in Years 3 to 6;-
- develop the expected knowledge and understanding of how to use computers to control and monitor events;
  - and have more opportunities to practise and use their all their ICT skills, including by supporting learning in other subjects;

See paragraphs 7, 25, 74, 90, 107, 114 and 115

*(The school is aware of the need for these improvements and has identified them as a top priority in the current School Development Plan)*

- (2) raising the standard of the presentation of pupils' work by;-
- making sure that all staff systematically follow the school's policy for handwriting and encourage pupils to write neat and legibly in all their work;
  - emphasising the importance of correct spelling in all written work;
  - ensuring that pupils use rulers when necessary to measure and draw accurately in all subjects;

See paragraphs 4, 21, 72 to 74, 83, 90 and 103

- (3) improving the quality of marking so that it;-
- clearly identifies what pupils have achieved and gives guidance on how to improve;
  - gives helpful information to include in the assessment of pupils' progress.

*(The school is aware that improvements need to be made in this area and the Senior Management Team is currently devising new procedures, which will be introduced shortly.)*

See paragraphs 23, 76, 93 and 105

Governors may also wish to take account of these minor areas for development:

- (A) Extend the arrangements for target setting seen in English and mathematics in some classes to other subjects, particularly science, and involve pupils more in this process in order to help promote progress. *(Arrangements are already in place to bring about these improvements)*

See paragraphs 24 and 42

- (B) Use the good information obtained from the monitoring of teaching more effectively to help bring about further improvement, by sharing good practice and by giving clear advice on areas, which need developing.

See paragraph 50

- (C) Improve the quality of teaching and learning in history by encouraging pupils to develop their own ways of recording work. *(Current developments are already bringing about improvements in Years 3 to 6).*

See paragraph 111

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	21	12	1	0	0
Percentage	0	26	46	26	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### 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	180
Number of full-time pupils known to be eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence	%
School data	5.05
National comparative data	5.2

Unauthorised absence	%
School data	0.26
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	19	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	17	17	17
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	84 (68)	88 (82)	88 (77)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	5	5
	Girls	17	17	17
	Total	20	22	22
Percentage of pupils at NC level 2 or above	School	80 (86)	88 (91)	88 (100)
	National	- (84)	- (88)	- (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	11	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	10
	Girls	9	11	11
	Total	18	19	21
Percentage of pupils at NC level 4 or above	School	86 (67)	90 (72)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	10	11	11
	Total	19	21	21
Percentage of pupils at NC level 4 or above	School	90 (77)	100 (74)	100 (77)
	National	- (70)	- (72)	- (79)

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	0
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)	7.4
Number of pupils per qualified teacher	22.4
Average class size	27.7

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	213

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
	£
Total income	381,817
Total expenditure	359,966
Expenditure per pupil	2,023
Balance brought forward from previous year	323
Balance carried forward to next year	22,174

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	177
Number of questionnaires returned	64

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	5	0	0
My child is making good progress in school.	37	52	5	0	6
Behaviour in the school is good.	36	59	3	0	2
My child gets the right amount of work to do at home.	31	46	8	5	10
The teaching is good.	56	41	2	0	2
I am kept well informed about how my child is getting on.	52	34	10	2	3
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	75	20	3	0	2
The school works closely with parents.	53	42	5	0	0
The school is well led and managed.	78	19	0	0	3
The school is helping my child become mature and responsible.	61	36	2	0	2
The school provides an interesting range of activities outside lessons.	44	38	9	2	8

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. Children are admitted to the Reception class at the beginning of the academic year in which they reach their fifth birthday. Initially they attend part time, becoming full time before the end of the first half term. At the time of the inspection there were 28 children in the class, of whom only five were still attending part time. Good links have been established with local pre-school organisations and most children have had some pre-school experience. The good links, together with the very good information the school provides for parents, help to support children well at the beginning of their schooling. These good links continue through the use of a very effective home/school contact book. The number of children entering the Reception class is below the national average of most primary schools. In addition, the school's good reputation for pupils with SEN means that there is often a higher proportion of these children in the class than is seen nationally. Taken together, these two factors means that the standards of attainment on entry vary from year to year. However, taken overall, this is broadly average when compared with other children of their age.
58. The very good teaching and the very well organised activities, matched to their specific needs results in children making at least good progress overall and they achieve well. They make very good progress in acquiring the basic skills of literacy and numeracy and in their personal and social development. By the end of the Foundation Stage, most children currently in the Reception class are likely to achieve the Early Learning Goals, with around a third exceeding them. This means overall standards are above expectations. It is not possible to make comparisons with standards in the Reception class at the time of the last inspection, as this was not reported on separately.
59. The curriculum, based very effectively on national guidance, is very good. A great strength is in the way many of the different areas of learning are covered in one activity. For example, pupils make progress in their personal and social, mathematical and physical development when working as a group, identifying the 3-dimensional shapes they use to build a tower. There is a very good balance between the focus activities, where children work with an adult, and the child chosen activities where children learn through structured play. The classroom is effectively organised into different learning areas such as the role-play and writing corners, as well as areas for sand and water. Good opportunities are also provided for outdoor play and for physical development, through using apparatus in the hall.
60. Teaching is very good, particularly for personal, social and emotional development and literacy and numeracy. The teacher's very good understanding of how children learn and their needs means they develop very good attitudes to their learning, work hard and make good progress. Very good progress is made when children work on focused activities with an adult. The teacher's calm, supportive manner helps children to settle in well and develop confidence. She combines this well with firm management and high expectations of behaviour, so children quickly learn school routines and rules. The classroom is made bright and inviting and the resources displayed are used constantly to help children learn. The very good quality teaching and learning experiences provide a good platform on which children can build and make further progress when they enter Year 1. This makes a positive contribution to the standards achieved as pupils move on through the school.

