

INSPECTION REPORT

**ST AUGUSTINE OF CANTERBURY RCP
SCHOOL**

Rainham, Gillingham, Kent

LEA area: Medway Towns

Unique reference number: 118779

Headteacher: Mrs A Bracknell

Reporting inspector: Margaret Coussins
16084

Dates of inspection: 19 – 21 June 2000

Inspection number: 193039

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Deanwood Drive Rainham Gillingham Kent
Postcode:	ME8 9NP
Telephone number:	01634 371892
Fax number:	01634 371892
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Ellery
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Margaret Coussins	Registered inspector	Art, history, music	What sort of school is it?
			How well is the school led and managed?
			What should the school do to improve further?
Ron Elam	Lay inspector		How well does the school work in partnership with parents?
Peter Hooker	Team Inspector	Science, design and technology	How well are pupils taught?
Margaret Jennings	Team inspector	English, equal opportunities, special educational needs, English as an additional language	How high are standards? Pupils' attitudes, values and personal development
Colleen Dogan de Marin	Team inspector	Geography, physical education, under fives	How high are standards? The school's results and achievements
			How well does the school care for its pupils?
Peter Payne	Team inspector	Mathematics, information and communication technology	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Kent Curriculum Services Agency
 Mid Kent Office
 3 Shorncliffe Road
 Folkestone
 Kent
 CT20 2SQ

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The Registrar
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Augustine of Canterbury is an average size voluntary aided catholic primary school with 192 pupils from four to eleven years of age. The roll has dropped from 205 in July 1999. There are approximately the same number of boys and girls overall, but there are significantly more girls than boys in Year 6, 25 girls and 11 boys, and significantly more boys than girls in reception, 14 boys and seven girls. Attainment on entry is in line with the national average. The school mainly serves the local community which is a middle class commuter area. Seventy-six per cent of the pupils are Catholics and the school has strong links with the parish community. There are 20 children in the reception class. There are two admission points, one in September and one in January.

In January 2000, 14 out of the 15 pupils seeking selective education achieved grammar school places. Around 4 per cent of pupils are eligible for free school meals which is below the national average. Twenty-nine per cent of pupils are on the school's register of special educational needs which is higher than the national average. Two per cent of these pupils have statements of special educational needs which is broadly in line with the national average. Ten per cent of pupils come from ethnic minority backgrounds and one child has English as an additional language. The school's context has changed little since the last inspection.

HOW GOOD THE SCHOOL IS

This is an improving and effective school. Although standards in the 1999 test results, which is the last year for which national figures are available were well below national averages for pupils leaving the school, evidence from this inspection shows that standards overall are in line with national expectations. The quality of the teaching is good. The school is very well led and managed. A good ethos to learning and improvement exists. The budget is managed well and the school provides satisfactory value for money.

What the school does well

- Teaching and learning are good. Children work hard and enjoy school.
- Attitudes, behaviour and personal development are very good. Relationships are excellent.
- The school's aims and values are reflected in all aspects of its daily life.
- The quality and range of learning opportunities are good.
- Support for pupils with special educational needs is good, they are fully included in all aspects of school life.
- Provision for spiritual, moral and social development is very good.
- The leadership and management of the school is very good.

What could be improved

- The use of assessment data to track progress and inform planning.
- Standards in some aspects of information and communication technology
- Pupils' investigative skills in science
- The provision and use of accommodation and equipment for the reception class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the last inspection in 1996 the school needed to fulfil the curriculum requirements for information and communication technology and physical education and identify and address shortcomings in staff subject knowledge of some aspects of these subjects. The governors' policy for sex education needed to be implemented, a greater emphasis was required on teaching cultural diversity and communications with parents about the work of the school needed to be improved. The school has now met the requirements for physical and sex education and has made good improvement in its communications with parents. The provision for pupils' cultural development has improved and is now good. There has been significant improvement in the information and communication technology curriculum, although some aspects of provision still need to be addressed.

The quality of teaching has improved dramatically since the last inspection when 20 per cent of teaching was unsatisfactory. In this inspection teaching was at least satisfactory in all lessons and in almost 70 per cent it was good or very good. Given the positive ethos and high levels of commitment to improvement from the headteacher, staff and governors, the school has a good capacity to continue improvements.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	A	B	D	E	well above average A above average B average C below average D well below average E
Mathematics	C	B	C	E	
Science	E	D	E	E*	

The above table shows that standards achieved in English in 1999 were below average when compared to all schools and well below average when compared to similar schools. Standards in mathematics were average compared to all schools, but well below average compared to similar schools. Standards in science were well below average compared to all schools and very low compared to similar schools. Teacher assessments for 2000 indicate a much improved picture of overall standards and this was consistent with the inspection findings. Shortly after the end of the inspection period, confirmation of the results was made available from the LEA. These results also reflect the improvement in standards from 1999. In English, the percentage of pupils achieving level 4 or above has risen to 92 per cent from 70 per cent in 1999. Forty-two per cent of pupils achieved level 5 compared to 10 per cent in 1999. In mathematics, the percentage of pupils achieving level 4 or above has risen to 83 per cent from 70 per cent, with 36 per cent achieving level 5 compared to 15 per cent in 1999. In science, the percentage achieving level 4 or above has risen to 92 per cent from 58 per cent, with 17 per cent achieving level 5 compared to 5 per cent in 1999. These figures, although unable to be compared with national averages show a significant improvement in standards in the three subjects and that the school has exceeded its targets for 2000 which were set at 75 per cent for English and mathematics.

Evidence from the inspection suggests that pupils currently in Year 6 at the end of Key Stage 2 are achieving higher standards than pupils in 1999 in all three subjects. In all other subjects pupils reach the expected standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their school and very positive attitudes towards learning.
Behaviour, in and out of classrooms	Behaviour is very good both in classrooms and around the school at breaks and lunchtimes
Personal development and relationships	The personal development of pupils is very good. Relationships are excellent.
Attendance	Satisfactory.

The attitudes and values of the pupils are strengths of the school as are the excellent relationships between children with each other and between children, teachers and all other staff who work in the school.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school and has substantially improved since the last inspection. The quality of teaching is at least satisfactory in all lessons and good overall. There are more examples of good or very good teaching in Key Stage 1. Teaching is very good in 27 per cent of lessons, excellent in 2 per cent, good in 41 per cent and satisfactory in the rest. Teachers provide interesting lessons and because of the good teaching, pupils concentrate and are interested in their lessons so learning is effective and pupils make good progress. Teachers manage the pupils very well and use the teaching time and available resources very efficiently. The contribution made to pupils learning by support staff is very good. Teachers have high expectations for standards of work and behaviour

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced providing a range of learning opportunities. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The school works hard to support individuals and ensures they have equal access to the curriculum
Provision for pupils with English as an additional language	Good progress is made and a full part is played in all lessons and activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Particular strengths are in pupils' spiritual, moral and social development.
How well the school cares for its pupils	The school takes good care of its pupils and looks after their welfare well. There are very good procedures for promoting good behaviour.

The quality of provision for the under fives is good. Children are well cared for by suitably qualified staff. The school has a good relationship with its parents. The school has worked hard to provide a balanced curriculum and it has successfully achieved this. The provision of pupils' spiritual, moral and social development is a particular strength of the school and makes a very positive contribution to the excellent relationships which support the good learning environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and manage-	Very good. The headteacher provides strong leadership and is well

ment by the headteacher and other key staff	supported by her deputy and staff. Significant improvements have been made to aspects of work in the school based upon a commitment to raise standards.
How well the governors fulfil their responsibilities	Good. Governors are committed to the success of the school and are effective in fulfilling their responsibilities.
The school's evaluation of its performance	Good. The headteacher and governors know what the school is doing well and how it might improve. The school development plan gives clear indications of priorities for improvement.
The strategic use of resources	Good. The resources available to the school are deployed and managed well. It monitors the budget well and strategies for determining the cost effectiveness of spending decisions are satisfactory.

The school has an adequate number of suitably qualified staff to deliver the curriculum. This includes a number of learning support assistants who make a good contribution to pupils' learning. The school secretary is a key figure in the school. The school also benefits in its financial management by the appointment of a part-time bursar. The accommodation although well utilised, is cramped in some of the classrooms. The quality of displays in classrooms and around the school is good. Learning resources are satisfactory overall in range and quality. The school's aims and values are shared with all staff, pupils and parents and are strongly reflected in all the work of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children's progress • Behaviour is good • Teaching is good • They feel comfortable in approaching the school if they have a problem • Children are expected to work hard • The leadership of the school • Their children are helped to become mature 	<ul style="list-style-type: none"> • Provision of homework • Being kept well informed about progress • The school working closely with parents • The range of activities outside lessons

Most parents are happy with the quality of education that the school provides for their children. Inspectors' judgements endorse the positive parental views. The school sets homework appropriately and regularly with the amount related to the age of the pupils. The inspectors found that the school provides good opportunities for parents to find out about their children's progress, but the end of year reports should have more information on how well their children are doing. The school makes strenuous efforts to involve the parents in the work of the school. The recent increase in different types of club at lunchtime and after school has resulted in a good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entering the school, the attainment of the majority of pupils is broadly average in language and literacy and mathematics, but it is above average in personal and social development. The number of children in the sample was eleven and therefore it was not possible to determine if the data was significantly different from the pooled data from all schools. Pupils whose fifth birthday falls during the academic year are admitted in either September or January. By the time they reach the age of five the majority of children will reach the Desirable Learning Outcomes described for their age and some, approximately twenty per cent, will exceed them.
2. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils' standards in reading were above the national average and in writing standards were well above the national average. They achieved standards in mathematics which were broadly in line with the national average. In teachers' assessments, standards in science were well below the national average. Compared with similar schools, standards were close to the average in reading, above average in writing, but below average in mathematics. Boys and girls attained similar standards in these subjects and there were no significant differences in results. Teacher assessments for standards in science were well below average compared with similar schools, but broadly average for those attaining the higher level 3. Over the past four years pupils have attained results which have fallen from well above the national average to above the national average in reading. Standards have been maintained at well above the national average in writing and close to the national average in mathematics.
3. In the work inspected, pupils attain standards that are above the national expectations in English. In mathematics and science standards are in line with national expectations. Pupils speak confidently and with clarity and listen well. They are keen to discuss their work and can explain their findings confidently at the end of group sessions. A few pupils in Key Stage 1 demonstrate a weak grasp of the rules of English grammar. When this occurs teachers are skilful at providing models of the correct use of grammar while still giving value to pupils' responses. Pupils are interested in books and keen to read. They read with accuracy and are able to employ a good range of word skills. Higher attaining pupils read with fluency and expression. They are able to summarize and to predict outcomes of stories and use the correct technical language to describe parts of books. They gain increasing confidence in using a joined style of handwriting and make good progress in spelling. They appreciate the humour in poetry, demonstrate an ability to understand rhyme and are able to write their own poetry, modelling the rhyme and rhythm in published poems. By Year 2, pupils are confident to manipulate language. Pupils are able to use computers to word process and produce attractive finished results. In mathematics pupils are able to handle multiples of 2, 3, 5 and 10 confidently, know addition and subtraction facts to 20 and use them to solve simple problems in number counting forwards and backwards. They calculate simple transactions using money, including price and change. They know terms like less and more, odd and even, and apply them to tasks. They are beginning to recognise patterns in numbers and are able to find the next number in a sequence. By the end of the key stage, they have a good grasp of measurement of length, mass and capacity. In science pupils can group different materials given to them into those that are man-made and

those which can be found naturally. They can test materials to see if they stretch and bend and record their results in a simple table. They talk confidently about what they have found out and can tell if a test was fair.

