

# INSPECTION REPORT

**HILDENBOROUGH CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Tonbridge, Kent

LEA area: West Kent

Unique reference number: 118603

Headteacher: Mrs C S Berry

Reporting inspector: Mrs J Schaffer  
23698

Dates of inspection: 5 – 9 March 2001

Inspection number: 193500

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior  
School category: Voluntary controlled  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed

School address: Riding Lane  
Hildenborough  
Tonbridge  
Kent

Postcode: TN11 9HY

Telephone number: 01732 833 394

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Starkey

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23698	J Schaffer	Registered inspector	Art and design Music Physical education Religious education Equal opportunities English as an additional language Areas of learning in the foundation stage	What sort of school is it? School's results and achievements How well is the school led and managed? What should the school do to improve further?
11450	L Kuraishi	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
28320	R Willey	Team inspector	Science Geography History	How good are the curriculum and other opportunities offered to pupils?
20119	T Bell	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs	
2741	C Glynn	Team inspector	English	How well are pupils taught?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>17</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>24</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>26</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>28</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>32</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>33</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>37</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Hildenborough Church of England Primary school is a church controlled school which seeks to preserve its religious character through links with the local parish. The school provides for pupils between the ages of four and eleven. Children start in reception in the September of the school year in which they will be five. At the time of the inspection there were 331 pupils on roll which makes the school bigger than most other primary schools; a marked increase from the time of previous inspection. Class sizes vary from 34 to 26. The number for admission to the school is 37 and the school is now very over-subscribed. Appeals by parents for admission to the school are frequent. Most pupils speak English as their first language and a tiny minority speak Chinese at home. The school is situated in an attractive village. Approximately half of the pupils come from nearby, the remainder coming from Tonbridge or further afield, as many parents choose a school offering a Christian education. The percentage of children who are entitled to free school meals is well below the national average. The percentage of pupils with special educational needs is average although the percentage with statements of need is higher than usual. The majority of these pupils have moderate learning needs. The attainment of pupils on entry to the school is above average.

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

The school is effective in some of its work but not all. An emphasis has been placed on the teaching of English and religious education, and standards in these two subjects are high. Pupils are keen to come to school and their attitudes to learning are good. When pupils start in the reception their attainment is good and they are well supported by parents throughout their primary education. The school, however has not kept pace with improvements nationally in science and in information and communication technology, and standards are not high enough in these subjects. The headteacher and governing body are well-organised and there is a committed team of teachers, but leadership has not focused sufficiently on maintaining standards. The school has made good plans to prepare pupils for life in a multi-ethnic society. Overall, the school provides satisfactory value for money.

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

- Teaching is good and so the vast majority of pupils are enthusiastic learners.
- Pupils are inspired to write creatively and to appreciate literature both as writers and readers.
- The school is very effective in developing pupils' ability to take the initiative and carry out responsibilities.
- Voluntary helpers, including parents, make a big contribution to pupils' learning.
- Pupils' achievements in swimming are good.

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

- Pupils' attainment in science at seven and eleven.
- Pupils attainment in information and communication technology at seven and eleven and the school's use of new technologies.
- The quality of the school's planning for improvement which is not sufficiently based on an evaluation of pupils' achievements.

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

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

At the time of the last inspection in 1997, pupils' attainment was above average in English, mathematics and science. In English their attainment is now higher. It has stayed the same in mathematics but in science it is not as high. The good standards seen at the last inspection in information and communication technology have not been maintained. At the last inspection, the school was asked to improve monitoring of attendance. It has done this well and attendance has risen. It was also asked that teachers share good practice with each other and develop assessment files of pupils' work in core subjects to support teachers' judgements. Most teaching teams are successful in sharing good practice

but in the juniors shared planning is not done so well. Useful assessment files have been developed in English and mathematics but not in science. The school has faced serious difficulties in recent years with many long-established staff leaving just at the time when recruitment became difficult. The deputy headteacher appointed at the start of the autumn term has brought about significant improvements in the areas in which she is involved. On balance, improvement has been satisfactory.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	B	D
Mathematics	A*	A	A	B
Science	A*	A	C	E

Key	
Very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

The school's results for eleven-year-olds declined in 2000 in English and science, from well above average in 1999, to above average and average respectively. However, when these results are compared against how the same pupils did in the tests they took when they were seven, results are good in English and mathematics. When the science results are compared in the same way they are below average, indicating a decline in standards. Current attainment of eleven-year-olds, is average; not high enough for these pupils. The current attainment in mathematics, is above the national average and the school should reach its planned ambitious targets of 82 per cent of pupils achieving the national average. The school has set an even more ambitious target for English of 88 per cent, well above average, and pupils are on the way to achieving this. The school's results in tests for seven-year-olds in 2000 were well above average for reading but average for writing and mathematics. When compared against similar schools, results in both writing and mathematics were below and well below respectively. The school has taken good action to address the drop in standards in writing and mathematics for pupils aged seven, and current standards are above average. Standards in science are average, similar to the teacher assessments for 2000 but below average when compared to similar schools.

