

## INSPECTION REPORT

**St Peter's CE Primary School**

Aylesford, Maidstone

LEA area : Kent

Unique Reference Number : 118617

Headteacher : Ann Watts

Reporting inspector : Marten Gallagher  
21571

Dates of inspection : 6<sup>th</sup> - 8<sup>th</sup> December 1999

Under OFSTED contract number: 707489  
OFSTED inspection number: 193042

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

**INFORMATION ABOUT THE SCHOOL**

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Type of school :

Infant and Junior

Type of control :

Voluntary Controlled

Age range of pupils :

4 to 11 years

Gender of pupils :

Girls and boys

School address :

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Maidstone  
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Telephone number :

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Appropriate authority :

Governing Body

Name of Chair of Governors :

Nigel Fuller

Date of previous inspection :

20th to 23rd May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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<b>Marten Gallagher</b> Registered Inspector	Mathematics Art Music	Attainment and Progress Teaching Equality of Opportunity Leadership and Management
<b>Joy Buncher</b> Lay Inspector	---	Attendance Attitudes, Behaviour & Personal Development Support, Guidance and Pupils= Welfare Partnership with Parents and the Community Staffing, Accommodation & Learning Resources
<b>Liz Pacey</b>	Provision for the Under Fives English Information Technology History Geography	Curriculum and Assessment
<b>Pat Lowe</b>	Science Religious Education Design and Technology Physical Education Special Educational Needs	Spiritual, Moral, Social and Cultural Development Efficiency of the School

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The Registrar  
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London WC2B 6SE

## **REPORT CONTENTS**

## **Paragraph**

### **MAIN FINDINGS**

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

Characteristics of the school 1 - 3  
Key indicators

### **PART A: ASPECTS OF THE SCHOOL**

#### **Educational Standards Achieved by Pupils at the School**

Attainment and progress 4 - 9  
Attitudes, behaviour and personal development 10 - 12  
Attendance 13

#### **Quality of Education Provided**

Teaching 14 - 18  
The curriculum and assessment 19 - 24  
Pupils= spiritual, moral, social and cultural development 25 - 29  
Support, guidance and pupils' welfare 30 - 32  
Partnership with parents and the community 33 - 35

#### **The Management and Efficiency of the School**

Leadership and management 36 - 43  
Staffing, accommodation and learning resources 44 - 48  
The efficiency of the school 49 - 51

### **PART B: CURRICULUM AREAS AND SUBJECTS**

Areas of Learning for Pupils Under Five 52 - 57  
English, Mathematics and Science 58 - 79  
Other Subjects 80 - 108

### **PART C: INSPECTION DATA**



## MAIN FINDINGS

### What the School Does Well

- ! The school fosters very good attitudes to learning.
- ! Relationships between pupils and between pupils and adults are very good.
- ! The school encourages pupils' social development well.
- ! Behaviour in classes and around the school is good.
- ! Teachers manage classroom behaviour well.
- ! The school encourages pupils to care for others within the school and the wider community.
- ! Homework is used well to complement the curriculum.
- ! Parents involvement in the work of the school and their support of their pupils' learning is good.
- ! The school has very good links with the community.
- ! Long term financial planning and monitoring are good.
- ! Professional development arrangements in particular for information technology are good.

### Where the School Has Weaknesses

- ! There is an imbalance towards over-directed, knowledge based work and not enough emphasis on using and applying the knowledge taught.
- ! Lessons are not planned with a sharp enough focus to make assessment easy and thus it is not sufficiently used to plan later lessons in the light of what individuals or groups have achieved.
- ! The curriculum for the under-fives is too oriented towards the National Curriculum and often inappropriate for children under five years old.
- ! There is not enough checking against the planned curriculum of what has actually been taught.
- ! Analysis of test results to identify areas of strength or of weakness in attainment needs further development.

**The weaknesses are balanced by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the School Has Improved Since the Last Inspection

The school has tackled the development of information technology well and the playground has been resurfaced. Attention to the other key issues from the previous inspection has, despite a sound action plan, been hampered by a series of long-term absences and illnesses in the school which have made it very difficult to develop whole school approaches to the outstanding matters.

Additionally, it has taken time to develop the Governing Body into an informed and fully effective group. The school is now soundly set to drive the outstanding issues forward, make rapid changes in the development and monitoring systems and to achieve the appropriate targets it has set itself.

## Standards in Subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>Very high</i> A*
			<i>Well above average</i> A
			<i>Above average</i> B
			<i>Average</i> C
			<i>Below average</i> D
			<i>Well below average</i> E
			<i>Very low</i> E*
<b>English</b>	<b>C</b>	<b>B</b>	
<b>Mathematics</b>	<b>D</b>	<b>C</b>	
<b>Science</b>	<b>C</b>	<b>B</b>	

The table shows that in the 1999 national tests at the end of Key Stage 2, attainment in English and science was in line with the national average but below the national average in mathematics. However, when compared with similar schools the results are above average in English and science and average in mathematics.

The inspection findings broadly supports these results. Attainment in English at the end of both key stages is in line with the national average except in writing, where it is below. In mathematics attainment for the current pupils at the end of each key stage is in line with the national average. In science attainment is in line with national expectations at the end of both key stages.

Attainment in information technology is much improved since the previous inspection and is in line with national expectations. Attainment in religious education meets the expectations of the Locally Agreed Syllabus. Progress in art and music is good. In design and technology, geography and history it is satisfactory. It was not possible to judge progress in physical education. Children at the age of five are attaining as expected for their age. Pupils with special educational needs make satisfactory progress.

## Quality of Teaching

Teaching in:	Under 5s	5 - 7 years	7 - 11 years
<b>English</b>	Unsatisfactory	Satisfactory	Satisfactory
<b>Mathematics</b>	Unsatisfactory	Satisfactory	Satisfactory
<b>Science</b>		Satisfactory	Satisfactory
<b>Information Technology</b>		Satisfactory	Satisfactory
<b>Religious Education</b>		Satisfactory	Satisfactory

<b>Other Subjects</b>	Unsatisfactory	Satisfactory	Satisfactory
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87 per cent of lessons were satisfactory or better. 26 per cent were good. Nine per cent were very good. Thirteen per cent (three lessons) were unsatisfactory.

During the inspection a temporary teacher to whom the pupils were unfamiliar was taking the class. At the beginning of the inspection lessons were thus very controlled. These lessons were unsatisfactory for the under-fives. Towards the end of the inspection the teaching was good.

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

#### **Other Aspects of the School**

<b>Aspect</b>	<b>Comment</b>
<b>Behaviour</b>	Behaviour is good, both in classes and around the school.
<b>Attendance</b>	Good.
<b>Ethos *</b>	Good.
<b>Leadership and management</b>	Long term planning and budgeting and financial monitoring are good. The monitoring of the quality of education and of the curriculum needs urgent development.
<b>Curriculum</b>	It is broad and balanced although there is an under-emphasis on developing independence and initiative and on investigation and the application of knowledge and learnt skills. The curriculum for the under-fives is not always appropriately planned for their needs.
<b>Pupils with special educational needs</b>	These pupils make satisfactory progress.
<b>Spiritual, moral, social &amp; cultural development</b>	Spiritual, moral and cultural development is satisfactory. Social development is good.
<b>Staffing, resources and accommodation</b>	Staffing is satisfactory. Learning resources are sound. The accommodation presents challenges but is used well.
<b>Value for money</b>	The school provides satisfactory value for money.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**The Parents' Views of the School**

What most parents like about the school	What some parents are not happy about
<p>! Most parents feel they are encouraged to play an active role in their children's education.</p> <p>! All parents agree that their children enjoy school.</p>	<p>th to c</p> <p>fe h</p>

The inspection findings support the parents' positive views of the school. No evidence could be found to support the view that complaints were not handled well. The school has readily accepted the suggestion that advance notice of proposed work and topics could be sent home each term.