## **Personal, social and emotional development**

61. When children enter the school, their attainment in this aspect is similar to that of most children of their age. Both the teaching and curriculum in this area of learning are very good and the majority of children will exceed the national expectations by the time they enter Year 1. Children are encouraged to take turns and work with a partner, and most do so well. They develop concentration and perseverance, because the activities provided are stimulating and interesting. Children behave very well and are developing very positive attitudes to their work. This helps them to listen well, which effectively supports them in acquiring new skills and knowledge. Children quickly become confident, even those who are very shy when they start school. They quickly learn the routines and take responsibility for different tasks around the classroom, for example in tidying away the resources they have used. Very high expectations of this aspect and the good example set by staff, help children to gain a good understanding of the consequences of their actions. They are beginning to understand the importance of rules and good behaviour, and to form positive relationships with other children.

## **Communication, language and literacy**

62. On entry to the Reception class, overall standards in communication, language and literacy skills are around average. The teaching and curriculum are very effective in helping children to make good progress in their learning, and very good progress in acquiring literacy skills. Very well managed discussions, when the teacher works with the whole class, give very good opportunities for speaking and listening. Children thoroughly enjoy dressing up, and the good range of role-play activities helps them to make good gains in oral language. For example, children replicate adult conversations when they act out the story of Sleeping Beauty. In this aspect most children reach the Early Learning Goals before they enter Year 1. The very good teaching of early reading skills, by helping children to accurately match sounds and letters to build up words, helps them to make good progress in this aspect. All children enjoy sharing stories with an adult. They respond very well to the pictures, and can retell the story and describe the characters. Very nearly all children are likely to reach the Early Learning Goals by the time they enter Year 1 and around a quarter are likely to exceed them. Very good attention is given to developing pupils' ability in controlling a pencil and this helps them as they begin to learn to write. Many opportunities are given to encourage writing and drawing, and most children make good progress and complete pretend writing. By the time children enter Year 1 most form their letters clearly although not always of a uniform size. In this aspect, most children reach the expected standard by the time they leave the Reception class. Overall standards in this area are above national expectations on entry to Year 1.

## **Mathematical development**

63. When children enter the Reception class, the attainment in mathematics of around half the children is that expected for their age, although it is below this for a significant proportion. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are very good. Interesting activities help children to make very good progress in whole class sessions. This is because the teacher gives very good quality explanations, and uses resources, such as puppets, very effectively to help pupils count or measure. These high quality opportunities and a good range of structured play activities means that children make good progress throughout the year and most reach the Early Learning Goals by the end of the Foundation Stage. During the inspection the majority of children could order and count numbers to at least 10, with around a third counting to 20. However, a quarter could not yet count beyond 5. The good use of resources and the range of activities help children to recognise different shapes and colours, for example, they can say, "The blue rectangle has four sides." Children are developing early measurement skills,

for example by comparing lengths as longer or shorter than the length of the white board. Children are encouraged to record their work in a variety of ways and most write their numbers accurately. In this aspect standards are around the national expectation at the end of The Foundation Stage.

### **Knowledge and understanding of the world**

64. The provision and teaching for children to develop knowledge and understanding of the world around them are very good. Standards on entry are in line with those expected for their age. The teacher provides a very good range of both guided and independent activities, which promote learning well, and so children make good progress. Exciting activities help to encourage children's interest in the world around them. There are very good links with other areas of learning, for example in reading the story of "Oliver's Fruit Salad" children find out about different types of fruit. By the time they enter Year 1, most children have gained good observation skills, which forms an effective base for their learning in science. Children begin to recognise how things change over time because they are encouraged to find out about the different generations in their own family. They develop a good knowledge of simple maps as they study their own area and the surrounding villages or guide the toy cars around different routes. Children develop a basic knowledge of religion through the effective re-telling of Bible stories. Early ICT skills are promoted very well and very nearly all children operate the mouse well to control computer programs, for example in number and sound work. The good quality construction equipment is effectively used to help children build models of different sizes. By the end of the Foundation Stage, most are likely to achieve the Early Learning Goals, with around a third exceeding them, so overall standards are above national expectations.

### **Physical development**

65. When they join the Reception class most children's attainment is in line with national expectations. Both the teaching and curriculum for this aspect are very good. Children make good progress overall and particularly good progress in the PE lessons held in the hall. Children are taught to work with and control small equipment such as pencils or scissors at the level expected. The good outdoor facilities allow them to gain good skills in riding and controlling a range of wheeled toys. Children are developing good gymnastic skills, moving in a wide variety of ways such as tiptoeing or slithering. They have good control when jumping and a good sense of how to use space and avoid others. Many children balance very well, hopping or standing on one leg. Their skills in working with construction equipment and their cutting, sticking and joining skills in model making are at the level expected for their age. Most children have good control when using the mouse to operate the computer. Overall, the majority of children reach the Early Learning Goals before they leave the Reception class and standards are above national expectations.

### **Creative development**

66. When they enter the school, the attainment of children in this aspect is in line with that seen nationally. Teaching is good and children are provided with good activities to encourage their creativity. Most children are likely to achieve the expected outcomes by the time they enter Year 1 so standards are in line with national expectations. Children enjoy singing, remember the words well and sing loudly or quietly when asked to do so. They know the names of some percussion instruments and how to play them. Children love stories and often act these out in the role-play corner, dressing up and readily taking on the role of different characters. Children develop basic artistic skills, learning to draw accurately with a brush or pencil and can draw what their own front door looks like or self-portraits. They make printed patterns of different shapes.