Eleven-year-olds achieve above average standards in religious education. Standards for both seven and eleven-year-olds are below average in information and communication technology. In the remaining subjects, seven-year-olds achieve above average standards in history, geography and art and design; the standard of eleven year olds are average in these subjects. Both ages achieve average standards in design and technology. Children in reception are on course to exceed the learning goals set for children at the age of five.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Nearly all pupils are very keen learners. They take an enthusiastic interest in all that is offered to them. They treat their school with respect and cope well with crowded conditions, for example in the dining hall. Some pupils do not try as hard as others with their work on the occasions when they are not managed well by teachers, or when teaching strategies do not motivate them well.
Behaviour, in and out of classrooms	Behaviour is good because pupils are given clear moral guidance.
Personal development and relationships	Good. Pupils demonstrate a clear understanding of the beliefs and values of others. Older pupils take on a variety of responsibilities and have developed a very mature attitude to carrying these out effectively. Pupils' relationships with each other are generally good and they generally work together well.
Attendance	Attendance is very good and is above the national average. Most pupils arrive promptly. There are no unexplained absences for the current year.

## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory or better in 97 per cent of lessons. It is good or better in 57 per cent of lessons and unsatisfactory in 3 per cent. Two excellent lessons were seen. There is more good and very good lessons seen in the infants. The skills of literacy and numeracy are taught well throughout the school and pupils learn to read, write and use numbers quickly. Teaching often captures pupils' imagination with work presented in an unusual and inspirational way. Teachers generally have good expectations of pupils' learning and pupils respond well by working hard. The good introduction of the Literacy and Numeracy Strategies has ensured that teaching is good in both subjects. Throughout the school pupils work with greater concentration on their tasks than is usual for their age. Teaching in science and history in the juniors does not sufficiently promote pupils' understanding of investigation and enquiry. There is too great an emphasis on worksheets, and these subjects show evidence of less productive work. In the infant classes teachers plan well together, and in Year 4, teachers exchange classes for some lessons so as to use their expertise to full advantage, both of which benefit pupils' learning. In English and mathematics, teachers plan work for all levels of attainment and provide well for those who speak English as an additional language. In other subjects, this planning is not done as well. The management of pupils generally contributes well to pupils' learning. Occasionally however, teachers' management strategies are not so good and, as a result pupils are less productive.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets statutory requirements but science is taught for too short a time. Use of a library and information and communication technology for research would improve the range offered.
Provision for pupils with special educational needs	Satisfactory. The newly appointed co-ordinator has made significant changes to provision and she is well supported by the special needs administrator and assistants. However, the co-ordinator has no time to monitor and support teachers' use of individual plans in lessons.
Provision for pupils with English as an additional language	The school has a very brief allocation of time by a specialist teacher but she is very effective in her support and provision is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for moral and social development is begun in the reception classes and continued throughout the school. Provision for spiritual awareness is satisfactory. It is developed well in lessons, but in assemblies it is sometimes missed. Cultural development is good.
How well the school cares for its pupils	The school has some satisfactory procedures for assessing pupils' academic progress, but is aware that improvements need to be made. Staff are caring and health and safety procedures are generally maintained well.

Very many parents willingly contribute their time to supporting pupils' learning in school. The school has very effective procedures in place to make best use of parent volunteers and other voluntary helpers. There are, however aspects where parental involvement and working together as partners needs improvement so that all parents feel comfortable approaching the school with suggestions or concerns.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The work of the school has been interrupted in recent years by staff changes. With many new staff, the headteacher has focused on developing a good working team and this has been successful. However, response to problems such as the slowing of pupils' learning has sometimes been too tardy.
How well the governors fulfil their responsibilities	Satisfactory. Governors are organised well and are supportive. They ensure that all legal requirements are met. They contribute to school improvement planning but do not gather enough information about pupils' progress when planning improvement.
The school's evaluation of its performance	Satisfactory. The school has a comprehensive monitoring system which is generally effective. However, information about pupils' progress is not used sufficiently in its evaluation of its performance.
The strategic use of resources	Satisfactory. The governors ensure that there is effective financial control and administration, but not all developments are supported by careful financial planning.

The school is well staffed. There is a generous number of experienced qualified teachers who are supported by a suitably trained number of learning support assistants. The accommodation is very over-stretched and has a number of weaknesses, but overall is satisfactory. There have been a number of improvements but despite this, there is no library at present, the condition of the toilets is unsatisfactory and the outside play area for reception is not fenced; all have an adverse impact on pupils' well-being and learning. The school considers best value in its spending procedures but has not developed procedures for an overview of this aspect.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• The teaching is good.</li> <li>• The fact that children are expected to work hard.</li> <li>• The school is helping their child to become more mature.</li> </ul>	<ul style="list-style-type: none"> <li>• A better partnership with parents.</li> <li>• A more welcoming atmosphere by the school so that they can make suggestions and express concerns openly.</li> <li>• Information from the school about pupils' progress.</li> <li>• The right amount of homework given to their child.</li> <li>• Some elements of leadership.</li> <li>• The number of extra-curricular activities.</li> </ul>

The number of parents' letters, the numbers attending the meeting and the numbers speaking to inspectors during the week of the inspection were very high. Some parents expressed very positive support for the school, others had concerns which varied from small matters to strong criticisms. All points have been considered carefully, as far as possible. Inspectors agreed that the school needs a more welcoming atmosphere; perhaps a fresh start is needed so as to establish a more open partnership in which all feel involved. There is also a need for parents to consider if all their concerns are reasonable, for instance many complained about the after-school clubs. These are, in fact, better than those provided by many schools and represent a strong commitment by staff. The school has already improved some aspects of homework but there are inconsistencies in the provision of homework from class to class. Information about pupils' progress is adequate but school reports need to make it more clear how well pupils are doing in respect of National Curriculum levels. The report contains some areas for improvement under leadership. The inspectors endorse parents' positive views.