## **KEY ISSUES FOR ACTION**

In order to raise standards further, the Governing Body, Headteacher and staff should:

Introduce an agreed system by which the senior management team and the Governing Body can monitor the quality of teaching and learning at both key stages [Para 39], with particular attention to:

further developing independent learning skills and placing a greater emphasis on research and investigation [Para 12];

providing a wider range of teaching approaches to reduce the proportion of knowledge-based and over-directed activities [Para 16];

planning lessons with a much sharper focus on learning objectives which make the assessment of what pupils have learnt easier for teachers to carry out and record [Paras 16, 22];

making more consistent use of short term assessment so that future lessons are clearly matched to the different ability of individuals or groups [Paras 16, 22];

monitoring what pupils actually receive in the curriculum measured against the long and medium term curriculum plans [Para 21];

improving the provision for the under-fives with greater attention to the nationally recommended curriculum and to the desirable outcomes for their learning at the age of five [Para 15];

analysing assessment and test results in order to identify reasons for, and remedy, gender differences in science attainment [Paras 24, 41].

## **INTRODUCTION**

### **Characteristics of the School**

St Peter's Church of England School is situated in the heart of the historic village of Aylesford. It comprises a Victorian building of 1833 and annexed the refurbished Edwardian vicarage a few years ago.

There are five classes each having two year groups, some of which are split across two classes. There are 124 girls and boys on roll, 21 percent of whom are eligible for free school meals and 22 per cent of whom are on the register of pupils with special educational needs. Two pupils have a Statement of Special Educational Need. Pupils come from Aylesford and a neighbouring village and most live in privately owned housing with a significant minority in rented accommodation. The socio-economic circumstances of the families represent a wide range and there are very few ethnic minorities represented in the school. Most have attended some form of pre-school education which is reflected in the broadly average readiness for learning, measured through baseline assessment, when children start at the school. There are no pupils for whom English is an additional language.

The school's main aims are to provide a caring, secure environment in which all pupils can achieve their maximum potential; to continue to implement the National Literacy and Numeracy Strategies; to continue to develop information and communication technology; to achieve the targets set for national test results; and to develop sound systems for recording and monitoring assessment and progression in all subjects of the National Curriculum.

## Key Indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	7	9
	Girls	9	9	8
	Total	20	16	17
Percentage at NC Level 2 or above	School	95%	76%	81%
	National	80%	81%	85%

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	9	7
	Girls	8	9	6
	Total	15	18	13
Percentage at NC Level 2 or above	School	71%	86%	62%
	National	81%	85%	86%

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	8	9	17

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	5	5	6
	Total	8	8	9
Percentage at NC Level 4 or above	School	47%	47%	53%
	National	65%	58%	69%

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage at NC Level 4 or above	School	n/a	n/a	n/a
	National	n/a	n/a	n/a

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised absence	School	4.0
	National comparative data	5.6
Unauthorised absence	School	0.2
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

### Quality of Teaching

Percentage of teaching observed which is :

%
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Very good or better	9
Satisfactory or better	87
Less than satisfactory	13

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and Progress**

Children arrive at the school with a readiness for learning which is about the average seen nationally as shown by the school's own standardised assessment of children on entry. These children make satisfactory progress and by the age of five children are attaining in line with the recommended desirable learning outcomes in most areas of learning. Their speaking and reading skills are sound although their writing skills are under-developed. Their mathematical knowledge is basic and tends to be mechanical although the recently introduced daily mathematics lesson is rectifying this imbalance.

In the national tests at the end of Key Stage 1 in 1999, the proportions of pupils achieving as expected for their age in English, reading and writing, was close to the national average. At the end of Key Stage 2 the proportion of pupils attaining at or above national expectations was slightly above, but close to, the national average in English, mathematics and science.

Attainment as measured by national tests at the end of Key Stage 2 fell sharply in 1998 due to a small and weaker cohort of pupils which distorted the figures. Attainment is now broadly back in line with that of previous years.

At the end of both key stages, pupils' attainment in English, including literacy, in speaking and listening is above national expectations, in reading it is in line with national expectations and in writing is below that expected nationally.

Attainment in mathematics, including numeracy, and science, at the end of both key stages is in line with national expectations for the majority of pupils. There is however, a significant under-development of pupils' ability to use and apply their mathematical knowledge and in the experimental and investigative aspects of science. They have a sound knowledge of facts and techniques but they have insufficient opportunity to use them in practice. Over the past three years girls have consistently done better in science than have boys. The inspection found no potential cause for this difference. Progress in English, including literacy, in mathematics, including numeracy and in science is satisfactory during both key stages.

Attainment in information technology meets national expectations at the end of both key stages which represents a significant advance since the last inspection: progress is now satisfactory during both key stages. At the end of both key stages pupils attain in line with the Locally Agreed Syllabus for religious education and again progress is satisfactory during both key stages. Progress in the other subjects, art, design and technology, geography, history, music is satisfactory during both key stages. It was not possible to make a judgement in physical education. The school sets itself appropriate and realistic targets for attainment and is meeting them. Pupils with special educational needs make satisfactory progress in all their work.

#### **Attitudes, behaviour and personal development**

Pupils' behaviour in classes and around the school is good and parents and pupils report bullying to be uncommon and that any incidents that do arise are dealt with effectively. The school has not found it necessary to exclude any pupils in the past year. Pupils' attitudes to learning and

relationships between pupils and staff are very good. These factors have a significant effect on pupils' learning.

1. Pupils work well with their teachers, have good levels of concentration and most can work collaboratively with their classmates. Pupils are confident and are not afraid to ask questions. Relationships amongst pupils of all ages are very good. Older pupils look after younger ones in the playground. Pupils listen to each other and respect the views of others. The buildings, grounds and property are treated with care and there are no graffiti or litter.
2. The personal development of pupils is good. They are given a range of monitor tasks such as taking the register to the office and acting as librarians. Pupils undertake these duties with care and pride. Opportunities to further develop pupils' independent learning skills and pupils' confidence in using their initiative are under-developed. This under-development makes the organisation of the literacy hour and of the daily mathematics lesson less easy for teachers who tend to exercise a greater degree of control over activities than would otherwise be necessary.