## ENGLISH

67. Results in the 2001 National Tests at the end of Year 2 were in line with the average of most schools and also those in a similar context. An average proportion of pupils reached the expected Level 2, although an above average proportion reached the higher Level 3. The overall results in the National Tests in 2001 at the end of Year 6 were in line with national averages and also that of similar schools. This was because, although the proportion of pupils who reached the expected Level 4 was above average, a below average proportion reached the higher Level 5. Since 1996 there has been a general upward trend in results. Girls perform better than boys in both Years 2 and 6 and the school is currently seeking to improve boys' achievement, particularly in writing.
68. In the work seen, the majority of pupils currently in Years 2 and 6 reach average standards in all aspects of the subject. However, across the school, the standards reached by different year groups are affected by the proportion of pupils with SEN. Nevertheless, very nearly all pupils achieve well and often exceed what might be expected for their particular abilities.
69. Pupils of all ages are given the opportunity to talk about their work and are encouraged to answer questions. They speak confidently and articulately, and listen and respond to comments made by adults and other pupils. In Years 2 and 3, pupils were continually asked by the teacher to give a reason for their answers, which made them think carefully about what they were learning. During a geography lesson about the Island of St. Lucia, pupils were able to give reasons why tourism was so important to the island. One child said, "They need the money." Pupils are encouraged to frame their own questions to clarify their thinking during lessons. An example of this was seen in Year 5 when one pupil asked what was the difference between a command and an instruction during a lesson on different types of sentences. The activities seen during lessons and the annual speaking competition enable pupils to learn to speak to different audiences, and represents good improvement since the last inspection in this area of English.
70. In reading, pupils in Years 2 and 6 reach the overall standards expected for their age. They are able to read back their own work fluently to the teacher and other adults. They can identify the main features and characters in the books they are reading and predict what might happen. They relate their answers to the text, and older pupils are able to draw inferences. Younger pupils are able to use a variety of strategies to read words new to them, and older pupils read fluently with good expression. They read a variety of books and talk enthusiastically about their favourite authors and types of book. Most pupils are supported in their reading at home and many belong to local libraries. Teachers keep useful records of what has been read and the quality of reading from individual pupils. Pupils were able to explain how to use a library, and they carry out their own research using the books they find there.
71. Standards in writing overall are average in Years 2 and 6. However, all pupils are encouraged to achieve well for their abilities. Pupils develop their writing skills systematically. In Years 1 and 2, pupils develop their skills in free writing through a variety of tasks including sorting sentences into the correct sequence, designing posters, writing instructions for others to follow and making up their own stories. For example, Year 2 wrote stories entitled My Best Surprise, based on a poem they had read together in class. They learn the correct terminology for parts of speech such as nouns, and are encouraged to use the correct subject vocabulary such as phoneme and syllable. These skills are further developed in Years 3 to 6, where pupils learn how to structure a story, keep diaries, write letters and compose poems. They also write a wide variety of stories. Pupils develop their understanding

of the texts they read by answering questions about them. They also further develop their understanding of parts of speech by learning about verbs, adverbs, connectives and adjectives.

72. The quality of presentation seen in pupils' books, particularly in subjects other than English, was untidy on the whole and in many cases the handwriting was difficult to read. However, in Year 6, the teachers' higher expectations ensures that handwriting is generally joined, reasonably well formed and of a satisfactory quality. The school has a sound policy for the teaching of handwriting, but this is not followed systematically in all classes.
73. Pupils take spellings home regularly to learn as part of their homework, and overall standards of attainment in spelling are average. The school has recently adopted a good system for teaching spelling, which involves pupils dividing words into syllables and carefully looking at them. This was seen to particular effect in Years 2 and 3, where pupils broke up words into sounds, wrote them down on an individual white board and then showed them to the teacher who was able to see immediately who spelt the word correctly and who was having problems. In their written work in subjects other than English many pupils, except those in Year 6, do not take enough care to spell their words correctly.
74. The National Literacy Strategy is successfully used by the school and has helped to raise standards since the last inspection. Good opportunities are made to teach English through other subjects, for example in finding information about from books to help work in science, history and geography. There is a good emphasis on increasing pupils' knowledge of vocabulary as was seen in an RE lesson about Martin Luther King where pupils were discussing the meaning of words such as discrimination and segregation. In addition pupils are encouraged to use the correct terminology in different subjects. For example, pupils in Years 1 and 2 were learning to spell the names of different two-dimensional shapes correctly. However, teachers do not always ensure that these words are spelt correctly in pupils' written work. Not enough use is made of computers to support learning during English lessons.
75. The quality of teaching and learning observed ranged from satisfactory to very good across the school and was good overall. Most lessons were well planned and developed in a logical manner so that pupils were able to understand what was required of them, and what they had to learn. For example, Year 6 pupils learned to identify the difference between fact and opinion when reading a newspaper report on a football match, before being asked to write a similar report of their own. Good teaching and learning was also evident when the activities were well matched to pupils' abilities and were well paced, resulting in pupils being interested and keen to learn. For example, Year 5 pupils were learning about different types of sentences through a variety of activities. The work set was well matched to their individual levels of ability and they were given clear time limits for completing it. In Year 5, pupils are taught to look for patterns and relationships in all they do. This resulted in them being able to talk confidently about the structure of the poems they were studying. In Year 6, pupils developed their research skills by negotiating their own subjects for topics through discussion with their parents and teacher. They also set themselves targets for the coming half term. This taught them to take responsibility for their own learning and also how to plan their own work. Pupils are given a sufficient and appropriate amount of homework in order to help them develop their English skills further. This represents good improvement since the last inspection.
76. Overall the quality of teachers' marking is unsatisfactory because it is inconsistent. All of the work seen in pupils' books had been marked. Where comments were made, they were positive and in some cases pupils were given clear information about what they needed to do in order to make further improvement. However, this does not happen in all classes. This

limits the information teachers can feed in to assessment of individual pupils. Improvement targets have not been set for individual pupils, which means they are not as well matched to their needs as they could be.