4. In the 1999 National Curriculum tests at the end of Key Stage 2 standards in English were below the national average and they were well below in science. Standards in mathematics were close to the national average. When compared to similar schools, standards were well below in English and mathematics, but very low in science. The percentage of pupils achieving the higher level 5 in English and mathematics was well below that in similar schools and very low in science. There were no significant variations in test results between boys and girls and they attained broadly similar standards in the core subjects. The number of pupils in Year 6 was 20. All took the tests in English and mathematics, but only 18 pupils took the tests in science. The size of the cohort and the rising, high level of special needs in the school, which is above average at 24.4 per cent, means that it would be unwise to take the variability of the results as evidence of real change. The school's trend in results is below the rising national trend since 1996.
5. Teacher assessments for 2000 indicate a much improved picture of standards at Key Stage 2 and this was consistent with the inspection findings. Shortly after the end of the inspection period, confirmation of the results was made available from the LEA. These results also reflect the improvement in standards from 1999. In English, the percentage of pupils achieving level 4 or above has risen to 92 per cent from 70 per cent in 1999. Forty-two per cent of pupils achieved level 5 compared to 10 per cent in 1999. In mathematics, the percentage of pupils achieving level 4 or above has risen to 83 per cent from 70 per cent with 36 per cent achieving level 5 compared to 15 per cent in 1999. In science, the percentage achieving level 4 or above has risen to 92 per cent from 58 per cent in 1999 with 17 per cent achieving level 5 compared to five per cent in 1999. These figures, although unable to be compared with national averages show a significant improvement in standards in the three subjects and that the school has exceeded its targets for 2000 which were set at 75 per cent for English and mathematics.
6. In the work inspected, pupils attain standards that are above the national expectations in English. In mathematics and science standards are in line with national expectations overall. Pupils continue to develop mature and clear speaking skills although some lack confidence and could benefit from planned opportunities to develop role-play and drama within English lessons. There were very few examples seen during the inspection of more planned public speaking. Older pupils in Key Stage 2 continue to develop their reading skills and read a range of texts confidently. Pupils of all abilities know a wide range of authors, can talk about their favourite books and demonstrate a good understanding of book classification systems. They become confident with the language of books and are able to use extracts from classic authors to write character studies. They write competently in a range of styles, for example, persuasive writing, poetry, personal narrative and letters and for a variety of purposes and audiences. Pupils with special educational needs attain well at both key stages and make satisfactory progress overall. Those pupils with English as an additional language attain well and make good progress. A small group of high attaining pupils in Year 6 show levels of attainment well above national expectations for writing. However, progress in writing, spelling and handwriting of those pupils of average and below average attainment is not yet consistent.

7. Pupils' numeracy skills are good and they have a wide range of mental strategies for calculating number. They are confident in using the four operations of number and become increasingly confident about place value, factors and multiples. The majority of older pupils are secure in their knowledge of number bonds and can use them effectively to find equivalent fractions, decimals and percentages. They understand ratio and proportion. Their ability to measure length and to calculate areas and volumes, often of complex shapes, is good. In science, pupils' written work is generally of a good standard in terms of presentation, but often it is not clear from their notes, what it is that pupils will need to know. New vocabulary and its meaning for example, are not being highlighted sufficiently. Pupils' investigative skills are under-developed and need to be improved. Their knowledge of science is generally satisfactory, they can for example, explain how shadows are formed and how their size changes when the light source is moved. More able pupils can appreciate that sharp shadows indicate that light must travel in straight lines.
8. A factor in the attainment of pupils in the school is the proportion of pupils with special educational needs, which is above the national average. Across the school these pupils make satisfactory progress and achieve well. These pupils and those for whom English is an additional language receive good support and make good gains in learning.
9. In art, history, music, physical education, geography, design and technology and information and communication technology standards are in line with the national expectations at both key stages.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development are very good throughout the school. This is a major strength and has a positive impact on the ethos of the school and upon pupils' learning. The aims of the school are clearly defined in its mission statement which is well displayed around the school. They are based upon the Christian principles that govern daily life in the school and help to develop a mutual respect for pupils and adults alike.
11. Almost all pupils arrive just before the beginning of the school day so that it starts promptly. Most pupils move into the building quietly and calmly. Routines are well established and provide opportunities for staff to exchange greetings with pupils as they enter the building and set a positive tone to the day to which pupils respond well. The enthusiasm of pupils for their school is infectious. They are really excited about the prospect of a day in school and are able to talk very positively about the range of things they do.
12. Children who are under five behave well. They benefit from opportunities during registration to talk and listen to each other. They develop their vocabulary and knowledge of letter sounds in discussions about the weather and days of the week at the start of the school day. They listen, co-operate well with one another and display interest in their work. Relationships are good and all children are attentive during registration, assembly and lessons. Children are well cared for by all adults and by older pupils, so that they are happy to come to school, enjoy their learning and feel safe. They enjoy talking to adults about their interests.
13. Pupils with special educational needs and those for whom English is an additional language have good attitudes to learning and respond positively to school. They

develop an understanding of what constitutes appropriate behaviour and are accepted and valued by fellow pupils and adults alike. They are always fully included in all aspects of school life.

14. Behaviour is very good throughout the school. No incidents of fixed-term or permanent exclusions have occurred during the last year. All pupils move around the building calmly and without fuss. They have a clear understanding of what is expected and settle quickly to their work. They show respect for other people's property and for school equipment. They work together well demonstrating care for the school's new computers. At break times they enjoy the wide range of playground equipment that is provided, learning to share and take turns so that their play is constructive and never boisterous.
15. Pupils enjoy the social occasion of lunchtime and the calm and pleasant atmosphere. Pupils in the upper part of the school who act as librarians and operate the lunch time library club enjoy the responsibility and trust placed in them. They take their duties seriously and are particularly good at helping the younger pupils to find appropriate books. The school is effectively developing pupils as independent and responsible learners, particularly during the main part of literacy lessons where all pupils demonstrate an ability to work with the minimum of adult intervention.
16. The school has developed its management of behaviour both in and out of lessons effectively. This is reflected in the school's excellent behaviour and bullying policies. Pupils in Year 6 have been very effectively involved in their development by exploring issues to do with bullying and have a very good understanding of the possible impact of their actions on others. During the inspection there was no evidence of bullying, sexism or racism and pupils know that if bullying occurs it will be dealt with swiftly and very effectively.
17. The school has a small number of pupils with complex special educational needs and all benefit from an awareness of the need to respect and value individual differences. Pupils show respect for the feelings, values and beliefs of others. In assembly and at key points of the day, they gain benefit from opportunities to reflect in quiet prayer. All pupils benefit from opportunities in assemblies and in literacy lessons to study traditional stories which emphasize belief in the development of personal moral values.
18. Pupils are very good at taking initiative and personal responsibility and are very sensitive to the need for great care in such lessons as information and communication technology, science and physical education, when handling expensive equipment. Relationships between pupils and with all adults in the school are excellent. Pupils follow the model set by adults and are considerate and sensitive to each other gaining great benefit from all opportunities to work and play together. They enjoy and appreciate their own success and the success of others.
19. Attendance at around ninety-five per cent is satisfactory and in line with the national average. It has though reduced slightly since the previous inspection. It makes an appropriate contribution to the standards achieved by the pupils. Absences are usually due to the inevitable childhood illnesses, though a number of parents insist on taking their children on holiday in term-time. This year the level of unauthorised absence is lower than the national average. Pupils are keen to come to school and punctuality has improved since the last inspection with the result that pupils rarely arrive late. Registration takes place commendably promptly at the start of the day.

20. Pupils' attitudes, behaviour and personal development were a positive feature of the school in the last inspection and continue to be so. There have been improvements in the range of opportunities for pupils to undertake personal responsibility since the last inspection by the provision of the new computer and library suites.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching is good. The quality of teaching at both key stages and the under fives is satisfactory or above, with about two thirds of all teaching being good or very good. At Key Stage 1 teaching is good or very good in most lessons. At the time of the last inspection one in five lessons were judged to be unsatisfactory. There is now no unsatisfactory teaching and the proportion of good or very good teaching has markedly improved. Teachers' own knowledge and understanding of the subjects they are teaching is satisfactory. Pupils' literacy and numeracy skills are competently taught within all lessons.
22. The school has a standard procedure for planning lessons which all teachers follow. In most subjects the nationally produced Qualifications and Curriculum Authority schemes of work form the basis of all planning; literacy and numeracy have their own schemes. The headteacher monitors teachers' lesson plans each week effectively and gives support if needed. Teachers' planning is good in terms of the activities to be done and the things to be learnt. They plan a range of approaches and tasks appropriate for the ideas being taught. Most activities are challenging and purposeful. At the start of the lesson teachers explain to pupils what they are going to learn and what they are going to do. In the better lessons teachers call pupils together at the end of the lesson to check and to reinforce what they have learnt, including any new vocabulary used such as a 'fair test' and prediction, as seen in a Year 1 science lesson on pushes and pulls. They also take the opportunity to use well-targeted questions to check that all understand the content of the lesson. Similarly during mental mathematics lessons a quick questioning technique is used to good effect to make pupils really think, at the same time as maintaining an impressive rate of work. The few less effective lessons seen lack this real sense of purpose.
23. All teachers have high expectations of their pupils in terms of the level of concentration and the standard of work and behaviour. Teachers know their pupils well. There is mutual respect between the teachers and pupils and proper habits of work have been developed. Teaching methods are very effective, especially at Key Stage 1 where they are very good. Teachers' management of pupils and learning resources is very good. When appropriate, pupils are put into groups based on their prior attainment and different work is set to match the current achievement of the group. The teacher will often have prepared special help sheets or recording sheets for each group. In this way all pupils can be challenged and made to think, by the different tasks set by the teacher.
24. All lessons move at a brisk pace and time is used well. Support staff are used effectively, for example in a very good English lesson a pupil with special educational needs was enabled to gain success by taking part in the performance of a poem due to the sensitive support of the learning support assistant and teacher. Currently the use of information and communication technology by teachers within other subject areas needs further development so that it forms an integral part of learning.