### **Attendance**

3. Attendance is good: well above the national average. Authorised absence is well below the national average. Registers are marked correctly and statutory requirements are met. A significant minority of pupils are late on occasions, due to local traffic problems but lessons start on time.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

4. Of the teaching directly observed during the inspection, 87 per cent of lessons were satisfactory or better. 26 per cent were good. Nine per cent were very good. Thirteen per cent (three lessons) were unsatisfactory.
5. During the inspection a temporary teacher for whom the children were unfamiliar was taking the class of youngest children. At the beginning of the inspection lessons were very controlled and directed with few opportunities for exploratory play and guided activities. These lessons were unsatisfactory for the under-fives. Towards the end of the inspection, activities were planned with greater relevance for children of this age and the teaching was good. A longer term weakness in the teaching of the under-fives is the lack of planning based on the nationally recommended desirable learning outcomes. This is appropriate for these children in speaking and listening or personal and social development for example, but too often children follow the National Curriculum before they are really ready for it.
6. In Key Stages 1 and 2, the strengths balance the areas for development such that the teaching is satisfactory. Good relationships are established between teachers and the pupils which allows them to learn in a relaxed and congenial atmosphere. The management of behaviour in classrooms is good particularly where positive behaviour management techniques are employed and where the teacher maintains a calm manner. Pupils with special educational needs are assisted well by the support staff who are well briefed for their role. Learning objectives are set for lessons by teachers and they make sound use of their knowledge of the pupils' progress against these objectives. However, the objectives are not always made

sufficiently clear to the pupils nor are they always clear enough to make it easy for the teacher to judge pupils' achievement set against them. This means that the planning of later lessons for pupils or groups of different ability is not rigorous enough and does not cater for the wide ability range and mixed year groups in classes. Long term assessment is used by the school to measure overall progress but short-term assessment is under-developed in most subjects. The school is aware of this and is using the guidelines from the Literacy and Numeracy Framework to develop more effective approaches. Parents expectations for their children in terms of grammar school selection encourages the school to focus on the higher attaining pupils. The emphasis in teaching on knowledge and facts, with over-directed activities benefit neither the higher attainers nor the lower attainers. Most pupils are receiving an unbalanced learning diet with insufficient opportunity to research, investigate, use and apply their knowledge in practice.

7. The instability in staffing since the last inspection has made it difficult to adopt whole school approaches on assessment and its use. Consequently there has been a lack of progress since the last inspection. However, there has been a considerable advance in teachers' knowledge and expertise in the use of information and communications technology across the curriculum. This was a key issue for development at the last inspection.
8. Homework is used well to complement the curriculum, and time and resources are used effectively.

### **The Curriculum and Assessment**

9. The curriculum for children under five in the reception class is not based on the areas of learning which are described in the document Desirable Outcomes for Children's Learning and there is no specific planning for children under five which takes account of their needs. As a result the curriculum does not offer an appropriate breadth or level of activities for children of this age and they do not develop the necessary skills and understanding which provide a firm basis for work in Key Stage 1.
10. The curriculum in Key Stages 1 and 2 is broad, balanced and includes all the required subjects as well as sex education, drugs education and religious education. There is clear allocation of time for English and mathematics, and both the literacy and numeracy strategies are being implemented well.
11. There are clear policies and schemes of work for all subjects. The school is developing the schemes to provide a clear structure for the progression of skills knowledge and understanding as pupils move from year to year. As yet, the sequence of skills and knowledge to be gained by pupils as they progress through the school within mixed age classes is inconsistent. This was also pointed out in the last inspection report.
12. The school has a two-year topic cycle for each of the key stages which provides an overview of the curriculum covered. However, having been changed following recent amendments to the National Curriculum, some topics are being covered by the same pupils for a second time. Medium and short term planning is satisfactory. However, short term planning does not always give sufficiently clear details of what pupils are expected to learn and seldom indicates activities for pupils of differing abilities. Opportunities for assessing pupils' progress

in order to inform the next stage of learning are not clearly identified. Consequently, the work planned does not always meet the needs of all of the pupils in the class, or take into account what has been learnt before. This was a key issue in the last report which has not yet been fully addressed except, to an extent, in literacy and numeracy.

13. The curriculum is equally accessible to, and meets the needs of, all pupils including those with special educational needs. A satisfactory range of extra curricular activities such as football, netball, athletics, recorders and environment club enriches the curriculum. There are a wide range of visitors, such as falconers and fire engines, and a variety of visits are arranged to support topics, such as visits to the British Museum when studying the Greeks, and to a local supermarket for a geography topic. In addition residential visits to either the Isle of Wight or Boulogne very effectively enhance the personal, social and cultural development of the older pupils.
14. Assessment, recording and reporting arrangements meet statutory requirements including those for pupils with special educational needs. The policy for assessment and recording is currently under review. Assessment is undertaken within seven weeks of pupils entering school but is not yet used to track pupils' progress as they move through the school. In addition to statutory testing at the end of each key stage, there are a wide variety of tests carried out regularly. Some of these are analysed to set targets for whole groups of pupils to attain. However, the school has yet to develop the use of tests systematically to track progress and set more detailed targets for individual pupils. Teachers assess pupils' work during lessons, but there is no formally agreed system of recording assessments of day to day work and practice varies between teachers. This significantly limits the effective monitoring of pupils' attainment and progress as they move between years in one class and as they transfer from class to class. As a result, work is not always planned to build upon what pupils already know understand and can do and pupils with different abilities are not always given suitable work to enable them to progress at an appropriate rate. This was an issue in the last inspection report which has not yet been fully addressed. There are no up to date portfolios of agreed levels of work to ensure that staff have an awareness of the standards required at each level. There is no marking policy and marking does not always provide effective comments to help pupils to make progress.

### **Pupils' Spiritual, Moral, Social and Cultural Development**

15. Spiritual, moral and cultural development are satisfactory. At the last inspection, provision for moral and social development was judged to be a significant strength of the school and this continues to be the case with regard to social development which is good. A target of the school development plan is to maintain and promote pupils' personal, spiritual and moral development.
16. The provision for the spiritual development of pupils is satisfactory and is developed through the daily assemblies, the religious education curriculum and across the wider curriculum. It has a positive effect on the pupils' understanding of spiritual matters. Pupils are encouraged to think about their own circumstances and those of others. The school encourages an understanding of the meaning and significance of faith and promotes spiritual development through the experiences that it offers to all pupils. Christian festivals are celebrated and pupils are taught about the major world faiths. Assemblies are based on aspects of the locally agreed syllabus and celebration plays a major role. They provide suitable experiences for pupils to think about and reflect upon. Celebration of Christmas and other festivals allows time for

reflection on past life and appreciation of the present. There are strong links with the church which is used as an educational resource, as well as a special place for worship. The school holds a Christingle service there each year, as well as an end of year service. The vicar has been a frequent visitor to the school for the past nine years and has made a significant contribution to school assemblies and teaching.

17. Provision for pupils' moral development is satisfactory. There is a behaviour policy and there are home and school contact books, which allow for the recognition of good effort. Positive actions are emphasised. The reward system of stars, stickers, team points, class pupil of the week, praise in assembly, rewards for all aspects of behaviour, care for others and moral values applies to all aspects of school life. Everyone knows and understands what is expected of them. Particular attention is given to thoughtfulness towards others. Pupils show a strong sense of fairness and respect the views and property of others. From the time that they enter the school, pupils are taught the difference between right and wrong. The school is a fair and friendly place. It provides a warm welcome for visitors. All adults set a good example of the positive behaviour that they expect of the pupils. There are simple classroom rules that pupils respect. Poor behaviour rarely occurs but, when it does, it is promptly and firmly dealt with. Sharing assemblies reinforce good behaviour, achievement and acts of kindness. The pupils recognise and applaud the achievements of others.
18. There is good provision for pupils' social development. Relationships throughout the school are very good and are based on mutual respect. The school's expectations of social behaviour are very clear and are reinforced by sanctions sensitively applied. Older pupils are expected to care for those who are younger. The warm and caring atmosphere promotes a feeling of confidence and self worth and lends good support to social development. From the early years onward, pupils are encouraged to contribute in a positive way to the life of the school and to take some responsibility for organising themselves and for carrying out small tasks. Pupils of all ages take part in fund-raising schemes, such as 'Red Nose Day.' They make up shoe boxes full of gifts for pupils in Bosnia. The school invites members of the community to the harvest festival and the older pupils distribute gifts to the residents of the almshouses and other elderly people. At Christmas, pupils in Key Stage 1 visit the elderly and sing carols. Pupils in Key Stage 2 sing carols at the local hospice. The extra-curricular provision, including sport, contributes well to pupils' social development. Relationships within all areas of school life are very good. Pupils participate in many local events. They were invited by Sainsbury's to put together a time capsule and this was buried beneath the store's new extension. They have visited Sainsbury's and have been taught to make doughnuts. Pupils in Years 5 and 6 won a certificate in the Young Engineer's Design Competition. As the overall winners of a Kent area weather project, the school was presented with a clock and a barometer for the school hall. The school has links with the local Education Business Partnership and with a large local business which has sponsored the production of the school Christmas card this year. The residential school journey, which alternates between the Isle of Wight and the local education authority Centre d'Hardelot, just south of Boulogne make a significant contribution to pupils' social development. Health education is very much a part of the social enhancement programme, with attention to developing a healthy way of life and to drugs awareness.
19. The cultural development of the pupils is satisfactory. It takes place through a range of activities including topic work in history, geography, music and religious education. Pupils participate in a range of visits both locally and further afield. There is a range of multi-cultural books, posters and charts, which are used widely during religious education