77. The school has a satisfactory range of resources for the teaching of English, which is being added to on a planned basis. The school library has a good range and variety of books and will benefit from being located centrally when the necessary shelving arrives. Pupils are taught the skills to use a library and visit the school library on a regular basis.
78. Overall, good improvement has been made in this subject since the last inspection as a result of the effective leadership and management. All of the issues mentioned in the last report have been dealt with well. The co-ordinator is knowledgeable, and has identified the strengths and areas for development in the subject. She gives good support to her colleagues, has observed them teaching and looked at pupils work in order to ensure that standards continue to rise.

## **MATHEMATICS**

79. Results of the National Tests at the end of Year 2 in 2001 show that the proportion of pupils reaching the expected Level 2 was below the national average and well below the average of similar schools. However, in comparison with both schools nationally and similar schools, the proportion reaching Level 2B was well above average, and the proportion reaching the higher Level 3 was above. This represents a good improvement on the previous four years, when standards were generally below average. The improvement is largely due to good analysis of recent test data, which has helped to identify where teaching and the curriculum need to improve and to take appropriate action.
80. In the Year 2001 National tests for Year 6 pupils, the proportion reaching the expected Level 4 was well above the national average and the average of similar schools. The proportion reaching the higher Level 5 was average when compared with most schools, but below similar schools. Over the past four years the school's results, although always below the national average, have steadily improved. The good improvement this year is again due to the very effective use of data from previous tests. Girls have consistently attained higher than boys during this time. This is mainly because a higher proportion of boys have had special educational needs.
81. In the work seen, standards at the end of Years 2 and 6 are in line with the national expectations. The fluctuating level of pupils with SEN is a significant factor in the attainment of different year groups of pupils. However, the vast majority of pupils, including those with SEN and the more able, make good progress in their learning and are achieving well.
82. Pupils in Year 2 know much of the two and ten multiplication tables and use these to help solve simple additions. Most pupils count on and back in ones, twos and tens successfully and have an understanding of halves and quarters. Many pupils continue to calculate rather than know the number pairs making ten, with only the more able routinely using this knowledge to help their calculations with larger numbers. Pupils can assemble data, represent it on a bar chart and extract information from this. They know the properties of common shapes and recognise the lines of symmetry of many more.
83. In Year 6, pupils have made effective progress in extending their understanding and use of numbers and other mathematical concepts. These include the properties of angles and regular shapes and more ideas about symmetry. Pupils have learnt a greater number of multiplication tables and can use more complex fractions. They have developed their mental

abilities to solve number problems, using, for example, approximation, doubling and halving techniques. More able pupils read and plot coordinates in all four quadrants. Pupils use mathematics appropriately in other curriculum areas, such as constructing graphs and charts in science and geography. However, on some occasions they do not measure accurately and this affects the quality of the designs they make in design and technology.

84. Throughout the school, pupils work well in mathematics lessons. They readily take part in oral exchanges, settle quickly to their group assignments and concentrate well throughout the lesson. Pupils, including those with SEN, enjoy what they do and want to succeed, trying their best to rise to any challenges given by their teachers. Pupils' attitudes to mathematics, generated and fostered by teachers, is a significant reason why pupils achieve well.
85. The quality of teaching is satisfactory overall and in Years 3 to 6 it is good, where the lively pace and range of activities in lessons keep pupil motivation and interest high. The quality of learning opportunities teachers provide is enabling pupils to reach the levels of achievement they are capable of. This gives especially good support to the high number of pupils with SEN in some classes. Assessment is used particularly well as an aid to teaching and learning. Underlying all provision is very good analysis of teaching, and the results reached by different groups of pupils. Detailed scrutiny of pupils' answers in the National Tests in 2000 identified areas on which to focus teaching, and for which to set targets for groups within each class. The analysis of pupils' answers in the 2001 tests showed a dramatic improvement in those areas. Teachers make good use of resources for example, when pupils in Years 2 and 3 practise estimating and measuring length. Their teacher used her knowledge of their differing abilities to provide a varied range of tasks. Pupils use their whiteboards well to record and show their teachers not only their answers, but also how these were calculated. In many lessons, especially in the older classes, teachers motivate their pupils well so that they rise to the challenges and make good progress. In one lesson for pupils in Years 2 and 3, the teacher created a sense of urgency and purpose by setting tight schedules for the completion of work and expecting pupils to answer as quickly and accurately as they could.
86. Teachers invariably share the lesson objectives with pupils and make good checks throughout the lessons to gauge whether or not pupils are making enough progress towards achieving them. This is often done through perceptive questioning, leading to skilful handling of the responses. In Years 4 and 5, pupils were asked to explain in detail how they halved odd numbers, with their teacher checking that others understood this before moving on. Pupils with SEN make good progress. A strong factor in this progress is the skilled support they receive from classroom assistants. The assistants work closely with teachers in the planning of activities and this allows them to give informed help to individuals and groups of pupils. In most lessons observed, support assistants made notes during oral sessions in order to provide teachers with information about how well pupils concentrated or responded in these sessions. This enables teachers to adapt future lessons or provide individualised work. For example, in Years 5 and 6, two pupils were given the opportunity to practise ordering numbers to three decimal places following an assessment the day before.
87. There has been good improvement since the last inspection and mathematics is now a strength of the school. The National Numeracy Strategy has been successfully implemented and teachers are making the most of good planning, especially for the mixed-age classes, which is helping to raise achievement. This has been well supported by the co-ordinator and other senior staff.