25. The teachers' use of ongoing assessment, checking how pupils are doing and what they can remember, is generally good, though in some subjects, for example science, greater emphasis on key points would help raise achievement. Pupils' progress in literacy and numeracy is well charted. The setting of homework is satisfactory though in most classes it is confined to reading, learning spellings and doing some form of research activity.
26. Pupils' acquisition of skills, knowledge and understanding is well managed by teachers and they show good progress. Pupils' learning is good and at Key Stage 1, very good. In all lessons pupils' interest and concentration is good at Key Stage 2 and very good at Key Stage 1 and the under fives. They appear keen to work and to learn. They have a positive attitude and work well together in groups. When questioned they can explain what they are doing and what they have learnt.
27. The quality of teaching for pupils with special educational needs is good. Individual Education Plans are carefully written by teachers and the special educational needs co-ordinator and provide clear targets for learning. A new system of monitoring has been introduced for all teachers and this appears effective. Learning support assistants also make a very valuable contribution to monitoring by their daily observation records. The target setting process for special educational needs is yet to be integrated into the individual target setting recently begun for all pupils in some aspects of literacy. Learning support assistants are well briefed and make a very positive contribution to the standards achieved by pupils. They offer sensitive, well-timed and unobtrusive support. This was evident in a lesson in the upper part of the school where a pupil was enabled to take part in a group performance of a poem by the careful intervention of his assistant.
28. As a result of this good quality support, pupils with special educational needs develop good levels of understanding, work at a good pace, show interest in their work and concentrate well. They benefit from the system now in place in all classes, where teachers share learning intentions with pupils at the beginning of lessons and provide visual reminders of what is expected as a result. However, the school could do more to seek pupils' views actively and involve them when reviewing individual targets. Overall pupils with more complex learning, emotional and behavioural needs make satisfactory progress towards targets identified at annual reviews. However, the nature of their difficulties sometimes results in progress which is uneven and difficult to monitor.
29. Overall, the quality of teaching in Key Stage 1 is very good in science, good in English, mathematics, design and technology and information and communication technology and satisfactory in all other subjects. In Key Stage 2 it is good in English, mathematics, science and information and communication technology and satisfactory in all other subjects.
30. The quality of teaching for pupils with English as an additional language is good. As a result they acquire skills quickly in spoken language and written English and make good progress in reading.
31. More able pupils are generally appropriately challenged and stimulated by the curriculum the school offers. Most lessons contain planned extension activities. However, more needs to be done to extend opportunities in all lessons for independent investigation.

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

32. Overall, the quality and the range of opportunities for learning provided by the school are good. The curriculum has breadth and balance and contains the full range of subjects of the National Curriculum and religious education for Key Stages 1 and 2. Provision for children under five is sound. Work is interesting, varied and often challenging. This, along with the good provision for extra-curricular activities and use of external resources, makes a significant contribution to pupils' interest in and enthusiasm for school. The school meets the statutory requirements for the curriculum.
33. The curriculum is highly inclusive and the needs of all pupils are taken into account. Provision for pupils with special educational needs is good and the school fully complies with the special needs code of practice. Individual education plans are well written and the targets which are agreed are specific, measurable and easily understood. They are used to inform the teaching in class, small group and individual sessions. The organisation of special needs support in the school is effective and is reflected in the good progress which these pupils are able to make. Pupils benefit from a good mix of in-class and withdrawal support so that the small number of pupils who have very specific programs can be catered for. Groups of pupils are able to benefit from closely targeted and well-planned support to develop skills in word building and spelling. Support for pupils for whom English is an additional language is good. A recently written school policy will provide a good framework against which to monitor opportunities for all. The school currently has a significant gender imbalance in two year groups. Teachers are aware of this and take care in their planning so that all benefit alike from a balanced curriculum. Pupils with statements of educational need receive their full entitlement to provision which is carefully planned to develop increasing levels of independence as they move through the school.
34. Curriculum planning is good. All subjects have policies and programmes that are closely linked to the advice issued by the Qualifications and Curriculum Authority. All subjects, apart from geography and history, were reviewed in Spring 2000, considered by the curriculum committee of governors and recommended for ratification by the governing body. The programmes of work draw upon national strategies and support materials, local education authority and commercial sources. They provide good support for the non-specialist teacher. The school is well placed to deliver the revised National Curriculum in September 2000.
35. The National Literacy and Numeracy Strategies have been introduced and form the basis for the core teaching of English and mathematics. The structure and provision for the teaching of both subjects are both good and the strategies used and skills developed, make a developing contribution to the work of other subjects, for example in design and technology where measurement and calculation of area are used. The newly developed computing suite enables direct teaching of whole classes in a purpose built environment. This is beginning to improve the skills and the wider use of information and communication technology across the other subjects of the curriculum, but is still under-developed. The refurbished library provides opportunities for pupils, including those in reception, to understand how information is organised and to develop their research skills.

36. In the last inspection report, the school was said to be failing to deliver the requirements of the National Curriculum because of the absence of swimming in physical education. The school has been able to make interim arrangements for pupils to swim prior to the opening of a new pool facility. The quality of the athletics programme has also been improved. The supply and use of computer equipment and software were identified as weaknesses in the last report. Substantial investment in upgrading equipment, purchasing new equipment and software programmes and training of teachers and learning support assistants has resulted in an impressive computer suite which is used confidently by teachers and pupils. Although there are still some areas which are not taught, for example Email, the Internet, process control and environmental monitoring, the quality of the information and communication technology curriculum has been substantially improved. There are plans to complete the range of activities once the appropriate training has been undertaken.
37. Personal, health and social education are significant components of the religious education and science programmes. Since the last inspection, the school has developed and agreed a policy for sex education, which is taught through a cross-curricular programme appropriate to the age of the pupils.
38. Some parents felt that there was a limited range of extra-curricular activities, but the inspection findings are that the opportunities to take part in extra-curricular activities are good. Current opportunities include netball, computing, library, recorders, dance and drama. There are opportunities for pupils to learn to play a musical instrument and opportunities are taken to make visits to places that can enrich the pupils' learning experiences.
39. The provision for pupils' spiritual, moral and social development is very good and for cultural development is good. This provision is successfully promoted by the school's philosophy and code of conduct. These areas are a strength of the school and are an improvement on the findings at the time of the last inspection.
40. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are very good. They are underpinned by the school's Catholic ethos and heritage. School assemblies help pupils to develop an understanding of the values and beliefs of others and to become aware of important festivals from other major religions and cultures, for example Buddhism and Judaism. Pupils participate positively in the acts of collective worship and their prayers at the end of the morning and afternoon sessions are moving. Discussion with pupils showed that they are impressed with the power of the Internet and a Year 2 pupil expressed wonder at the effective use of a pump to blow up a balloon. Nevertheless, the school does not always plan opportunities within lessons to enable pupils to appreciate fully the exciting nature of the world around them or to reflect upon their own feelings.
41. The school's approach to moral development is very good. The school stands for clear values and for the respect and care for others. The expectations include high standards of behaviour and acceptable conduct which the pupils respond to positively, enjoying their work and showing care for the school. These standards lead to the pupils having a very good awareness of right from wrong. Pupils are well disciplined and this makes for an orderly school. This was particularly noticeable before the start of the day when the teachers of the older pupils are on duty outside. The pupils come into the classrooms, take chairs off the tables, put out exercise

books and either wait quietly or get on with work, all without being directly supervised. Both teaching and support staff are good role models. The overall positive approach of the school to encouraging its pupils' moral development is evident in the way all adults deal with pupils.

42. The provision for encouraging the social development of the pupils is also very good. The school, as a caring community, values its members and encourages different groups of pupils to integrate well together both at work and at play. In the classroom there are many opportunities to work together in pairs or groups. The quality of relationships between adults and pupils is very good and provides pupils with very positive role models that help them to relate well to each other and to act courteously. Pupils are encouraged, and are willing, to undertake various tasks in the classroom. Older pupils take on wider responsibilities such as helping at lunchtime including supervising younger pupils using the library. Year 6 pupils helped to develop the school's bullying policy. Sports matches with other schools provide opportunities to develop social links with the wider community.
43. The provision for cultural development is good. In lessons, pupils gain an appreciation of art, music and literature from different times and other cultures. Appreciation of western culture includes nursery rhymes, studies of Rochester Castle and Cathedral and the use of classical music in assembly such as Holst's Planet Suite. An introduction to peoples around the world is provided in many subjects. In geography, pupils study an Indian village, in design and technology they construct Javanese puppets, in art they produce Aztec paintings while in music they looked at an aboriginal didgeridoo. A Sikh parent has come to explain Sikhism. Painting and music help the development of aesthetic awareness. Nevertheless opportunities to fully understand life in multicultural Britain is underdeveloped.
44. The link with the church is very strong. Local individuals come in to school and provide additional resources. For example the local community police officers involved in work concerned with drugs misuse and racial awareness. Local organisations use the school facilities, strengthening the links between the school and the community. The links with the wide range of associated secondary schools are good. Secondary teachers and special needs co-ordinators visit to ensure liaison and smooth transitions. The school serves its community well and the pupils are well prepared for the next stage in their education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school provides good care for its pupils. The policy for health and safety is in place and the recent visit carried out by the Health and Safety Officer from Medway council confirmed that day to day health and safety is at a reasonable standard, but made recommendations that the school should follow. The site is checked on a daily basis for hazards. Child protection arrangements comply with local procedures, but recent staff training has not taken place. The school works effectively in partnership with parents and other agencies to ensure the well-being of its pupils. The headteacher and staff know the pupils well and provide effective support for pupils in need. Supervision of pupils at all times of the day is very effective. Procedures for monitoring and improving attendance are satisfactory. The recently introduced procedure for pupils to go straight into the classroom as soon as they arrive ensures a prompt start to the day.