lessons and there are displays on world religions. The works of composers and artists are introduced to the pupils at intervals. Pupils are introduced to festivals other than those celebrated by Christians and they appreciate the meaning of Diwali and the traditions associated with it. The work in literature, particularly the texts and poetry studied contribute to pupils' cultural development. The school teaches about the beliefs and customs of other major world faiths, such as Sikhism, Buddhism, Islam and Judaism. In this way, the pupils are being helped to understand that our society is made up of people with different beliefs, values and customs.

### **Support, Guidance and Pupils' Welfare**

20. The previous report said that great care was taken over the health, safety and welfare of the pupils and this continues. Pupils feel secure and enjoy going to school. Lunchtime supervision arrangements are satisfactory and the mealtime assistants are supportive.
21. Procedures for monitoring and promoting good behaviour are good. School routines and policies are stated clearly in the staff handbook, including the updated behaviour policy. The rules for good behaviour are posted in the school playground and can be read by parents and pupils. The reward system for courtesy and merit works well.
22. Procedures for monitoring and promoting attendance are good and are shown in the staff handbook. There are sound links with the education welfare officer. Procedures for child protection and promoting pupils' well-being, health and safety are satisfactory. The Headteacher is the nominated person to co-ordinate child protection matters. Staff have been trained. There is a health and safety policy document which is satisfactory. First aid arrangements are sound. The only identified health and safety risk is the school hall which has a splintered wood floor, which could be dangerous to anyone not wearing shoes.

### **Partnership with Parents and the Community**

23. The quality of information for parents is satisfactory. The previous report said that reports to parents contained insufficient information. The current reports are satisfactory but would benefit from greater consistency in containing specific targets for each child's development. A termly newsletter is informative. The school has readily adopted a request from parents that they receive an advance note of what pupils will be covering each term.
24. Parental involvement in children's learning is good. The home and school agreement is a good document. As well as being signed by the school and parents, it is signed by pupils in Key Stage 2. The enrichment of the curriculum through links with the community is very good and a strength of the school. The army, the emergency services, rail and river authorities and a local quarry group have visited the school and pupils visit the Trinity alms houses. The school was recently decorated with materials donated by a local quarry group.
25. There is regular involvement with the Mid Kent Business Education Partnership which has provided teacher placements and joint projects with industry, such as the M20 and the proposed channel tunnel rail link. The school won a weather competition for Kent.

### **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

## **Leadership and Management**

26. There is a clear educational direction for the school which is shared by the Headteacher and the Governing Body. The school=s ethos is good. The school development plan is a clear and useful document setting out planned developments linked to budget-setting with stated priorities and evaluation criteria.
27. The previous inspection presented several key issues, some of which have been addressed. The school playground has been resurfaced and standards in information technology have been greatly improved. The remainder, however, have suffered from a series of long-term illnesses and absences affecting all areas of the school and key personnel. They were issues that required whole-school collaboration which has been very difficult to achieve. Furthermore, it has taken time to develop the Governing Body, through changes of membership and training, into an informed and effective group with a clear view of its responsibilities and the means by which it should carry them out.
28. Consequently, while progress since the last inspection has to be judged as unsatisfactory, the school is currently well placed to drive improvements forward based on the key issues from this inspection, many of which are closely related to those that remain unresolved from the previous report.
29. The school=s aims, targets and ambitions are sound. The monitoring of actual classroom practice in terms of the curriculum diet pupils receive, measured against that planned, is not ensuring that the same year groups in different classes are receiving a parallel experience. Neither is it possible, as it is, for the school to ensure that the curriculum progression from year group to year group is being heeded sufficiently and consistently across the school. With the exception of some observation in the three core subjects, curriculum co-ordinators do not monitor the quality of teaching and learning in their subjects other than by word of mouth. Since the school is not yet monitoring adequately, the Governing Body is less informed than it needs to be to carry out its statutory responsibilities.
30. While governors arrange visits to the school with a focus on particular areas, such as literacy or numeracy, the reports produced are not, evidently, providing either the Governing Body or the school with any effective overview with the intention of improvement.
31. National test results are monitored against targets set but there is not always rigorous enough analysis to identify strengths which may point to ways of addressing any areas for development that might also be spotted. For example, the school was unaware of the consistently better performance of girls in the end of Key Stage 2 national science tests.
32. The school is very conscious of, and keen to address, this heritage of weaknesses. The current composition of the Governing Body and the imminent return to stability in staffing, means that they can use their acquired expertise and knowledge to rapidly drive forward improvements in the monitoring and evaluation of the overall quality of education.
33. The school has successfully introduced the literacy hour and is well ahead with the introduction of the daily mathematics lesson. All statutory requirements are now met.

## **Staffing, Accommodation and Learning Resources**

34. The match of number, qualifications and experience of teachers to the curriculum is satisfactory and for support staff is good. The appraisal of staff has been in abeyance

although the Headteacher reviews and re-establishes targets annually.

35. Arrangements for the professional development of staff are good and in information technology, literacy and the daily mathematics lesson they have had a good effect. The school is a member of a very active consortium group which meets regularly. This offers a most effective form of development for the Headteacher and staff. New staff, including support staff, are inducted and given guidance by the Headteacher and have professional development targeted at their individual needs.
36. The adequacy of accommodation for the effective delivery of the curriculum is satisfactory. Classrooms vary in size and the access to one is unsatisfactory. Redecoration of the school by community service volunteers and help from local businesses have made the school bright and welcoming. The pond and grounds provide attractive areas. The surface of the playground in front of the school has been repaired and marked out for games, which are popular with the pupils.
37. Access to the school site is very busy at the beginning and end of the day and the school gate opens directly onto a busy road. The school is in contact with the relevant authorities but a solution has not been found. The school must continue to press the relevant authorities and work closely with parents to ensure the safety of pupils immediately before and after school. Pupils are safe but vigilance is required.
38. The adequacy of resources (including books/materials/equipment) for effective delivery of the curriculum is satisfactory. The new computer room is a fine addition to the school=s resources. Storage arrangements for equipment and resources have been enlarged and are now satisfactory. The library would benefit from the removal of some of the older and well worn books. The school hall has a splintered wooden floor which could damage the feet of anyone not wearing shoes.