## SCIENCE

88. Across the school, the vast majority of pupils, including those with SEN and the more able, make good progress and achieve well for their abilities. In their scientific and enquiry skills most pupils reach standards which are above average. This is because of the very good emphasis placed on learning through investigations. From 1996 to 2001, standards in the Year 6 National Curriculum tests was broadly in line with the national average and rising at the same rate as most schools nationally. The results for 2001 showed a notable improvement, with all pupils achieving the expected level, and a quarter of pupils reaching the higher Level 5. This means the school's results were well above those of most schools nationally and also similar schools. The majority of current Year 6 pupils reach standards which are above the national expectations, particularly in their investigation skills. However, results in the National Tests are not likely to be so high this year because there are a higher proportion of pupils with SEN in the year group. Girls achieve lower standards in enquiry work because they lack sufficient patience and are not given enough guidance to enable them to take a more systematic approach. By the end of Year 2, standards are above average in enquiry skills and very nearly all current pupils reach standards which are around the national average in their knowledge and understanding. This was the same as in the teacher assessments in the summer term of 2001. Those reaching lower standards are the pupils with SEN.
89. The provision for science and the standards achieved have improved well since the last inspection, and pupils are now making good progress as they move through the school. As a result, many of the same pupils who reached average standards when they were in Year 2, reached above average standards in the tests last term.
90. By the end of Year 2, pupils acquire good skills. For example, they have good investigation techniques and predict the likely outcome. These effective skills help pupils to make a good comparison between the different habitats of mini-beasts. They are gaining a good understanding of the conditions for growth in plants and animals, including humans. Pupils know about simple series circuits and what is required to make a bulb light. They label the different parts of a plant correctly and can describe a force accurately as a push or pull. The good teaching is helping to ensure pupils learn a good range of scientific skills. They observe closely and use scientific vocabulary to record their observations accurately. Pupils with SEN are given good support, which helps to ensure that they extend their knowledge and skills. They are encouraged to record their observations in a variety of ways, including drawings, and this enables them to demonstrate a sound understanding of the scientific ideas involved. Literacy and numeracy skills are used to help learning, for example in using books to investigate different topics and in organising results in tables. However, except in Years 2 and 6, pupils are not always required to record their work neatly and this limits the quality. ICT is not used sufficiently to help pupils investigate or record their work.
91. During Years 3 to 6, teachers build effectively on this strong base. In particular, scientific skills are developed very well, so that, by Year 6, many pupils are able to fully plan and carry out their own investigations. For example, in a very challenging activity, Year 6 pupils were investigating how to separate sand, water and salt, which they had mixed together. They were using their prior knowledge of filtration and evaporation very well to guide their investigation. These very challenging activities also help pupils to make good progress in acquiring and applying their knowledge and understanding. For example, pupils have a good understanding of reversible and irreversible change, of the nature of vibration in producing different sounds and of how friction affects movement. In both their scientific enquiry skills and in their knowledge and understanding of scientific concepts, most pupils reach above average standards by the time they leave the school, with a significant proportion reaching

the higher levels. Pupils with SEN make good progress because they are given very effective support and some reach average standards.

92. Pupils enjoy their science very much, especially when involved in practical activities. They share resources and tasks well, taking turns, for instance when investigating the food values of different cereals. Their attitudes to science are very good; illustrated by the interest evident when pupils in Years 5 and 6 saw the effect of mixing water with Plaster of Paris. Behaviour is good in both whole class and group activities. Pupils are keen to contribute to discussions.
93. The quality of teaching is good throughout the school and this is helping to promote good learning by pupils. All teachers have good scientific knowledge and they plan good opportunities for pupils to investigate. Teachers have high expectations of what pupils will achieve and pupils with different needs are provided with activities, which are matched well to their ability, challenging them to make good progress. Classroom assistants make a very valuable contribution to learning, particularly for pupils with SEN. The effective use of questions helps to interest pupils and focus them on the important aspects of their investigations. The teachers provide an appropriate range of equipment and organise groups effectively. Good use of scientific vocabulary aids learning. Good on-going assessment of pupils' work regularly takes place in all lessons. However, marking is not consistent and few teachers clearly identify what pupils have achieved, or set targets for improvement.
94. The broad, well-planned curriculum helps pupils to increase their knowledge through investigative work. As a result, they develop a good understanding of what they are learning and very good attitudes to the subject. Assessment is satisfactory and the good knowledge teachers have of individual pupils helps to ensure that learning is effectively built on and extended. A good system for a rigorous and regular assessment of pupils' work has been planned, but not yet implemented. Science makes a very good contribution to pupils' personal development. In particular, pupils are encouraged to work together and share resources. Older pupils are also introduced to the work of famous scientists from the past. More thought could be given to how science can be used to promote reflection and wonder. The subject is very well led and this is a major reason for the improved standards.

## **ART AND DESIGN**

95. Across the school, the standards most pupils reach are in line with that expected for their age. This represents an improvement since the last inspection when it was below average in both Years 2 and 6.
96. Year 2 pupils have good paint mixing skills and have learned how to produce different shades through tinting and toning techniques. They make careful recordings of what they observe, for example flowers and flower parts, and are able to make simple evaluations on the quality and difficulty of what they have done. Pupils have experience of working with a wide range of different materials in both two, and three dimensions. For example they combine art straws, tissue and paint to create kites and use sponges, string and pebbles to create different repeating patterns. Pupils have learnt about the work of other famous artists and tried to create work in their styles. Year 1 and 2 pupils successfully painted pictures in the style of Miro and Australian aboriginal art.
97. By the end of Year 6, most pupils have successfully built on their earlier experiences and are reaching the standards of attainment expected at this age. Their observational drawings show the detail of everyday items and they use line, colour and tone to good effect, for example, in their sketches of Henry Moore's sculpture, their self-portraits and designs for Advent calendars. They have designed and made Roman shields, Aztec headdresses and

African masks, demonstrating their ability to combine different materials to produce the effect they want. Pupils in Year 6 have made their own clay representations of some of Moore's figures. Other artists studied include Van Gogh, Monet and Mahoney, with pupils effectively creating work in their different styles.