46. The school provides good educational and personal support and guidance for its pupils. It has a behaviour policy that was drawn up by children, parents, staff and governors. The policy is clear with good procedures for promoting good behaviour and excellent procedures for eliminating oppressive behaviour. These are put into practice in the day to day work of the school by all staff. The school uses praise and reinforcement of good behaviour to achieve a friendly working atmosphere where all pupils regardless of ability, race, religion or cultural background are valued and where effective teaching and learning can take place. Although the approach to maintaining good behaviour is one that encourages rather than punishes, a clear set of sanctions is in place and is used by the staff. Pupils know whom they should see if they are in difficulty. They find the school a safe and happy place and are able to work and play with the minimum of supervision.
47. Procedures for monitoring and assessing attainment and progress are satisfactory. Comprehensive systems have recently been set up and all pupils have individual targets for English and mathematics that are shared with parents. The assessment co-ordinator has provided training for all staff and this is beginning to improve the ability and skills of staff in making assessments. As a result of the analysis of work in science at Key Stage 2, extra teaching time was allocated to this subject. Teachers' planning includes assessment and the headteacher monitors plans each week. Pupils' work is marked regularly and in the best practice teachers make constructive comments which give pupils information about how to improve work. This is not yet consistent in all classes. The school has collated the objective data from tests at the end of each year. It has begun to use this data to identify those pupils whose attainment might be improved by additional help and support. However, the information is not yet fully used by class teachers to monitor progress during the year.
48. The procedures for monitoring and supporting pupils' personal development are satisfactory. In Key Stage 1 classes, teachers use a home link book, in order to communicate regularly with parents about children's development in reading. These books contain a helpful paragraph that explains their use. Each pupil in the school has clear targets for English and mathematics which are shared with parents so that home and school can both support pupils to improve. Teachers know their pupils well and use their insights to enable them to extend pupils' personal development. During lessons, in the best practice, staff ask questions which help children to think, reflect upon their work and then to refine and improve it. Pupils with special educational needs receive sensitive help from support staff who accept and understand individual differences. The school meets its statutory requirements for pupils with statements of special educational need. The assessment of pupils' needs is good and builds upon advice received from a range of external support agencies. The school adopts a staged approach that complies with the Code of Practice. It has a good level of liaison with local secondary schools. However, procedures for involving all pupils fully in their own monitoring and self-assessment remain underdeveloped.
49. The procedures for monitoring and promoting attendance and punctuality are satisfactory. The pupils' keenness to come to school and the good relationships with parents result in little absence. Both the prospectus and the home-school agreement remind parents of the need for regular attendance and the importance of arriving on time. Nevertheless, the lack of regular statistical monitoring limits identification of any need to give especial attention to particular classes or groups of pupils. In addition some parents still do not appreciate fully the need to avoid taking their

children out of school in term-time. The procedures at the beginning of the day help to ensure that pupils come to school on time. Pupils go straight into the building when they arrive to take off their coats, registration takes place very promptly and the pupils move into the hall immediately afterwards for assembly. The sounding of a five-minute warning bell ensures that lessons start and finish on time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. In their responses to the questionnaire and at the meeting with the inspectors parents showed that they are generally very pleased with all that the school does. Their comments show an improvement since the time of the last inspection. They consider the school is well led, the teaching is good and their children like coming to school and make good progress. They are satisfied with the level of support their children receive and feel comfortable approaching the school with any questions. The inspectors endorse these positive comments. Some parents were concerned about the range of activities outside lessons, but the inspection team considered that the recent introduction of clubs and activities at lunchtime and at other times has resulted in the provision being good. Some doubts were expressed about the amount of homework, but the inspectors concluded that the homework is set appropriately and regularly, with the amount related to the age of the pupils. In particular the project and research work for Year 6 pupils, provides good preparation for what they will need to do at secondary school. Although a few parents also felt they were not well-informed about the progress of their children, the inspectors found that the school provides good opportunities for parents to find out how well their children are doing. However, the end of year reports do not provide sufficient information. Some parents considered that the school did not work closely with them, but it is apparent that the headteacher and staff put in a lot of effort into involving parents in the work of the school.
51. The school has established good links with the parents and these contacts are effective. This is an improvement since the last inspection. Frequent letters are sent home outlining the various activities that the pupils are involved in as well as providing general administrative information. Other documents include the behaviour policy and an outline of what each class will be learning during the year. They have been invited to meetings to hear about the new approaches to teaching literacy and numeracy. The school also sends home details of the learning objectives. As parents readily acknowledge, both the headteacher and secretary are very welcoming to parents when they come into school during the day. Teachers are very willing to meet them at the end of the afternoon, coming out on to the playground as the children are collected by their parents. As well as any informal discussions with teachers, parents are invited to see the class teacher each term to discuss how their child is getting on. In addition the targets set for the pupils to help them improve are sent home, together with revisions as they are achieved. The annual report on progress is sent home in the summer term. Overall it is generally poor for all the subjects, being very brief and concentrating on the work covered or the attitudes of the pupil rather than the skills and understanding acquired. Parents of pupils with special educational needs are given opportunities to be involved fully at all stages of their children's education. They are informed of decisions concerning placement on the special educational needs register and are invited to make a written contribution to the termly in-school review meetings. This provides an effective means of communication. Parents of pupils with statements of special educational need are invited to attend annual reviews. This is appropriate.

52. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. The school is responsive to the ideas of parents, for example their replies to a questionnaire earlier in the year resulted in more clubs for the children and the parents were actively involved in devising the anti-bullying policy. Reading books go home every day and the reading records and homework books help parents to understand what their child is doing and enable them to provide support. Parents help in most classes on a regular basis hearing readers, preparing resources and supporting the work of the teacher. Others help on trips out and several have helped with painting of the building and helping to prepare the information and communication technology room. The parent association provides very good support arranging both fund raising and social events including ones for the benefit of the pupils. Their work has helped to improve the appearance of the building and to provide additional resources for the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is very well led and managed overall which is broadly in line with the findings in the last inspection. Significant improvements have been made in leadership and management over the last year based on a commitment to raising standards.
54. The governing body is effective in discharging its statutory duties and has a good understanding of the school's strengths and weaknesses. It has an effective committee structure which involves all of its members and recent governor training sessions ensure that governors are aware of their responsibilities. The governing body has strong links with the school and staff. Each governor is linked to a curriculum area and a member of staff and a report is written after each visit. In addition, there is a duty governor of the month schedule. Visits are focused and make a good contribution to the effective monitoring of the school's life and work by the governing body. There is active involvement in school development through identifying priorities, planning action to be taken, linking to spending priorities and monitoring and evaluating outcomes. Over the last year the school has experienced a fall in pupils numbers, which means that the budget is under pressure. The governing body is actively involved in planning for the future financial security of the school and satisfactorily applies the principles of best value for money in all its spending. The governing body recognises the need to be more pro-active in its relationship with parents.
55. The headteacher provides very good leadership for the school and has promoted real improvements since taking up her appointment. Although this compares favourably with judgements made in the last inspection four years ago, it must be acknowledged that the situation of leadership in the school when the headteacher was appointed a year ago was at a much lower level due to the exceptional circumstances of the school. The impact of her leadership must be seen within this context and represents the many achievements in school improvement. The 1999 standards included in this report are low and do not reflect accurately the standards achieved by pupils currently in the school. Teacher assessments for 2000 indicate a much improved picture of overall standards and the inspection evidence is consistent with this improvement. The headteacher is a visible presence in the school, ensuring clear educational direction and aims and values which are reflected in all aspects of the school's work. Under her leadership, the quality of teaching has improved considerably since the last inspection. This has been achieved by a rigorous system of monitoring and setting individual teacher targets for improvement backed up by

support procedures to address weaknesses. The headteacher has been well supported by the deputy head and the school now needs to look carefully at how the promotion of subject leadership by teachers which has begun to be implemented, can develop to ensure a positive impact on standards in all subjects.

56. The school development plan covers important areas for development including the key skills of literacy, numeracy and information and communication technology. It addresses issues beyond the current year including an overview for 2002. Greater use of the comparative data on academic and other performance would assist the school in tracking the progress made by pupils, predicting future performance and informing planning in order to determine further its priorities for the future.
57. Communication in the school is effective and the school day runs smoothly. Office staff provide good support to both staff and pupils. The budget is monitored efficiently by the bursar so that the governing body and headteacher know the current position. The school satisfactorily applies best value principles to its spending overall. Communication between teachers, learning support staff and midday staff is good and important information about pupils is shared effectively to ensure good support at all times. Good use is made of the school day, lessons start promptly and time is always used effectively for learning.
58. The leadership and management of special educational needs provision in the school are good. The school's policy has recently been re-written and should now provide a useful document for the governors to monitor the effectiveness of provision. The special educational needs co-ordinator has good systems in place for identifying and tracking pupils. She monitors the work of the learning support assistants regularly. The school spends more than its delegated budget on support staff and on release time for the special educational needs co-ordinator as needed. This is a very appropriate use of financial resources.
59. The school is making satisfactory use of new technologies as part of the management and administration of the school, but makes insufficient use of information and communication technology to support and promote skills in the wider curriculum. Teachers need to plan for these opportunities so that the skills pupils are acquiring in information and communication technology lessons can be applied to their wider learning. The financial management of the school runs smoothly and the appointment of a part-time bursar has made a positive contribution to this process. Funds, including specific grants, have been used effectively to support school priorities. There is a good match of teachers and support staff to the demands of the curriculum. Resources are sufficient to meet the delivery of the curriculum overall, but some subjects for example history and geography, require more resources to support teaching and raise standards.
60. The recent addition of doors on classroom areas has improved the teaching environment by cutting down on the noise levels which impinged on learning. However, classrooms are small and cramped particularly for the large classes of older pupils and teaching strategies are restricted by the lack of space which can have a detrimental effect on the quality of learning. In the Early Years area the space is cramped and children do not have sufficient room to move around and work on both the floor and tables. A secure outdoor area needs to be developed to create a safe learning environment which can support the delivery of all areas of development. The school is well maintained and kept in good order. Staff provide

stimulating learning environments for pupils and the quality of display in shared areas, celebrates pupils' achievements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- * Use assessment data to track progress and inform planning by:
 - agreeing a consistent, systematic approach to track individuals, groups and cohorts of pupils throughout the school;
 - using the above information to set targets for individuals, groups and cohorts;
 - using target setting information to inform curriculum planning.
(Paragraphs 25, 47, 56, 76, 77, 97, 99)