### **The Efficiency of the School**

39. The setting of the annual budget is closely linked with the school development plan and is reviewed monthly through a financial report to the Governing Body. Budget spending is targeted directly at maintaining and developing the school=s educational provision. While there is no specific policy stating clearly the guidelines for the approval of moving money between budget headings, the day-to-day financial control and school administration are good and supports the work of the school well. The local education authority has not audited the school=s accounts since before the previous inspection.
40. Funds specifically allocated for literacy, numeracy, professional development and special educational needs are appropriately allocated and used well. Both teaching and support staff are deployed effectively. The Governing Body operates within a very tight budget which leaves little room for manoeuvre but does do its best to ensure that value for money is obtained and that the effectiveness of spending is evaluated. However, a more rigorous analysis of assessment results would enable governors more readily to identify areas for development. Their overview of the effectiveness of the curriculum is in the early stages of development but plans are proceeding satisfactorily.
41. In view of the school=s intake, the standards and improvements achieved, the quality

of education provided and the expenditure per pupil, the school provides satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

42. The school has two admission dates for children during the year in which they reach their fifth birthday. When they start school most children have had some pre-school experience outside the home. The children are well supported by a system of gradual introduction to school and by secure routines and expectations during the school day. Parents are involved well with a series of visits and meetings, which help to provide a positive transition from home to school. The school was in a difficult position with regard to the under-fives during the inspection week. The regular teacher was absent and the class teacher who was unfamiliar with the class felt it necessary to exercise a degree of control that she would not normally use. As a result there was insufficient evidence to make sound judgements about attainment in all the areas of learning. As the inspection progressed it became apparent that the quality of teaching was usually better than that seen. However, there are long term weaknesses in the planning of the curriculum for the under-fives, with insufficient attention being paid to the learning experiences described in the nationally recommended desirable outcomes.
43. Personal and social development for children under five is supported by secure routines. These children benefit from working alongside children of statutory school age and make good progress in social and communication skills. They listen and concentrate well for sustained periods of time in formal types of lessons but become markedly more animated, interested and eager when they are given a good range of exploratory activities. They co-operate effectively when working in pairs and groups, learning to share and take turns. They clearly understand the rules of the classroom and respond promptly and willingly to instructions from the teacher and other adults.
44. Standards of language and literacy are in line with that expected for this age group. By the age of five, children listen attentively to instructions and are beginning to express themselves well. The higher attainers convey their ideas fluently using an increasingly widening vocabulary. They enjoy looking at books and understand how to use them. They are beginning to identify letters by their shape and sound. Children experiment with writing, making patterns and successfully tracing and copying words provided by the teachers. They know that writing is used for different purposes and write their own greetings messages for Christmas cards.
45. Children=s mathematical development is in line with that expected for their age. From the evidence of work on display it is possible to see that children draw and number sets of seven items to go into the seven dwarves house, and write numbers to 10 when drawing fireworks. They learn about shapes when they make the three pigs houses of tessellating hexagons and when they fill Santas sack by drawing round a variety of shapes. They explore patterns when they colour Elmer the elephant without putting two colours next to one another.
46. Children=s knowledge & understanding of the world is as expected for their age. They use the computer to write greetings with adult assistance and demonstrate clear interest in festivals and special days such as firework day, Christmas and Hanukkah. However, the weakness in planning the curriculum for the under fives becomes apparent when they are unable to understand or respond to difficult and inappropriate questions and concepts.

47. Due to the lack of large play equipment and space for children to play there were limited opportunities to observe their physical development. However, observations at playtime indicate that they move confidently, can balance and run well, demonstrating sound co-ordination as expected for their age. When given access to play equipment children use it imaginatively, for example, in role-play with dolls and cooking in the home area. They enjoy dressing up as characters in fairy stories and using large construction apparatus. However, these two areas of learning are insufficiently developed in the curriculum to give opportunities for the full range of creative and physical experiences that are desirable for children under five.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

48. Attainment in English meets expectations at the end of both key stages. In 1998 the Key Stage 1 tests show that reading was above average and writing below average. In 1999, attainment in reading was below that of the previous year. In writing, the 1999 test results are broadly in line with those of the previous year. In both reading and writing fewer than the national average attained the higher Level 3. These results have been broadly consistent over the past three years. At the end of Key Stage 2 in 1998 there was a considerable fall in the results, largely attributable to the very high proportion, 33 per cent, of pupils with special educational needs within a small cohort. The figures for 1999 have risen and are in line with those of previous years, when attainment was above average.
49. The inspection findings broadly agree with the test results. At the end of Key Stages 1 and 2, attainment in speaking and listening is above national expectations. In reading at Key Stage 1 attainment is in line with the national average and for a significant proportion is above expectations at the end of Key Stage 2. Attainment in writing is below the national average at the end of both key stages. This is similar to the findings of the previous inspection report.
50. Progress throughout both key stages including for those pupils with special educational needs is satisfactory overall. This is reflected by the consistent attainment of pupils over time in reading and grammar. The school places a strong emphasis on spelling, the development of phonics and points of grammar, and the literacy hour is providing the school with a sound basis for the further development of phonic work and shared reading. However, the application of more formal English work to sustained independent writing is not developed sufficiently for pupils to be able to make progress and express themselves correctly and well in writing. The insufficient time given to the development of extended writing is having a negative effect on attainment and progress.
51. At both key stages pupils' listening skills are good. They listen carefully to teachers and one another and concentrate well in all their lessons. Teachers have very few interruptions during their lessons as pupils are clear about what they are expected to do. Speaking skills are similarly well developed. Pupils contribute their own ideas clearly and logically. They are confident when speaking in front of the class and express themselves correctly and fluently. Teachers give good opportunities to the pupils to contribute to lessons which builds their confidence and self-esteem. Some skilled questioning by teachers= demands that pupils think about how they are going to respond and results in a high level of oral work.
52. Standards of reading for the majority of pupils in both key stages are generally

satisfactory. Pupils enjoy reading. They are interested in books and most are keen readers. Both boys and girls make sound progress as they move through the school. They develop good strategies for dealing with unknown words by applying phonic work, and by using the context to make sense of stories. By the end of Key Stage 1 the higher attaining readers are becoming more fluent and can generally correct their mistakes. The lower attainers, although finding reading difficult still persevere to make sense of the text and enjoy their books. By the end of Key Stage 2, the higher attaining readers are fluent and can read aloud with expression and discuss characters within books and what happens to them. They all can make comparisons between authors and express preferences for their favourite. The higher attainers can use contents and index pages in non-fiction books. However, few can confidently find non-fiction books in a library and there was little evidence of independent research to support pupils' learning during the inspection.