98. Too few art lessons were observed to make an overall judgement about the standard of teaching. However in those lessons seen this was good. In these lessons, the objectives were clear and resources were well prepared and selected to match the tasks in hand. Teachers gave clear instructions and demonstrated what pupils had to do. Pupils in Years 1 and 2 helped their teacher to show how to add black or white to colours to produce different shades. This method immediately grabbed the attention of the class who then watched closely as their classmates attempted to create the given colour. Pupils in Years 4 and 5 were warned of the pitfalls awaiting them when attempting to print, using a block that could only be used once, the teacher demonstrating this well to increase pupils' confidence.
99. Pupils enjoyed the activities provided for them in the lessons observed, co-operating with each other and sharing equipment very well. They listened attentively and tried hard to carry out the tasks. They spoke freely about what they found easy or difficult and gave honest answers when judging their own work.
100. The last inspection judged the standards achieved in both Years 2 and 6 to be below expectations and the quality of teaching and scheme of work to be unsatisfactory. Since then considerable improvements have been made to the quality of teaching and learning and to raise standards. Art now forms an appropriate part of the school curriculum, with displays of work a significant feature of classrooms and the school premises. Pupils' interest in the subject is high because teachers have successfully encouraged and motivated them. Especially good work is prominently displayed in the school foyer, and the parents of these pupil artists informed and invited in to view the work. The scheme of work now ensures the National Curriculum Programmes of Study are fully covered and pupils effectively build on and extend their skills and knowledge from year to year. The assessment of pupils' work is at an early stage, but is generally satisfactory and teachers have begun to assemble work from each class as examples of different standards being reached.

## **DESIGN AND TECHNOLOGY**

101. Throughout the school, the majority of pupils, including those with SEN make satisfactory progress to achieve appropriately for their abilities. Standards at the end of Years 2 and 6 are in line with national expectations, as they were at the last inspection. Standards are better in the making of products rather than in the planning and design.
102. Only one lesson was observed during the inspection, in a Year 5 and 6 class. The scrutiny of work, including photographic evidence, shows that Year 2 pupils complete models of a good standard. For example, in the hand, pop up and string puppets they made. These showed a good choice of material and finish, and a secure knowledge of simple mechanisms. The plans they made were basic, but sufficient to show how their work would be completed.
103. In the lesson seen in Year 5 and 6 pupils were able to assemble the ingredients and follow the instructions for making marzipan sweets. They worked very carefully, using tools appropriately and completed this work to a good standard. They then carefully displayed the sweets in the boxes they had already designed and made. Other work seen in the scrutiny showed a sound knowledge of how to plan for the making of a stringed musical instrument and carefully finished models of moving vehicles using cardboard and junk resources. Many of the designs pupils made did not pay sufficient attention to presentation. For example,

some of the instructions had poor handwriting and spelling. Measurements, for example for the nets used to design a box, were not accurate. This limits the progress pupils make in the design process. In addition, little use is made of ICT to help support learning.

104. In the lesson observed, the majority of pupils, including those with SEN, had very good attitudes. They were keen, well behaved and co-operated on their tasks very well.
105. The sound progress pupils make indicates that the quality of teaching is satisfactory. Teachers cover the full range of the design process, but admit that pupils do not enjoy this aspect so much. Partly due to this, there has been a tendency to focus on the making of products at the expense of the planning. This is one reason why the level of presentation is not as good as it should be in many classes. A strength of the lesson seen was in the contribution made by the classroom assistants, especially when working with pupils with SEN. This helps to ensure that these pupils are fully included in all aspects of the subject.
106. The subject has not been a main priority for the past few years. The enthusiastic and knowledgeable co-ordinator now plans to address this and to implement a scheme of work which will emphasise the making process better. This aims to raise pupils' achievement in this aspect to the same level as seen in the making of products. There are also plans to link learning with that in other subjects such as English and mathematics in order to improve the presentation of planning and design work. Resources are generally satisfactory and are managed well.

## **GEOGRAPHY**

107. Good progress has been made in this subject since the last inspection. From the evidence collected during the inspection including looking at work in pupils' books, talking to pupils and observing one lesson, pupils reach standards which are in line with national expectations at the end of Years 2 and 6. Pupils, including those with SEN, make good progress and achieve well. They develop their skills, knowledge and understanding satisfactorily from an appropriate range of activities. For example, younger pupils gained a sound knowledge of tourism in St. Lucia. Older pupils develop and build on skills learnt earlier. In Years 3 and 4, pupils had recently toured the village of Capel and were marking the physical features they had seen on a map, adding a key to explain the colours they were using to show each feature. Planning is based on a two-year cycle, which effectively addresses the needs of the mixed-age classes. Effective links are made between geography and other areas of the curriculum. In Years 3 and 4, pupils were learning about symbols in RE and using symbols on their maps to show what they had found out. However, ICT is not being used enough to support learning in geography.
108. As only one lesson was observed it is not possible to be able to draw an overall conclusion about the quality of teaching or the attitudes of pupils in this subject. However, the fact that pupils make sound progress suggests that teaching and learning is satisfactory. The quality of leadership and management of the subject has improved since the last inspection and is now good. The co-ordinator has observed lessons and given feedback to help teachers raise standards further. There is a good range of resources for the teaching of geography and these are being systematically increased.

## **HISTORY**

109. The evidence of pupils' work and the lessons observed showed that the standards are similar to the national expectations at the end of Year 2. Pupils have learned some of the facts about the early invaders of Britain's shores, for example about the Roman army, Anglo-

Saxon settlements and Viking letters. They also know about the lives of some famous people from the past including Florence Nightingale, Mary Seacole and Grace Darling. There is some evidence of pupils comparing things of today with earlier times, for example writing using Viking letters and of empathising with historical figures. However, previously too much of their work was focused on learning the facts and dates about a particular people or time. So, for example, pupils in Year 1 and 2 learn of the important dates in the life of Julius Caesar or the 'story' of Elizabeth 1. This limited their progress in developing historical enquiry skills.