- * Improve and raise standards in information and communication technology by:
 - providing opportunities for writing extended text to improve keyboard skills;
 - developing a school assessment system based on the effective systems currently used in other areas of the curriculum, for example mathematics and English;
 - building on the existing good practice in information and communication technology by extending teaching and learning of control technology ;
 - extending the use of information and communication technology into other subjects.
(Paragraphs 76, 87, 93, 99, 123, 124, 127)

- * Improve pupils' investigative skills in science by:
 - agreeing assessment procedures for this aspect of the science curriculum which will allow for more effective monitoring of attainment and progress;
 - agreeing a structure for recording experimental work;
 - making more use of information and communication technology;
 - reinforcing learning at the end of lessons;
 - using end of year assessment test results to monitor progress and set targets for improvement.
(Paragraphs 25, 93, 96, 97, 99)

- * Improve the provision and use of accommodation and equipment for the reception class by:
 - ensuring the classroom space available allows children to move around the classroom and work on both the floor and tables;
 - developing the outdoor area so that a safe learning environment is created which supports all areas of development;
 - providing more large agility equipment, large scale toys and construction sets.
(Paragraphs 60, 68)

Other issues which the school should consider:

- ensure that the parents annual reports on children's progress provide information on what the pupils know and can do in each subject (Paragraph 50);
- ensure that all staff and governors receive training so that they are fully aware of current procedures with regard to child protection matters (Paragraph 45).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	27	41	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	193
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	56

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.4

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	14	13
	Total	29	29	28
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (94)	97 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	11	12	8
	Total	25	27	23
Percentage of pupils at NC level 2 or above	School	86 (100)	93 (88)	79 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	8	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	6
	Girls	7	5	5
	Total	14	14	11
Percentage of pupils at NC level 4 or above	School	70 (79)	70 (67)	58 (75)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	8
	Girls	8	7	6
	Total	16	16	14
Percentage of pupils at NC level 4 or above	School	80 (79)	80 (79)	70 (83)
	National	68 (64)	69 (64)	75 (70)

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	4
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	177
Any other minority ethnic group	7

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)	8.0
Number of pupils per qualified teacher	27.6:1
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	98

FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	363,369
Total expenditure	367,263
Expenditure per pupil	1,903
Balance brought forward from previous year	-4,880
Balance carried forward to next year	-3,894

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	3	3	0
My child is making good progress in school.	46	38	9	2	5
Behaviour in the school is good.	34	52	7	3	3
My child gets the right amount of work to do at home.	26	48	21	3	2
The teaching is good.	52	36	2	3	7
I am kept well informed about how my child is getting on.	33	43	19	5	0
I would feel comfortable about approaching the school with questions or a problem.	72	24	0	3	0
The school expects my child to work hard and achieve his or her best.	64	29	0	2	5
The school works closely with parents.	31	46	19	2	2
The school is well led and managed.	64	27	2	3	3
The school is helping my child become mature and responsible.	52	38	2	2	7
The school provides an interesting range of activities outside lessons.	14	45	33	2	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The quality of teaching in the under fives is good overall. In 62 per cent of lessons it is good or better. The teacher and support staff work as a team, are knowledgeable about how young children learn and manage children well. Teachers recognise that learning is holistic. They help children to make links between areas of learning so that a secure understanding is gained. All adults working with the under fives contribute to the creation of a secure, effective learning situation for the children which enables them to achieve high levels of well-being and intellectual involvement. These in turn, contribute significantly to children's good behaviour, attainment and progress and represent a similar picture to the last inspection.

Personal and social development

62. The provision for personal and social development is very good and children attain very good standards of development. Class routines are well established and children acquire good working habits. The teacher has established a rota so that all children have opportunities to take responsibility for daily classroom routines. For example, children take the register to the office and use the resources prepared by the teacher to put appropriate comments on the weather chart. There are constructive relationships between children and the teacher helps the class to understand how to accommodate the needs of others. For example, in whole class work she helps the more eager children respect the fact that others need more time to think before they are ready to answer. Children behave very well and are interested in their work; they show an enthusiasm for learning and are capable of sustained concentration. All children treat the books and classroom equipment with care. They listen to adults attentively and to one another. They are confident and are eager to put forward their opinions when working as a whole class or in a group. Where children have complex special educational needs, staff help them to take part and succeed in the full range of activities on offer in order to build up self-esteem, but progress is more gradual. Personal and social development is well taught and staff use a wide range of strategies to help develop children's learning.

Language and literacy

63. The children's attainment by the age of five is broadly in line with expectations. Teaching is good and children's attitudes to learning are very good. Children are confident when speaking in whole class situations or in small groups. They use language to clarify their thinking. For example during mathematics, children are expected to give explanations and reasons for their actions and do so readily. They are articulate and express themselves well. Teachers help children to develop good diction and Standard English in a sensitive way.
64. Children enjoy books and handle them with care. They read with expression and make reflective comments. Children know the system for using the school library and can explain which books they enjoy reading and where they are located. The more able children can name favourite authors. When reading as a class from a big book children concentrate and predict what will happen next. They offer information about rhymes and use phonic and context cues readily. They identify different letter sounds and most children recognise the initial sounds of words. Some children

recognise blends such as “sh”. They use this knowledge and apply these skills when reading.

65. Children’s independent writing skills are being developed effectively. They build upon prior learning and use technical terms. For example, when the weather chart was being changed, a child commented spontaneously that a sentence could be made with the words. Other children explain that sentences need capital letters and full stops. When writing, a more able group was able to spell many simple words, but could also use the dictionaries provided to check spellings. Children remind each other to put spaces between words. A few children are beginning to use conjunctions in order to write more complex sentences.

Mathematics

66. The children’s attainment in mathematics by the age of five is broadly in line with national expectations. The provision is good and children are involved in work that develops an understanding of number, shape, time and measures. The children respond well to learning about numbers through rhyme and song. Some children are beginning to recognise numerals up to 20 while others work within 10. They recognise pairs and count in twos sometimes with the help of a number line. They use the vocabulary involved in adding and subtracting within ten in practical activities. They select two groups of objects to make a given total and talk about the outcome. Opportunities are provided for children to count beyond twenty during practical activities in other areas of learning such as when measuring the distance that sounds travel by counting the teacher’s strides between two points. Children take part in these opportunities with enjoyment and increasing accuracy. Teaching is good and a wide range of resources and teaching styles appropriate for the age and ability of the children are used. Teaching staff ask clear questions to help children focus their thoughts and the range of difficulty is varied according to their needs.

Knowledge and understanding of the world.

67. The children enjoy learning about the world around them and attainment by the age of five is broadly in line with national expectations. The school grounds are used effectively as a resource. Children use their senses to discover how far different sounds travel. They are introduced to and understand the need for a fair test. They comment on the results and express surprise when they realise the considerable distances that are involved. They use a variety of materials that they select themselves to design and make objects such as musical instruments and puppets with moving joints. They use a range of techniques to assemble and join their models. Children have an appropriate level of knowledge about the different parts of plants and how they grow, for example, by planting potatoes outdoors, caring for them and observing changes. They learn about their bodies and are able to explain where their heart is and how it beats faster when they have been exercising. Children are encouraged to notice the weather, which they can describe using appropriate vocabulary and they can identify the days of the week. They discuss toys they bring to school and the materials from which they are made. The teacher helps them to make links between toys in the past and those of the present day by the use of photocopied sheets. Teaching is satisfactory in this area of development. It is more successful when concrete resources rather than photocopied sheets are used.

Physical development

68. Most children achieve good standards of physical development by the time they are five. Teaching is good and attitudes to learning are very good. Standards and teaching are good overall despite the fact that the designated outdoor area for the under fives has an uneven surface which limits its use. Teachers' awareness of this and the good use made of general outdoor areas ensures good standards are maintained. There are insufficient resources available such as large agility equipment and large-scale toys and construction sets. Children move skilfully and avoid collision in physical education lessons. Their physical agility and awareness and use of space are good. Feedback is given to children in order to improve their co-ordination and skills. Children are confident when demonstrating for their peers. A third of the class is able to skip with a hoop. The majority of children are skilled at jumping with feet together. They carry out a short sequence of movements and follow instructions well, for example running, choosing a hoop and then jumping with feet together in and out of it again. Children have regular opportunities to practise fine motor skills by drawing, cutting, painting and modelling. Handwriting is taught carefully by a multi-sensory approach.

Creative development

69. Learning songs and how to play percussion instruments aids the development of creative skills and children reach the expected level of attainment by the age of five. For example, children clap and beat rhythms and distinguish and identify the different sounds of the instruments they use. They take turns to conduct the class group and give instructions for when to start and when to stop playing, with a colour paddle. Listening skills and the ability to watch and react to the conductor are good. When children design and make items, teachers intervene with appropriate questions in order to encourage children to think about what they are doing, reflect, refine and improve their work. As a result, for example when making pots with Play-Doh, children develop good manipulative skills; they control the amount of pressure exerted by their fingers carefully and produce a well-modelled container. Children explore the use of 3D pattern by using an appropriate variety of resources, but sometimes activities are beyond their level of skill development. There are good opportunities for role-play, which mean that the children's skills, for example in enacting well-known fairy tales, are good. Teaching is satisfactory in this area of development.

ENGLISH

70. In the 1999 national tests at the end of Key Stage 1, the percentage of pupils reaching the expected levels in reading, 100 per cent, and writing, 100 per cent, was very high in comparison with the national average. The percentage of pupils reaching higher levels was below the national average in reading and close to the national average in writing. The National Curriculum test results have remained above the national average at the end of Key Stage 1 for the last four years. When compared with similar schools, results in national tests in 1999 were in line with the national average in reading and above in writing.
71. In the 1999 tests at the end of Key Stage 2, 70 per cent of pupils reached the expected level, which was close to the national average. The percentage of pupils achieving the higher level 5 was well below the national average. When compared with similar schools, results were well below average. The school's results for 1999

at the end of Key Stage 2 fell below the national average for the first time in four years. The standards attained by pupils in reading in the 1999 Key Stage 2 tests were high, but standards of attainment in writing were poor.