53. Standards in writing throughout the school are below average. Much of the pupils' written work is based on formal grammar exercises. The school spends a great deal of time on spelling, and most pupils can complete passages of dictation correctly. The extensive amount of time spent in this area leaves little time for pupils to express themselves and their own ideas in independent writing. They are seldom given the opportunity to put their formal grammar work into practice. As a result, when they do try to write stories, they are frequently at a level normally to be expected by the previous year or earlier. Little time is spent on extended writing outside the literacy hour, with much topic work being based on routine filling in of blank spaces and copying worksheets. This is having a negative effect on standards. There are few examples of pupils writing their own poetry or plays. The examples of pupils retelling familiar stories frequently lack expression, creativity or imaginative vocabulary and expression. By the end of Key Stage 2 most pupils are writing in cursive script, but some are still printing and this has a negative effect on standards. The pupils use information technology well to explore presentation of writing by using different fonts and colours but rarely to write their own stories or accounts.
54. The pupils enjoy their work and settle well to their tasks. They respond very well to their teachers and are very keen to please them by completing their work well. They show a high level of commitment to their work. They work very well together, sharing and co-operating at all times. When questioned, pupils are keen to answer. They are polite and well behaved in all lessons and demonstrate good relationships with each other and other adults in the class.
55. The quality of teaching in English is generally satisfactory, no unsatisfactory lessons were observed. Teachers have a sound knowledge of the subject and are confident when teaching it. Lessons move at a satisfactory pace. Teachers are beginning to use the National Literacy Strategy to good effect. Medium term planning for English is satisfactory. However, weekly planning does not always state clearly what pupils are expected to learn or what activities are to be carried out by pupils with differing abilities in the same class. Opportunities to assess pupils are rarely identified and while most teachers circulate to discuss work with as many pupils as possible, this is not consistent in giving them good quality feedback on their work. All teachers keep records but these are not in any formally agreed format. Appropriate targets are set for groups of pupils and they are shared with both parents and pupils.
56. The library has a satisfactory quantity of books. However, despite a drive to improve the library stock many books remain out of date and worn.

## Mathematics

57. National test results at the end of Key Stage 1 have been close to the national average for the last four years. At the end of Key Stage 2, they have been close to or above the national average over the same period except in 1998 when a small cohort with a high proportion of pupils with special educational needs caused a dip in the figures.
58. The inspection found that attainment for the great majority of pupils at the end of both key stages is in line with national expectations with a degree of under-development in pupils' ability to use and apply the mathematical skills and knowledge they acquire. At the end of Key Stage 1, pupils can use an appropriate range of vocabulary such as  $>\text{less than}=\text{ and }>\text{more than}=\text{$  when talking about ordinal numbers. They can count reliably in tens from 10 to 100 and some can count in tens from a number such as 21 or 27. The higher attainers have an understanding of odd and even numbers. Almost all the pupils know the names of, and can recognise, two dimensional shapes and can carry on a discussion about the number of sides related to the number of corners. At the end of Key Stage 2 pupils tend to have fixed ideas about how calculations should be carried out which affects their ability to think creatively about mental calculation. In the past the mathematics work has been a little over-directed and reliant on learning algorithms and carrying out lengthy practice of sums. Consequently, while they can carry out mechanical functions quite efficiently, this is at the expense of a real, innate understanding of the number system and of the ways their knowledge can be applied to real life, practical situations. Nevertheless, it is evident that the beginnings of the daily mathematics lesson within the National Numeracy Strategy is beginning to address this weakness. These older pupils can provide a rough estimate with which to check a calculator result, they know the equivalent fractions of one half, most can identify factors of numbers and can create and analyse graphs effectively.
59. Pupils' attitude to their mathematics is pedestrian and restricted to getting the  $>\text{right answer}=\text{ and completing the questions or the sums. The slow pace of lessons fails to develop an excitement for the number system or a spirit of enquiry.$
60. Teaching is generally satisfactory with supportive attitudes and sound support for pupils with special educational needs. Teachers have evidently absorbed the intent of the National Numeracy Strategy and they are well placed to have it fully in place well before the recommended time. There is a legacy of over-reliance on worksheets, drill and practice work and over-directed activities which is beginning to fade. Assessment is beginning, using the recommendations contained in the numeracy framework. However, at the moment there is insufficient use of assessment to plan later lessons for pupils or groups of different ability.
61. The subject is managed well and teachers are well supported in this time of change to a different approach for this school. The numeracy framework has become the school's scheme of work. The process of compiling a portfolio of assessed and moderated work was last carried out some time ago. The new staff contingent have yet to renew this portfolio since there is an inconsistency in expectations of pupils of different age and of different ability. Resources for the subject are satisfactory.

## Science

62. End of key stage teacher assessment and national tests in 1998 indicate attainment in science to be below the national expectations. In 1999, at Key Stage 1, attainment was below

expectations but, at Key Stage 2, it was in line with the national average.

63. The inspection findings are that attainment for the current pupils is set to meet national expectations at the end of both key stages, although pupils' ability and experience in experimental and investigative science are under-developed. The test results also suggest that girls consistently perform better than boys in science. No evidence was found in the inspection to explain this.
64. Pupils in Year 1 can sort materials, into plastic, building and fabric groups and know the difference between manufactured and natural materials. They can describe materials in terms of texture and waterproof quality. Pupils in Year 2 can explain the relevance of the melting point to the use of materials for different purposes. By the end of Key Stage 1, pupils use knowledge of basic life processes when differentiating living and non-living things. They know that flowering plants produce seeds which grow into new plants and they recognise and name the leaf, flower, stem and root of a plant. They grow beans and record observations and discover that lack of water and light affect growth. They know about seed dispersal and they identify fruits and seeds. They identify ways in which animals suit their environment. They understand the idea of growing old. They can explain why some materials are suitable for specific purposes, for example, that metals conduct and, whether or not, materials are translucent or transparent. They demonstrate an understanding of magnetic and non-magnetic materials by carrying out scientific investigations and recording the results. They use their knowledge and understanding of a simple circuit to explain why an electric bulb fails to light. They recognise that forces can make things speed up, slow down, or change direction and they explain how the speed of a toy car changes because of a force applied to it. They can explain that sounds are quieter the further away they are from the source. They understand what a fair test is. They carry out investigations on foodstuffs that have been left in the open air and on the waterproof properties of materials. They investigate mini-beasts in the local environment and enter their results into a database programme.
65. Pupils in Year 5 demonstrate their knowledge of materials that are good thermal insulators and their uses. By the end of Key Stage 2, some pupils can make predictions and explain the differences between their predictions and their results. They test various substances to see whether they are soluble, decide on the variables and choose which will be constant and which will change and discover which materials conduct and which insulate. Pupils use an appropriate and increasing range of scientific vocabulary, for example, conductors, insulators, circuit, soluble and insoluble and can explain the difference between solids, liquids and gases. They know, when studying magnetism, that like poles repel and unlike poles attract. They link cause and effect, for example, when studying gravity. They learn about keeping healthy and can correctly identify the parts of the skeleton. A review of planning throughout the year, a review of work, and discussion with pupils at both key stages, suggests that the school teaches the content of the science curriculum well, but that there is not enough emphasis on teaching the pupils to work in a scientific way. Higher attaining pupils do not always reach their full potential, because the work is not sufficiently challenging. They are not given enough opportunity to develop independent learning skills, or to form hypotheses and to prove or disprove them. They do not record information independently in the form of line graphs and other methods and, consequently, they do not interpret patterns or trends in their data.
66. All pupils, including those with special educational needs, make satisfactory progress in both key stages. They have clearly absorbed knowledge and learnt new skills, as evidenced

by their contribution to oral discussions, but they have yet to demonstrate this fully in written work and in the formal circumstances of the national tests. Their previous knowledge and understanding is systematically built upon through the scheme of work and tasks that allow new learning to take place. There is satisfactory development of observational skills, but recording skills are limited.