110. At the end of Year 6, pupils reach standards that are in line with those expected for pupils of this age. They have more opportunities to consider the effects of the passing of time and how things change over a period, which ensures they gain satisfactory skills in this area. For example, through their study of Victorian Britain, Year 3 and 4 pupils can compare schools and the lives of ordinary people with those of today. Good opportunities for Year 6 pupils to carry out some of their own investigations help them to make effective gains in enquiry skills. As a result, they found evidence for themselves in support of a project on coastal defences. Others downloaded information from the Internet on the Aztec civilisation and the voyages of Christopher Columbus.
111. Across the school the standard of teaching is satisfactory. The quality of teaching and learning in most lessons observed during the inspection was better than that suggested by the work completed last year. In particular, there is now a much greater emphasis on pupils learning enquiry skills. A feature of much of the previous work was the use of worksheets. Some of these sheets restricted the responses pupils could make or required low-level skills to complete, such as pupils having only to cut and stick them in the right order. Only in one of the lessons observed during the inspection were worksheets used in this way. In this lesson the worksheet dictated the shape of the lesson rather than supporting the learning taking place and although pupils' factual knowledge was extended, no investigative work took place. In other lessons however, pupils were required to carry out investigations and this developed historical skills. For example, pupils in Year 4 and 5 were asked to discover the owner of a wastepaper bin by examining its contents. Their teacher skilfully led the proceedings so that the pupils learnt how easy it was to arrive at different conclusions although studying the same piece of evidence. In another lesson, pupils acted as eyewitnesses to the Fire of London and were interviewed by their teacher. This enabled them to think more deeply about the emotions of people at the time and the wider implications of the fire. It also gave them practice in compiling a report as it might have appeared in the 17<sup>th</sup> century. This suggests both the teaching and curriculum has improved and that pupils will be better motivated to develop good attitudes towards the subject.
112. The co-ordinator is new, but has already made a start in raising the standards of pupil attainment. She has revised the policy and improved the subject's resources. The results of her work are already apparent. She is effectively planning to achieve greater consistency in the way the subject is taught, with a greater emphasis on investigations and the use of different sources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. The overall standard reached by pupils at the end of Year 2 is in line with that expected of pupils of this age. Pupils' basic keyboard and mouse skills enable them to operate and use computers well to support work they are doing in many curriculum areas. For example, pupils in Years 1 and 2 matched digital and analogue clocks when learning about time. They have appropriately developed word processing skills, changing fonts and letter sizes as well as amending and correcting their own text. They use painting software to create their own

pictures and are beginning to produce different diagrams and charts to show data they have collected. They show independence when using headphones and cassette players to listen to stories, and have programmed a floor robot to follow a chosen pathway.

114. By the end of Year 6, the standards pupils achieve are below expectations. This is primarily because they have not had the opportunities to develop their skills and understanding, through a lack of computers and associated technology. Pupils are familiar with some more advanced word-processing features, but as yet they have had insufficient opportunities to practise these so that there are few examples of pupils' presentations. This is preventing them from enriching their writing, and learning more about the opportunities new technology offers. Although some good examples were seen of line graphs, produced by Year 6 pupils on their prowess in gymnastic tests, computers are not routinely used to store and display information. Pupils' knowledge and understanding of how technology may be used to monitor and control are undeveloped. They have had too few chances to use simulations to explore real or imaginary situations. Across the school, pupils are beginning to use the Internet in their investigations and can download information from CD ROM's.
115. Very little direct teaching was observed during the inspection so that no overall judgement can be made about the standard of teaching or of the quality of pupils' learning. The school has recognised the need to improve the quality of pupils' experiences in this area and made this their first priority in the school development plan. The co-ordinator has drawn up detailed plans on how to raise standards through the provision of more equipment and improved staff expertise. A computer suite is about to be installed with sufficient computers for whole classes to be taught at the same time. The staff is presently engaged in training, which will ensure they are able to take full advantage of this facility. The school has very recently acquired other equipment, such as a digital camera and digital microscope, but as yet the latter has not been widely used.

## **MODERN FOREIGN LANGUAGES**

### **French**

116. In common with many primary schools in the area, pupils in Years 5 and 6 are taught French. The curriculum follows an effective published scheme and is largely based on conversation, being taught in two short lessons per week.
117. Pupils enjoy their work very much, taking part enthusiastically in conversations with each other and in music and role-play activities. The teacher has good expertise and in the short lesson observed teaching and learning was good. Pupils are learning a range of vocabulary, for example of colours and parts of the body, and are developing confidence and the ability to communicate effectively, using both appropriate and colloquial language. Pupils are also given the opportunity to visit France and to converse with people there, for example when buying items in the shops.
118. This aspect of the school's work is very effective in encouraging pupils' social development and also in increasing their cultural awareness. Good arrangements have been made to liaise with other primary and secondary schools in the area. This helps to ensure that pupils are well prepared for the next stage of their education. Pupils with SEN are included very well in these activities. This gives exceptionally good support in increasing their confidence, as they achieve well and enjoy their success. The school hopes to extend learning in this aspect of its work to pupils in Years 3 and 4 and a member of staff has already taken part in in-service training in this aspect.