72. The findings of this inspection indicate that overall attainment in English in both key stages is good. There are indications that attainment in Key Stage 2 has risen and is now judged to be good with some features that are satisfactory. Overall attainment at Key Stage 1 is slightly higher than at Key Stage 2 and is good across all aspects of the subject. The attainment of a minority of pupils at Key Stage 2 in reading is only satisfactory as they lack confidence when reading aloud and attainment in writing is only satisfactory for pupils of average and below average prior attainment.
73. At Key Stage 1, pupils speak confidently and with clarity. They listen well to their teachers and to each other particularly in the introduction to the literacy hour. They are keen to discuss their work and can explain their findings confidently at the end of group sessions. For example, one group of younger pupils could clearly explain the word blending exercise they had been working on. Pupils in Year 1 enjoyed the opportunity to use drama in the performance they gave of an Aesop's fable to a whole school assembly. A few pupils in Key Stage 1 demonstrate a weak grasp of the rules of English grammar. When this occurs teachers are skilful at providing models of the correct use of grammar while still giving value to pupils' responses. Most pupils in Key Stage 2 continue to develop mature and clear speaking skills although some lack confidence and could benefit from planned opportunities to develop role play and drama within English lessons. There were very few examples seen during the inspection of more planned public speaking although a Year 5 class worked well together in small groups to perform verses from the poem "Night Mail," developing a very good understanding of the importance of the rhyme and rhythm.
74. Standards of reading are good at both key stages and exceed national expectations for pupils at seven and eleven. At the end of Key Stage 1, pupils are interested in books and keen to read. They read with accuracy and are able to employ a good range of word skills. Higher attaining pupils read with fluency and expression. They are able to summarize and to predict outcomes of stories and use the correct technical language to describe parts of books. In a Year 1 class, pupils' reading of a reference book about "Bubbles" was good and they could explain how to use a glossary and contents page. At the end of Key Stage 2 pupils' skills have developed and they can read a range of texts confidently. Pupils of all abilities know a wide range of authors, can talk about their favourite books and demonstrate a good understanding of book classification systems.
75. In writing, pupils attain standards that are above the national expectation by the end of Key Stage 1. They gain increasing confidence in using a joined style of handwriting and make good progress in spelling. They appreciate the humour in poetry, demonstrate an ability to understand rhyme and are able to write their own poetry modelling the rhyme and rhythm in published poems. By Year 2, pupils are confident to manipulate language. For example work on synonyms led to alternative stories based upon the "Three Billy Goats Gruff" as "Three Silly Ghosts" and "Three Stupid Ghouls Gruff." Pupils are able to use computers to word process and produce attractive finished results. As pupils move through Key Stage 2 they become confident with the language of books and are able to use extracts from classic authors to write character studies. They enjoy work that links aspects of literacy and art and are able to design effective posters aimed at persuading people to buy their products. Pupils in a Year 5 class had linked work in science on "The

senses” to a study of the poem, “The Way Through The Woods” and had created their own poems, effectively linking their understanding of the power of the senses to create poetic atmosphere. Pupils in Year 6 had linked work in literacy to their studies in personal and social education to produce powerful writing exploring the feelings of those who bully and are bullied. This work had made an important contribution to the school’s new bullying policy. They were able to use computers confidently and skilfully to produce letters to the Prime Minister asking for his efforts to secure global peace. Pupils with special educational needs attain well at both key stages and make satisfactory progress overall. Pupils with English as an additional language attain well and make good progress. A small group of high attaining pupils in Year 6 show levels of attainment well above national expectations for writing.

76. The teaching of English and literacy is good at both key stages. In over three-quarters of lessons observed, teaching was good or better. In Key Stage 1, teachers plan well making pupils aware of what they will be learning during lessons and provide useful visual reminders for group tasks of what the teacher will be looking for. As a result, pupils remain on task and achieve highly. At Key Stage 1, teachers display very good knowledge in their teaching of phonic skills and make the learning of sounds fun for the pupils. They have high expectations of pupils and use learning support assistants and volunteer helpers very effectively so that pupils are well supported, concentrate and make good gains in understanding. The use of assessment information to guide planning is a strength in the teaching of reading in Key Stage 1, but remains variable in Key Stage 2. Teachers do not yet use marking and feedback consistently. Therefore pupils’ awareness of what they have done well and what they need to do to improve is only satisfactory. The new system of written learning objectives at the start of pupils’ writing is helping to keep a focus on learning outcomes. However, the new system of target setting cards for literacy is in the early stages of development and targets identified are sometimes too vague to monitor. Although there is evidence of the use of computers within the teaching of English, their use remains underdeveloped and the school could usefully do more to use them to extend and enrich the curriculum particularly for the more able pupils. Where teaching is satisfactory rather than good or better, it is because of over rigorous pupil management which does not allow sufficient thinking time for pupils to give responses and subject matter which fails to capture all pupils’ interest, resulting in passive learning.
77. The subject is effectively led and managed by the current co-ordinator. The literacy governor has attended school-based training on the implementation of the literacy strategy and monitors by visits to classroom, hearing pupils read and looking at pupils’ work. This has been effective in ensuring the governing body has a clear overview of current strengths and areas for further development. Additional literacy sessions have been organized and are targeted at appropriate groups of pupils. Classroom work and teaching have been monitored by the headteacher and by the Local Education Authority. The teaching staff have worked hard under the direction of the literacy co-ordinator to gain a clearer understanding of assessment criteria at each level in writing and have begun a system of target setting for all pupils. Procedures for assessing pupil’s attainment and progress are now in place throughout the school. The school is well placed to develop this further to target groups of pupils and plan specific interventions to raise standards further.
78. Resources for the teaching of literacy are satisfactory. The school has made a sound investment in texts to support guided and shared reading. As the literacy hour has become embedded over the last year any gaps in resources have become

apparent and will now be filled. The school's resources have been greatly enhanced this year by the opening of its new library. This is beginning to be a valued resource, particularly by groups of pupils who attend the lunchtime library club. The library is not yet used effectively during lessons to support the acquisition of independent research and study skills particularly with higher attaining pupils.

79. There has been satisfactory improvement in English since the last inspection and standards have been maintained. The school has already identified the need to improve standards in writing at Key Stage 2 and has put appropriate strategies in place. It has set challenging targets for improvement. The quality of teaching in Key Stage 1 is good and the teaching of basic skills is now very good. Teachers have very high expectations of pupils and this together with very good pupil management makes a significant impact on learning. The quality of teaching at Key Stage 2 is also good with some satisfactory elements in the use of assessment to inform planning. The previous inspection report on English said that attainment was good at both key stages, but slightly better at Key Stage 1 than at Key Stage 2. Evidence from this inspection suggests this is still the case. The report also pointed to the need to provide more challenge for pupils of higher ability. This inspection has also highlighted the need to plan with more emphasis on study skills for independent learning and research for more able pupils. The new library is already providing a good central resource for pupils and there is now a satisfactory balance between books kept in class and in this central area. The school could usefully do more to encourage all pupils by providing opportunities for enrichment of the school curriculum through its use of homework. As the National Literacy Strategy has become established, the school is now well placed to build in opportunities for speaking and listening in a planned way and develop a scheme of work tailored to meet its individual needs. In order to meet the requirements of Curriculum 2000, opportunities to extend the teaching of literacy in other curriculum areas should be carefully planned.

MATHEMATICS

80. In the 1999 Key Stage 1 national tests the percentage of pupils reaching the expected level 2 was well above the national average, although the percentage reaching the higher level 3 was close to the average. This has been the pattern at Key Stage 1 over the last four years. However, when the school's results are compared to those of similar schools, the performance in mathematics at Key Stage 1 is below average. The inspection findings confirm that attainment at the end of Key Stage 1 is in line with the national average, which is similar to the findings in the last inspection.
81. The 1999 national test results for pupils at the end of Key Stage 2 show that the percentage of pupils that reached the expected level 4 was close to the national average, although the percentage reaching the higher level 5 was below the national average. Over the last four years, the trend in mathematics at the end of Key Stage 2 showed a drop in 1997 and a sustained recovery in 1998 and 1999. When the school's results are compared with the performance of pupils in similar schools, the performance in mathematics is well below average. Inspection evidence suggests that the performance of the current Year 6 pupils is closer to the national average which represents a similar picture to the last inspection. The school has set realistic targets for improvement.

82. By the end of Key Stage 1, pupils are confident in their number work. The rapid mental arithmetic at the start of each lesson excites interest and there is considerable competition to be first to answer questions. Pupils are able to handle multiples of 2, 3, 5 and 10 confidently, know addition and subtraction facts to 20 and use them to solve simple problems in number counting forwards and backwards. They calculate simple transactions using coinage, including price and change. They know terms like less and more, odd and even, and apply them to tasks. They are beginning to recognise patterns in numbers and are able to find the next number in a sequence. By the end of the key stage, they have a good grasp of measurement of length, mass and capacity.
83. In Key Stage 2 pupils use mathematical vocabulary as a matter of course. Their numeracy skills are good and they have a wide range of mental strategies for calculating number. They extend their experience and confidence in using the four operations of number and become increasingly confident about place value, factors and multiples. The majority of older pupils are secure in their knowledge of number bonds and can use them effectively to find equivalent fractions, decimals and percentages. They understand ratio and proportion. Their ability to measure length and to calculate areas and volumes, often of complex shapes, is good. Presentation of work is good and improves through the key stage. Figures are carefully formed and calculations set out logically.
84. Pupils make good progress through Key Stage 1 and most make satisfactory progress in Key Stage 2. Progress is enhanced in both key stages by the daily practice in mental calculation and the revision and application of number facts and patterns. The grouping of pupils within classes based on their prior attainment is effective and ensures that there is a good match of tasks to pupils' needs.
85. Overall the quality of teaching is good. In all lessons it was at least satisfactory and in most it was very good. The lessons were made interesting and exciting. The structure follows the advice of the National Numeracy Strategy. It is characterised by the good quality of planning, secure subject knowledge which enables teachers to use different strategies and examples to explain concepts. There are clear intentions for lessons, an excellent use of questioning which enables everyone to take part at their own level and an impressive ending to each lesson to review and confirm what has been learned and to enable pupils to explain their thinking. Pupils are excited about their work in mathematics and respond very well to pressure and high expectation. They feel secure and are confident about asking questions when they do not understand. Homework is used appropriately. Marking is accurate and often engages the pupil about the next step. Praise is given where it is deserved.
86. The teachers' management of their pupils is a strength, with a range of strategies used to keep pupils on task and occasionally to defuse potentially difficult situations. Pupils are used to working in pairs or small groups and their tasks were often structured so that they could make choices about the methods that they used, or the equipment that they selected to help them. Pupils with special needs are involved in all aspects of the classes work by focused tasks which are appropriate to their needs. When learning support assistants are involved, they are deployed effectively and assist pupils in their understanding and learning.
87. The last inspection report showed that mathematics teaching was satisfactory or good, but that there was not a detailed scheme of work, under-use of the tools of information and communication technology and a lack of challenge for higher

attaining pupils. Inspection evidence suggests that the quality of teaching has improved and that 70 per cent is now very good or better. The higher attaining pupils are being challenged and stretched, particularly in Years 5 and 6, by more complex tasks and by direct teaching. There is more evidence of the use of information and communication technology to support mathematical learning and some good examples of early work with spreadsheets were seen in Years 5 and 6, together with data handling and the plotting of related graphs in Year 6. However, computers are not routinely used to support and develop learning in mathematics.