67. Most pupils are interested in science. They contribute well to oral work and respect the contribution of their peers. They sustain concentration during observation and written work. They are aware of safety factors and treat resources with care. They work co-operatively in groups or in pairs, sharing ideas and equipment.
68. The quality of teaching is satisfactory at both key stages. During the inspection, the teaching was good in one lesson at each key stage. Throughout the school, teachers have a sound knowledge of science. Their expectations, methods and organisation are satisfactory. Their management of pupils is good and little time is wasted in lessons. Teachers use a range of resources effectively. Lesson planning is sound and the learning objectives are clear, but planning seldom takes into account, the range of age and ability within each class and there is inconsistency between classes with similar aged pupils. Opportunities are provided for pupils to demonstrate methods and reasoning and care is taken to ensure that they understand. The procedures for the assessment of pupils' attainment and progress are not satisfactory. Little use is made of assessment to inform curriculum planning, so that lessons are matched to the different ability of individuals or groups. Marking is conscientiously undertaken and is most effective when it relates to scientific understanding, as well as effort and presentation.
69. The resources for science are sufficient and used well. The pond and wildlife area is a valuable additional resource, of which good use is made. A detailed planning framework has yet to be developed to ensure that pupils experience the full range of science. Lower attaining pupils are usually well supported in lessons, but higher attaining pupils are not sufficiently challenged. The curriculum and teaching is not monitored rigorously enough, in order to identify areas for development, remedy gender differences in science attainment and ensure that the different ability of groups and individuals is taken into account.

## **OTHER SUBJECTS**

### **Information Technology**

70. Attainment meets expectations at the end of both key stages. This is a significant improvement since the last inspection which raised the provision in information technology as a key issues for the school to address.
71. At the end of Key Stage 1 pupils have sound keyboard skills and can use cursor keys and the mouse to control a pointer when editing and amending text. Many have good coordination which enables them to work efficiently. They can talk about programming a floor robot and suggest simple procedures which would cover a desired route. They can, with support, enter data into a database with the intention of later interrogating the information and can use a simple graphics package to produce a well considered piece of artwork.
72. At the end of Key Stage 2, pupils are learning to use a scanner to make digital copies

of pictures and many can use a digital camera to take photographic images to insert into text files they have created in a desktop publishing package. They can interrogate a database, access the Internet and manipulate text and graphics effectively.

73. The pupils' enthusiasm is a testament to the improvements in information and communication technology since the last inspection. They have a very good attitude and pupils develop an increasingly effective understanding of how information technology can be used to support and complement their learning.
74. Little direct teaching was seen but it is clear that teachers' knowledge and understanding, their enthusiasm and their commitment to raising standards in information technology is very much improved since the last inspection. Assessment is in its early stages but does include self-assessment which the pupils appreciate and use responsibly.
75. The curriculum is well planned with cross-curricular links made in many areas although information technology opportunities are not as yet specifically planned into other subject schemes of work. This, has not hampered its development thus far however. Resources, in both hardware and software are good. Each class has one or two computers and there is a suite of computers to enable whole class teaching. This has been provided in conjunction with business contacts locally. The only software package lacking is a spreadsheet across all age ranges.

### **Religious Education**

76. Attainment at the end of both key stages meet the expectations of the locally Agreed Syllabus. Pupils have good factual knowledge and their understanding of its religious significance is developing well. At the last inspection, standards of attainment and progress were judged to be good.
77. By the end of Key Stage 1, pupils have appropriate knowledge of the teachings and practices of Christianity and receive an introduction to other world faiths. Pupils in the early years are encouraged to think about their own unique nature and that of others. They are encouraged to behave in appropriate ways and they are aware of the difference between right and wrong. They have good relationships with others. They respond to cultural and religious events and they show a range of feelings, such as wonder, joy or sorrow. Pupils speak reverently about the baby Jesus and recount the story of how the wise men brought gifts. They accept that it is not always necessary to spend money on gifts for others; we all have much to offer, friendship, kindness, helpfulness, love and hospitality. By the end of Key Stage 1, pupils know the main stories from the Bible and some from other holy books. They learn about Christian festivals and festivals of other religions. They know that religion is important in people's lives and they understand the customs of people of different faiths. They know about similarities and differences and this helps them to understand the world in which they live. They talk about Christian homes and baptism and Christian values. They learn about people of courage, such as Florence Nightingale and Robert Bruce. They talk about friends, how we treat our friends, Jesus's friends and the Good Samaritan. They learn about the journeys of Moses, Mary and Joseph and about pilgrimages today.
78. At Key Stage 2, pupils learn about the Annunciation and show awe and wonder at the

concept. They show simple understanding and sympathy for Mary and suggest how they might feel if they had a vision and were chosen for something special, for example, they might feel amazed, surprised, worried, frightened, or humble. They predict what they might do, for example, say a prayer, tell people, or keep it a secret. During the key stage, they consider the links that bind people together, after learning about Ruth and Naomi, David and Jonathan, Jesus and his disciples. They talk about leadership, what qualities are needed, and what made Moses a good leader. They compare Christianity with Judaism, Buddhism, Hinduism and Islam. They know that silence expresses meaning in religion and they talk about their visits to the church. They explore ways in which artefacts can be used to express meaning in religion. They name religious ceremonies that mark landmarks in life, such as baptisms and weddings. They understand what it means to be a good neighbour. They reflect on feelings of happiness, sadness, anger and loneliness. They understand the significance of light in many religions.

79. Progress at both key stages is satisfactory. All pupils, including those with special educational needs, gain a secure understanding of religion as they move through the school. They are beginning to reflect on the deeper aspects of religion and some pupils relate it to their own religious commitment, for example, they talk about their prayers when they go to bed. Their progress is enhanced by displays of their work in the school and by the regular contact that they have with the local church. The response of the pupils is satisfactory and, in some cases, good. Most pupils enjoy discussions and make positive contributions. They like listening to stories and they are keen to express their views.

80. The quality of teaching is satisfactory. It is purposeful and there is effective use of open and closed questions. Most teachers relate the subject of the lesson to meaningful situations today. They manage pupils well. They have very good relationships with the pupils and pupils feel confident about raising questions and expressing their own ideas. Teachers plan their lessons in accordance with the Agreed Syllabus. Resources are used well to promote learning. Teachers are good at explaining the significance of religion and promoting good discussion.

81. The curriculum is based appropriately on the Agreed Syllabus. The experienced subject co-ordinator gives good support to colleagues and has provided book, pictures, posters and artefacts to enable teachers to plan effective activities for their pupils. Support staff make a useful contribution. Resources are satisfactory and are well used.

## **Art**

82. Due to the timetable structure and the need to focus the inspection on specific areas it was not possible to observe teaching directly and thus no judgement is made on teaching. Progress was judged by talking to the older pupils, looking at previous work and examining planning documents.

83. Progress in art is good throughout the school. Pupils' appreciation of, and ability to talk about, the work of famous artists in terms of the feelings invoked, the style and media used, develops well as they get older. They develop an increasing ability to make their own representations in a variety of media, both two and three dimensional. There are a number of examples of mixes of drawing or painting combined with three-dimensional paper sculpture around the school. A group of Key Stage 2 pupils had made sunflowers using salt dough. There is a progressive ability to use a computer to construct pictures both as expressive artwork and as support for work across the curriculum. Pupils' ability to use paint, pencil and

to combine colours to achieve a desired result develops well. The planned curriculum is sound although assessment of pupils' attainment is in its very early stages of development.