## **MUSIC**

119. As was seen at the last inspection, in both Years 2 and 6, the majority of pupils attain standards that are in line with national expectations. However, in their technical knowledge of music, for example of notation, the standards achieved by Year 6 pupils are higher than this. In Years 1 to 4, pupils achieve appropriately, but pupils in Years 5 and 6 achieve well. This is because the school has made good arrangements for these pupils to be taught by the subject co-ordinator who has good expertise.
120. At the time of the last inspection, the quality of singing in Years 3 to 6 was found to be restrained. This is not the case now. Throughout the school, very nearly all pupils sing enthusiastically, the oldest pupils singing very tunefully in a two-part round. Year 2 pupils develop a secure understanding of tempo and dynamics because they are encouraged to keep time with the beat including by using actions. They are developing a secure understanding of how music is produced, accurately identifying well-known instruments. They have a sound sense of pitch and are able to say whether a note is higher or lower. Most pupils play percussion instruments with a good degree of accuracy. A good proportion of pupils can also play the recorder because of the good opportunity offered to them in a lunchtime club.
121. Pupils build on their skills as they move on through the school. The very good teaching of this aspect means that their knowledge of how music is organised and written is above expectations. For example, Year 6 pupils can identify a major or minor key and recognise the notes of scales, including the pentatonic scale. They have a good knowledge of different styles of music and how the composition and arrangement produces the desired effect. Pupils' knowledge of pitch, tempo, dynamics and timbre is at the level expected. There is little evidence of their skills in composing or playing instruments. The school offers clarinet tuition to older pupils and these pupils achieve very well, reaching standards well above the national expectation.
122. Throughout the school, pupils have good attitudes and enjoy their learning. On occasions, some of the youngest pupils get over-excited and make too much noise if not carefully controlled by their teacher. In most lessons, however, pupils behave very well. They work very well together and this also gives very good support to pupils with SEN by encouraging their confidence and self-esteem.
123. The well-planned curriculum has been specifically designed by the co-ordinator to support the non-specialist teachers. This ensured that the teaching seen during the inspection was never less than satisfactory. When lessons are taught by the co-ordinator, teaching is good. In the best lessons, knowledge and skills are explained and demonstrated very clearly. There is a very good emphasis on understanding how music is organised, including using the correct notation. This means pupils make good progress in their learning in this aspect. These lessons are well organised and managed, so attitudes and behaviour are good. Well-chosen resources, including audiotapes help to motivate pupils and keep them interested in very nearly all lessons. The subject is well led by a knowledgeable co-ordinator who is supporting her colleagues very well. There is the expected range of resources including instruments and keyboards, and pupils can use an ICT programme to help their composition.

## **PHYSICAL EDUCATION**

124. The evidence collected during the inspection shows that standards at the end of Years 2 and 6 are in line with national expectations. All pupils achieve satisfactorily, and pupils with SEN achieve well because of the very good support they receive. Pupils develop their skills, knowledge and understanding of PE from an appropriate range of activities. Lessons are well

structured and include suitable warm up activities, independent work and cooling down periods at the end. Pupils are encouraged to think carefully about their work, plan activities, refine their performances and then perform for each other. This helps them to do their best. Year 1 and 2 pupils warmed up by playing a game of Port and Starboard and then worked on different ways of moving around, using space and carrying different objects. In Years 3 and 4, pupils were planning their own dance movements and were able to make a sequence of majestic movements to build up a dance to music. Year 6 designed a sequence containing twisting, turning and rotating movements. This effectively built upon the work seen in Years 2 and 3, where pupils were designing a sequence using rolling, sliding and jumping. In all lessons pupils were able to comment constructively on each other's work and they co-operated well in the groups in which they were working.

125. Four lessons were seen during the inspection and the quality of teaching and learning ranged from satisfactory to good, being good overall. Teachers have good expertise and explain and demonstrate well. Good emphasis is placed on the importance of healthy exercise. The school is currently implementing a new scheme of work, which is already helping teachers to plan their lessons well and to have high expectations of what pupils can achieve. Some teachers organise and manage pupils well. Others, however, allow the noise level to become too high and this has a negative impact on learning. Most lessons are well paced and the class assistants give very good support to pupils with SEN.
126. The subject is well managed. The co-ordinator has only taken over recently, but as a result of his support for colleagues and good knowledge of the subject, improvement has begun to take place. The hall is well equipped for PE and there is an adequate range of other resources. Good use is made of the local sports centre for swimming, and the school's own field for the teaching of PE. The curriculum is considerably enhanced by the range of after school sporting activities available to the pupils. Standards have been maintained in this subject since the last inspection.

## **RELIGIOUS EDUCATION**

127. By the end of Years 2 and 6 the majority of pupils reach the standards set out in the Locally Agreed Syllabus and most, including those with SEN, achieve well. The school appropriately implements the two strands in RE of learning from religion, and learning about religion. Pupils make satisfactory progress in learning about the world's major religions, their festivals, holy books and different ways of life. For example, pupils in Years 2 and 3 know the significance of the Hindu festival of Diwali and can compare it with the Christian Festival of Light - Christmas. Year 4 and 5 pupils recognise the importance of the Ten Commandments to Judaism, and link this with considering the part rules play in their own lives. RE is linked effectively with other subjects in the curriculum. In a Year 2/3 lesson on Festivals of Light, the activities planned to reinforce what was being learnt were all art activities and followed a good speaking and listening session discussing the two festivals. Year 6 pupils had carried out their own research on Martin Luther King as a 20<sup>th</sup> century religious leader and were able to discuss their findings.
128. Only a small number of lessons were observed, but this, together with the scrutiny of work, suggests teaching and learning are satisfactory overall. Very good teaching was seen in a lesson for the oldest pupils. In this lesson, the teacher had a secure knowledge of what was being taught, previous work was used effectively as a basis for learning, activities were well matched to the needs of the pupils and good links were made with pupils' skills and knowledge in art.

129. The subject is satisfactorily resourced with a variety of relevant artefacts. These have been effectively extended through a much-appreciated donation from the local church. The subject is well managed. The co-ordinator has a good personal knowledge of the subject and supports teachers well in helping them to develop their own knowledge. This has led to good progress being made in this subject since the last inspection.