88. The subject is well managed by a knowledgeable co-ordinator. The implementation of the National Numeracy Strategy has had a very positive effect on the quality of the subject and pupils are very positive about their work. Curriculum planning at all levels is good and takes account of the needs of pupils at both ends of the range of attainment. There are sufficient resources of good quality and the access to computers is higher than the national average.

SCIENCE

89. In the 1999 Key Stage 1 National Curriculum teacher assessments, the percentage of pupils reaching the expected level 2, 79 per cent, was well below the national average. However, the percentage reaching the higher level 3, 28 per cent, was above the national average. When compared to similar schools attainment in science, as indicated by the 1999 teacher assessment, was well below the average.
90. In the 1999 tests at the end of Key Stage 2, the percentage of pupils reaching the expected level 4, 58 per cent, was well below the national average. The percentage reaching the higher level 5, five per cent, was also well below the national average. These results were very low compared to similar schools.
91. The findings of this inspection indicate that attainment has improved in both key stages and that the performance of pupils in Year 2 and Year 6 is in line with the national average.
92. At Key Stage 1 pupils are taught science as a separate subject although teachers do link the work with other areas of the curriculum, particularly design and technology. All four attainment targets of the science National Curriculum are covered and much of pupils' work is of a practical nature. Pupils can for example, group different materials given to them into those that are man-made and those which can be found naturally. They can test materials to see if they stretch and bend and record their results in a simple table provided by the teacher. When questioned, pupils can talk confidently about what they have found out and, following an experiment using toy cars, could tell if a test was fair. The quality of pupils' written work and their knowledge of what they have done are in line with national expectations. From Year 1 they know that results of practical activity and new vocabulary need to be written down. The range of pupils' learning opportunities is good.
93. Pupils' written work throughout Key Stage 2 is generally of a good standard in terms of presentation, but often it is not clear from their notes, what it is that pupils will need to know. New vocabulary and its meaning for example, are not being highlighted sufficiently. Pupils follow a scheme of work which ensures that all four attainment targets are covered and meets the requirements of the National Curriculum. Pupils' investigative skills are under-developed at Key Stage 2 and need to be improved. There is no school-agreed way or structure for recording experimental work.

Currently pupils make little use of information and communication technology in their science work and the opportunity to use the new technology to enhance learning is being lost. Pupils' knowledge of science is generally satisfactory, they can for example, explain how shadows are formed and how their size changes when the light source is moved. More able pupils can appreciate that sharp shadows indicate that light must travel in straight lines.

94. In all lessons seen, at both key stages, pupils respond well. They appear keen to work and to learn. They have a positive attitude to the subject and co-operate well together in groups, sharing equipment sensibly and safely. When questioned they can talk confidently about their experiment and other work and seem to enjoy what they are doing. Pupils behave well and show good levels of concentration.
95. The quality of teaching is always satisfactory or better and teachers' specialist knowledge is sufficient for the topics which they are teaching. At Key Stage 1 teaching is very good and at Key Stage 2 it is good in fifty per cent of lessons. All lessons have well planned activities and clear expectations for learning which are often discussed beforehand with the pupils. Teachers manage pupils well. The content of most lessons is pitched at about the right level and weaker pupils are given extra support. Pupils with special educational needs learn well and support staff are particularly effective. Pupils' numeracy and literacy skills are developed appropriately within the subject.
96. Although teachers share with pupils what is going to be done during a lesson they do not always reinforce sufficiently the salient points at the end of lessons. Pupils' notes are not specific enough about the important ideas to be learnt. Classroom displays are good and are often a focus for the lesson. For example, in a lesson on the skeleton, X-ray plates and good display work enhanced the lesson and made it particularly interesting and relevant to the pupils' lives.
97. The procedures for assessing pupils' attainment and progress are satisfactory. Teachers set pupils a test at the end of each unit of work to assess their knowledge. Currently these results are not used by the school to monitor progress, or to set targets for improvement. There is no agreed way of assessing pupils' investigative skills and as practical work forms a major element of the National Curriculum, this is a weakness which should be addressed. Pupils' attainment and progress are insufficiently monitored by the school.
98. Resources for science are barely adequate and if a greater emphasis is to be placed upon pupils' investigative skills then each classroom will need more basic equipment. The school follows an agreed scheme of work and so the resource needs of the curriculum can easily be audited.
99. Two issues from the last inspection which have not yet been addressed are the lack of sufficient monitoring of pupils' progress, particularly of their investigative work, and the little use by pupils of information and communication technology during their science lessons.

ART

100. It was not possible to see a range of lessons during this inspection, but evidence of standards from display around the school, in classrooms and in collections of work

show that standards in both key stages are in line with national expectations. This represents a similar picture to the last inspection.

101. Pupils have access to a range of media to work in and examples were seen of painting, drawing, textiles, collage, pastels, sewing and printing. A display of Aztec Art celebrated the work achieved by pupils and supported their understanding of the art form in a different culture. Art work is often used to support and enhance learning in other areas of the curriculum. The story of Noah's Ark was depicted using a variety of materials such as hessian, felt and fabric and pupils had made choices about the suitability and aesthetic quality from a range of material.
102. Teachers use the work of other artists to explore technique, colour, shape and imagery, but opportunities are missed to inform pupils of who the great artists were. This is also the case with prints of artwork displayed in the school. Pupils do not have sufficient opportunities to work with and develop ideas before final pieces of work are produced, for example through the use of sketchbooks.
103. In the lesson seen, pupils were exploring effectively the use of a particular process in applying paint to create an image using colour and shape in the style of the Impressionist painters. The pupils achieved the objective very well and were enthusiastic, interested and determined to succeed with a challenging activity. All the pupils made good progress including those with special educational needs. This was a result of the good teaching, but insufficient lessons were observed to draw firm overall judgements about the quality of teaching throughout the school.
104. The art curriculum is linked to design and technology and taught for one half of each term. The school is using the published scheme of work from the Qualification and Curriculum Authority and this is supporting work in the subject effectively. The co-ordinator for art has not yet begun to manage the subject by way of monitoring, but has organised the provision of resources mainly to enhance displays around the school. The school needs to ensure that the delivered curriculum remains broad and balanced.

DESIGN AND TECHNOLOGY

105. During the inspection only three design and technology lessons could be observed, as these were the only lessons being taught. At Key Stage 2 the subject is taught each afternoon for just one week per term. This arrangement allows pupils to complete all stages of the design and make process as well as evaluating what they had made and how it could be improved.
106. A scrutiny of design and technology work around the school shows that the quality of artefacts and products produced by pupils is in line with or is better than that expected for the year group concerned. Pupils use a good range of techniques, which are progressively being developed and widened as they move up the school. The design and technology work around the school is often linked to other subjects including art and overall is of a satisfactory standard.
107. Lessons are well planned and the quality of teaching at Key Stage 1 is good and at Key Stage 2 is satisfactory. In all lessons the task to be done is well presented by the teacher and leads to pupils being made to think about their designs and how to produce their final product. Questioning is used well by teachers to tease out pupils'

own ideas and pupils' views are valued and praised. The management of practical sessions is good.

108. Pupils respond well and are fully involved in design activities showing great pride and enthusiasm in what they are doing. Pupils can talk freely about their proposed designs and are progressively developing their designing and making skills. Pupils with special educational needs also make good progress. Pupils behave very well, work safely and share tools sensibly with others.
109. The subject co-ordinator is well informed and gives good leadership to the subject. She has high expectations in terms of the work produced and gives good support to those teachers needing help with ideas or techniques. Space within classrooms for practical activities is limited, but shared areas within the school are used well. Resources for design and technology are largely satisfactory, but insufficient for some whole class activities.
110. The findings of this inspection are very similar to those found during the previous inspection, in terms of teaching and the quality of design technology work seen.

GEOGRAPHY

111. Opportunities to see geography lessons during this inspection were limited, but interviews with pupils and scrutiny of their written work shows that attainment is in line with expectations for the end of both key stages and pupils make satisfactory progress as they move through the school.
112. At Key Stage 1 pupils are very keen to discuss their work. They are able to name the countries that make up the United Kingdom and locate them on a map. They locate their own town on the map and explain how it is different from the seaside. Pupils use appropriate geographical terms such as seaside resort and talk knowledgeably about the features of the landscape such as the cliffs and the rocky shore. They explain that shells, driftwood and dead creatures are brought onto the beach by the tide. They are able to name some of the specific buildings that would be found in a seaside resort for example, the pier and the hotels and know the names of popular resorts such as Margate and Hastings. They indicate the coastline on a map and explain that it is very long. They know that summer is the most popular season for visitors to go to seaside resorts and give reasons. This level of knowledge and understanding is appropriate for pupils of this age.
113. In a Key Stage 2 lesson pupils demonstrated an appropriate depth of understanding and geographical knowledge through their work on pollution. They were able to discuss different forms of pollution including noise pollution and made individual plans of the school in order to record the noisy and quiet locations within the building. They discussed their plans and gave reasons for their views. They were able to focus on the noisy areas of the school site and suggest possible ways of reducing and managing the noise. They listened to others who expressed different ideas from their own and asked and answered questions.
114. The quality of teaching and learning is satisfactory. During a lesson seen, clear learning objectives were discussed and shared with pupils. The teacher asked skilful questions to encourage well-reasoned answers from pupils and to assess learning. The pace of work during the lesson was brisk and pupils were fully involved. The

use of resources was effective. Discussion with pupils, displays and work in books show that work indicated on teachers' plans has been taught carefully.

115. There is no co-ordinator at present for geography. The school is using the published scheme of work from the Qualification and Curriculum Authority and this is supporting work in the subject effectively. There is satisfactory coverage of the National Curriculum. Assessment is carried out on a termly basis, but the consistency of this should be monitored carefully as the system being used is newly in place.