### **Design and Technology**

84. Due to the timetable structure and the need to focus the inspection on specific areas it was not possible to observe teaching directly thus no judgement is made on teaching. The progress made in design and technology was judged through talking to pupils at the end of both key stages, looking at previous work, including displays and examining planning documents.
85. Progress in design and technology is sound during both key stages. In Key Stage 1, pupils work with clay. They also make wheeled vehicles and puppets. They design and make hats, before visiting the bakery at local supermarket. They experience paper weaving, and make sunflowers, Egyptian jewellery, and an Egyptian plaque with hieroglyphics on it, out of salt dough. They make Egyptian chariots, using wood and card, junk robots, and fish and bird mobiles. They make biscuits, linked with heating and cooling in science, and experience weaving. They construct bridges, after studying a fourteenth century stone bridge and a twentieth century metal bridge in Aylesford and they construct models of people with moving parts.
86. In Key Stage 2, pupils make Tudor houses and a Tudor rose. They embroider their initials in the Tudor style. They make masks with facial expressions that convey meaning. They design a model rocket and make it out of junk materials. They design and make Olympic scrolls and Greek vases. They make a lamp out of clay. They experiment with multi-link models, and provide instructions to enable other pupils to make them. In conjunction with their studies on transport, they use wood and cardboard to make cars and buses with wheels. They compare their labelled designs with the finished product and evaluate it.
87. This year, in preparation for all classes going to see 'Aladdin,' each class focussed on a particular pantomime and produced three-dimensional scenes, which make a colourful display in the school hall.
88. Pupils are not content with their first effort, but seek to improve it. They enjoy using a range of media, particularly clay and wood, using hack saws with which to cut. They talk confidently about what they had to do, how they designed and made the product and what changes or improvements they would make to their design and construction if they made the product again.

### **Geography and History**

89. Due to the timetable structure and the need to focus the inspection on specific areas it was not possible to observe teaching directly and thus no judgement is made on teaching. The progress made in both subjects was judged by talking to pupils, looking at previous work and examining planning documents.
90. Progress in history and geography is satisfactory at both key stages. Many of the

topics that involve history and geography are combined. In Key Stage 1 pupils use the local environment well to look at and draw the features of old buildings to find out about life in the past and compare it with the present. The same work is combined with geographical skills when pupils study the roads and buildings in their locality to begin to make simple maps and draw routes. They develop an understanding of how the use of buildings changes with the needs of the community, and learn how shops both large and small supply goods. Through cross-curricular work such as that on festivals in religious education pupils develop a growing awareness of the differences between life in Britain and other countries. They express their ideas and thoughts about the topics studied very well.

91. In Key Stage 2 pupils learn about aspects of life during World War 2 such as rationing and evacuation. They show a great interest in the information given to them by elderly relations and residents of the village and enjoy retelling the anecdotes that they have heard. They pose sensible questions which demonstrate an understanding of the difficulties faced by people in the past. They learn about changes that have occurred by carefully studying aerial photographs which also develop their geographical understanding of the community in which they live. Geographical skills and ideas developed in Key Stage 1 are further developed when pupils learn about their local environment and debate the effects of by-passes on communities. They learn about land use in their locality and study traffic flow and the reasons for the siting of street furniture in the village. However, the study and comparison of more distant localities in Britain and abroad is under-developed. Some pupils have studied the same projects twice, for example, the Tudors in history and Ban the Bypass in geography. Although this is as a result of alterations to the topic cycle following recent changes to the National Curriculum it is nevertheless unsatisfactory.
92. Pupils show interest in their work in both history and geography. Younger pupils talk fluently about their work and show considerable interest and enthusiasm. Older pupils discuss their work well except where there has been a repetition of topics when their response is not so enthusiastic.
93. There was insufficient evidence to make a secure judgement on the quality of teaching in either geography or history. However, the response of the pupils indicates that it is at least satisfactory. There has been a problem with long term planning due to curriculum changes, but the current long term planning is satisfactory. Teachers= medium and short term planning is satisfactory. However, short term planning sometimes lacks clarity about what pupils are expected to learn and what activities are to be undertaken.

## **Music**

94. Due to the timetable structure and the need to focus the inspection on specific areas it was not possible to observe teaching directly and thus no judgement is made on teaching. Progress was judged by talking to pupils, looking at previous work and examining planning documents.
95. Progress is good in the areas of music covered by the school. Older pupils in the school can talk about some well known composers and about a variety of genres of music such as classical, jazz and folk. They can talk about the rhythm, tempo and harmony in music they have experienced in school. They know about a range of tuned and untuned percussion instruments. A significant number are taking private instrumental lessons in keyboard and wind instruments. They have relatively little experience of composing music since this has received less emphasis during the period of a reduced National Curriculum. The greater majority of pupils sing well and join in

enthusiastically in singing sessions and assembly.

### **Physical Education**

96. Due to the structure of the timetable and the inclement weather it was not possible to see any lessons being taught. However, observation of pupils at play indicates that pupils develop increasing confidence in physical movement and develop, early on, the ability to share equipment and play together well. They move around the playground with an awareness of others.
97. The playground surface has been renewed since the last inspection. Planning and resources are satisfactory although there is neither a specific outside play area for the under-fives nor large play equipment specifically to enhance the physical development of the under-fives. The school has no grassed play area although it has occasional access to a playing field some distance away in the village.
98. Pupils are taught to swim and by the time they leave at the age of eleven, the school reports that all can swim 25 metres unaided.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

109. The team consisted of 4 inspectors who spent a total of 10 inspector days in the school. The inspection team:

- ?. spent 24.5 hours observing 26 lessons or part lessons, talking to pupils about their work and reviewing pupils' work;
- ?. attended a sample of registration sessions;
- ?. attended assemblies and a range of extra-curricular activities;
- ?. had lunch with pupils;
- ?. observed pupils' arrival at, and departure from, school;
- ?. observed all teachers at least once and most several times;
- ?. had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors and other governors;
- ?. reviewed all available written work of a representative sample of three pupils from each year group and talked with these and other pupils about their reading;
- ?. held discussions with many pupils;
- ?. analysed a large amount of documentation provided by the school both before and during the inspection, including:
  - the school prospectus;
  - school policies;
  - the Governors' Annual Report to Parents;
  - minutes of governors' meetings;
  - financial statements;
  - the School Development Plan;
  - subject policies and planning;
  - pupils' reports and records;
  - special educational needs records;
- ?. held a meeting attended by 22 parents and considered 19 responses from parents to a questionnaire asking about their views of the school.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	122	2	27	13

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	7.2
Number of pupils per qualified teacher	17

#### Education support staff (YR - Y6)

Total number of education support staff	4
Total aggregate hours worked each week	80

#### Average class size:

25
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### Financial data

Financial Year	1998/99
	,
Total Income	241 902
Total Expenditure Financial year:	251 400
Expenditure per child	1 770
Balance brought forward from previous year	2 815

Balance carried forward to next year	4 979
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## PARENTAL SURVEY

Number of questionnaires sent out:

122
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Number of questionnaires returned:

19
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### Responses (percentage of answers in each category):

	Strongly agree %	Agree %	Neither %	Disagree %	Strongly disagree %
I feel the school encourages parents to play an active part in the life of the school	17	61	17	0	6
I would find it easy to approach the school with questions or problems to do with my child(ren)	39	44	0	11	6
The school handles complaints from parents well	6	50	22	11	11
The school gives me a clear understanding of what is taught	17	28	11	39	6
The school keeps me well informed about my child(ren)'s progress	17	61	6	11	6
The school enables my child(ren) to achieve a good standard of work	22	39	28	11	0
The school encourages children to get involved in more than just their daily lessons	11	72	6	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	44	17	22	0
The school's values and attitudes have a positive effect on my child(ren)	22	50	17	6	6
The school achieves high standards of good behaviour	6	50	28	11	6
My child(ren) like(s) school	50	50	0	0	0

**Please note: a figure of, for example 6% represents one reply**

### Other issues raised by parents

A variety of points were raised in additional comments on questionnaires. All have been examined as

part of the inspection and commented upon if appropriate.