HISTORY

116. At both key stages, pupils have skills, knowledge and understanding that are in line with national expectations. In the previous inspection standards were reported to be good at the end of Key Stage 1. In this inspection it was only possible to observe two lessons and therefore judgements are supplemented by an analysis of pupils' work, scrutiny of teachers' planning, displays in classrooms and around the school and discussions with pupils.
117. By the end of Key Stage 1 pupils have a suitably developed sense of chronology for their age. They can distinguish between aspects of their own lives that are different from those of people in the past, for example, seaside holidays of long ago. They can sequence different periods in order by looking at photographs and discussing whether they represent 100 years ago, 50 years ago or the present day.
118. By the end of Key Stage 2 pupils have a satisfactory depth of knowledge and historical understanding from their study of past societies such as the Ancient Greeks, the Romans, Anglo-Saxons and Vikings. They use their factual knowledge of the Second World War effectively to give reasons for and effects of changes in society. Their study of other decades in British history shows how they can use a range of sources for information. For example, gathering first hand information through interviews and questionnaires about life in the 1960s and 1970s which develops their skills of enquiry effectively.
119. Overall, the quality of teaching and its impact on learning are satisfactory at both key stages. The two lessons observed, one in Year 6 and one in Year 2 both demonstrated strengths in the teaching. Teachers had clear objectives, which were shared with pupils enabling them to have a clear sense of purpose for their learning. In both lessons teachers' questioning skills were good and teachers planned work which was suitably challenging for pupils of all abilities. The work was exciting and engaged the interest of the pupils, which made them want to learn, and all pupils, including those with special educational needs made good progress. In the Year 6 lesson, pupils were using satisfactory literacy skills, demonstrated through their note-taking and writing, to support their work in history. Evidence from other sources indicates that although teaching and learning are satisfactory, the strengths are inconsistent across all year groups. For some higher attaining pupils, the range and depth of recorded work are too limited and their knowledge, understanding and skills of historical enquiry as evident from discussion, is less secure.
120. The co-ordination of the history curriculum is delegated to a teacher who has been on long-term sick leave and, therefore, some actions in the school development plan have not yet been addressed. The school is aware that the provision of resources

for history needs to be improved and that the subject needs to be monitored to ensure consistency in coverage of the scheme of work and the quality of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards in information and communication technology at the end of both key stages are in line with the national expectation which represents a similar picture to the last inspection. Significant investment in new equipment has culminated in the opening of a new computer suite which has made a major impact upon pupils' learning. It has only been in operation for a matter of weeks, which is too soon to have improved standards significantly, although the pupils observed were enthusiastic about the new facilities and able to demonstrate a wide range of skills.
122. Great emphasis is placed on the teaching and acquisition of basic skills, which are developed progressively by following a well-constructed medium-term programme of activities and topics, introduced and reinforced across the key stages. By the end of Key Stage 1 pupils have developed good manipulative skills and are beginning to know the layout of a keyboard. They can use a mouse with confidence to select, open and close programs, can carry out simple word-processing activities and use art packages to create pictures. They can save their work to disc and close the computer down properly. They know how to produce a sequence of instructions to drive a programmable floor robot, such as a Roamer. Skills building programmes are used effectively to support work on areas such as number and calculation.
123. By the end of Key Stage 2 pupils are able to use computers for word processing and know how to use the various formatting facilities. Pupils are given short tasks which derive from their work in literacy. However, the amount of extended text written using a computer is limited because teachers concentrate on shorter activities, using the features within software instead of repeated keyboard skills and typing. Pupils are knowledgeable and confident about finding and producing information from CD-ROMs. They appreciate the nature of the information and the need to select from it when producing their own accounts. Pupils in Years 5 and 6 have begun to work with spreadsheets and in Year 6 they have used a graphical package to produce graphs from data acquired in science. They can create, modify, store and test sequences of instructions to control events on screen, but have not had opportunities to use computers to control external events such as lights and motors, or to monitor external events such as temperature change using remote sensors.
124. There is no difference between the attainment of boys and girls. The attainment of pupils with special educational needs is good, because they are supported very effectively by the more confident pupils and by the very well-informed intervention of learning support assistants. Pupils need further opportunities to extend learning, achievement and independent research in the application of information and communication technology in other subjects.
125. Pupils' progress is good. They are attentive to instruction and demonstration. This helps them to make rapid gains in learning and attainment. Shared computer work in pairs helps pupils to make progress. The pairings are chosen to ensure that at least one pupil is confident about the general use of the computer. The quality of this co-operative working is excellent.
126. Pupils' attitudes to the use of computers and software are good. They appreciate the value of computers and the efficiency with which tasks can be completed. Pupils

behave very well, listen carefully to instructions, sustain their interest and help each other. They treat the equipment with great care and respect.

127. The teaching of information and communication technology is good. Teachers' knowledge and understanding of the operation of the machines and the topic being studied are good. This enables them to speak with confidence and to resolve problems as they arise. A programme for further training of all teachers and learning support staff is planned. The focus on teaching basic skills before pupils start to use new software is very successful and pupils make good gains in learning. Teachers' management of pupils in the computer suite is very good. They sustain a fast pace, are aware of individuals' progress and intervene to help and move pupils on quickly. Teachers assess on-going achievement in their classes, but there is no overall school assessment system for the subject.
128. The co-ordination of information and communication technology is good. The programme of work is logically sequenced and supported by modern equipment and good quality software. This is a significant improvement since the last inspection. There is a commitment to continue to improve the subject and a capacity to succeed. The governors have already made a considerable investment in resources and the development plan indicates that they are planning to invest further funds over the next four years to meet the demands of the subject. The ratio of computers to pupils is 1:8, which is well above last year's national average of 1:13. Although the school has installed the necessary line to connect the system to the Internet, it has yet to install the operating system. The school is in a good position from which to move forward and provide every pupil with the skills and knowledge of information and communication technology essential for their learning.

MUSIC

129. Few music lessons were observed during the inspection and very little singing was heard. This was because the teacher/pianist who works part-time with the pupils was not able to be in school during this time. Standards of singing were judged to be impressive throughout the school during the last inspection. Singing was heard when pupils in Year 5 briefly rehearsed some hymns unaccompanied by any instruments and demonstrated that they remember tunes and words of familiar songs, can sing tunefully and in time. Some younger pupils gave informal renditions of songs in the playground, which demonstrated their enthusiasm for singing and their skills in pitch and rhythm. Standards in music are in line with those expected of pupils nationally for their age.
130. The provision of untuned percussion instruments has improved since the last inspection and a collection is stored and accessible in every class. Some older pupils are inexperienced in using and performing with these instruments and have difficulty repeating a simple four beat rhythm. Younger pupils are more confident with the instruments. They know the correct names for the instruments and how to play and control the sound they make. They can perform with others, starting and finishing together and keep a steady pulse and demonstrate appropriate skills for their age.
131. Pupils in Key Stage 1 are able to use their voices expressively and control sounds made by their voices. For example, pupils in a Year 2 class were able to use their voices to represent the sound of rumbling, distant thunder getting increasingly louder and ending with a representation of a crash of thunder. They responded well to

symbols and gestures from the teacher to start, stop and increase the volume. In Key Stage 2 pupils are taught to explore and explain their own ideas about music linked to art appreciation. For example, Year 3 pupils chose instruments to play, which represented the mood conveyed by a painting.

132. Music makes a contribution to whole school assemblies as pupils listen to excerpts as they enter and leave the hall and on one occasion, Key Stage 1 pupils gave a dance performance to music to the whole school. However, opportunities are missed to inform pupils about what they are listening to and the absence of a musician on the staff limits opportunities for whole school singing. The school is aware of this and intends to employ a musician as indicated in the school development plan.
133. The management of the music curriculum has not been delegated to a teacher and little monitoring of the subject takes place. The school needs to ensure that the curriculum delivered remains broad and balanced and covers the full range of performing, composing, listening and appraising.

PHYSICAL EDUCATION

134. Standards in physical education are in line with expectations at both key stages and most pupils make satisfactory progress. In the previous inspection they were described as in line with expectations at Key Stage 1 and in line or higher at the end of Key Stage 2. The school conforms to the requirements of the National Curriculum. Three lessons were observed during this inspection and all took place outdoors. The weather was extremely hot and this affected the performance of pupils and pace of lessons.
135. At Key Stage 1, pupils recognise the importance of warming up and cooling down before and after exercise. They take part in the activities enthusiastically and make satisfactory progress. In one lesson observed pupils had some initial difficulty in following instructions. After careful explanation and clarification from the teacher twenty per cent of the class could demonstrate good ability when throwing a small ball accurately underarm across a net to a partner, who allowed it to bounce once before catching it. Pupils with less advanced skills used a beanbag to throw underarm and catch. Those who were more skilled were challenged by having to throw into a small target zone. The majority of the class co-operated well and worked in small groups.
136. At Key Stage 2 satisfactory progress continues with the addition of athletics and swimming and water safety. The Ten Step award scheme has been introduced for Year 6. At the time of the inspection the focus was on athletic activities and pupils in one class were asked to practise skills such as running, hopping and skipping in sequence while moving around markers. Pupils practised travelling both forwards and backwards and displayed good control. The teacher helped them to evaluate and improve the work by using pertinent questions. In another class pupils were taught how to use correct techniques when sprinting. They were able to explore the differences in pace when running for sustained periods compared to sprinting. They were encouraged to run consistently and smoothly when covering a longer distance. Pupils evaluated each other's work constructively. They concentrated well during the lesson and when asked could explain the effect of exercise on the body.
137. The quality of teaching is satisfactory overall with some good features at both key stages. The main strengths of teaching lie in the successful management of the

pupils and the way that activities are matched to pupil's needs. Teachers help pupils to reflect upon what they have learned and how they might improve performance. The scheme of work being used is supporting teachers' planning effectively and this is having a positive impact on teaching. The quality of learning during the lessons seen was satisfactory with some unsatisfactory learning as a result of the weather. All teachers were very careful to ensure that they cared for the health and safety of the pupils. Where possible pupils were reminded to work in the shade of the trees and to wear appropriate clothing that protected them from the sun. Pupils were also reminded to have drinks at the end of the lesson.

138. Co-ordination of the subject is satisfactory. The school provides a good range of opportunities for activities during lunchtimes. The aim of this provision is to encourage team games and to develop physical and social skills. After-school dance and netball clubs are available for pupils to attend. The co-ordinator has recently purchased new equipment and the PTA have provided netball bibs. The school is hoping to enter the Catholic Schools' Netball Tournament.
139. All aspects of the National Curriculum for physical education are covered. The school has recently been successful in obtaining pool time and the co-ordinator has provided helpful training packs for teachers.