## **PART B: COMMENTARY**

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

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

1. Most children start in the reception class having had the opportunity of nursery education. The school administers the required tests for four-year-olds. These indicate that although there is marked difference between those of higher and lower attainment, overall attainment on entry is slightly above what is generally expected for this age; inspection findings agree with this. Children are making good progress in the reception classes. Children with special educational needs and those who speak English as an additional language are supported well and make good progress. Nearly all should reach or exceed the expected level for their age by the end of the reception year. Some children are already at least two terms ahead of their expected level in communication, language and literacy, mathematics and knowledge and understanding of the world. For instance, they can explain that a story can be retold in different ways and use the word "version" correctly. They are ready to move on to more to more challenging work in spelling at the level of Year 1 but there is no planning in place for this. Attainment in personal, social and emotional development is well above average because of the very good teaching in this area. Children are given satisfactory opportunities to develop creatively and their attainment is average. In physical development children are achieving at least an average standard, but a full judgement could not be made as lessons in the hall were not observed owing to teachers' absence.
2. The school's results in tests for seven-year-olds in 2000 were well above average for reading but average for writing and mathematics. When compared against similar schools, results in these two areas of learning were below and well below others. Results in writing and mathematics had, in fact clearly declined since 1998. In 1999 the school's results in writing were above average but not as good as results in previous years. A similar pattern occurred in mathematics. This year the school has taken good action to address the drop in standards in writing and mathematics at the end of Year 2. Currently attainment in both writing and mathematics is such that, by the end of the year, seven-year-olds should be achieving standards above the national average in both writing and mathematics. This is clearly an improvement on the previous year and reflects good support by the subject leaders for English and mathematics, the newly appointed deputy headteacher and good teaching in Year 2. Extra time has been allocated for pupils to spend on developing writing skills but this has meant that time in science has been restricted. Pupils' attainment in science is average. This does not reflect their potential in this subject and is due to the reduced amount of uninterrupted time pupils have to develop their knowledge and understanding. The school has not resolved this difficulty.
3. The school's results in tests for eleven-year-olds in 2000 were above average in English, well above average in mathematics and average for science. Compared with similar schools, the results were less favourable; below average for English, average for mathematics and well below average for science. This comparison does not take into account the attainment of the cohort of pupils. When compared against schools with similar results at the end of Key Stage 1 the comparison is much more favourable for English and mathematics; above average for both subjects. In this instance this second comparison gives a truer picture, as this was a cohort with less higher attaining pupils and more pupils on the special needs register than usual for this school. Nevertheless, the results for science were still too low. When compared

against schools with similar results at Key Stage 1 they were below average. The attainment of pupils in Year 6 in English is well above average, and in mathematics it is above average. In science it is average and reflects the results of last year's tests. The school as yet has not taken action to address this.

4. Literacy is promoted well throughout the infants and juniors and good teaching from Year 1 onwards ensures that pupils learn to read fluently and with good expression. They can use reading to help their work in other subjects. Standards in literacy for pupils, by the time they are seven and eleven, are above those generally expected.
5. Pupils are given good opportunities to talk and listen to each other in large class groups, smaller groups and in pairs. Teachers have high expectations of pupils' understanding and use of extensive vocabulary. As a result, the attainment of seven and eleven-year-olds in speaking and listening is well above expectations. All pupils make good progress in speaking and listening, including those who speak English as an additional language and those with special educational needs. On occasions, those pupils who have not been managed well do not contribute to the discussions in their groups, because they feel disgruntled, and this hampers their progress.
6. The school has invested time and money in supporting pupils' progress in reading. Seven-year-olds read with confidence and enthusiasm. They can use letter sounds effectively to help them make sense of words they have not met before. They talk about the books they have read in class and many have a personal favourite. By the time pupils are in Year 6, they can use deduction to enjoy the unfolding of the plot of a story. They pick up the subtleties of inference and so their enjoyment of reading increases. All pupils make good progress throughout the school. Those who learn to read more slowly and those who speak English as an additional language are supported well through individual reading time with an adult and they make good progress.
7. Similarly, time is invested in developing writing skills. Teachers promote enjoyment and interest in language, poetry and literature and this is clearly seen in the high level of descriptive writing throughout the school. In the infant classes, all pupils make good progress in improving their writing skills. By the time they are seven, pupils have achieved an understanding of writing to interest a potential reader, for instance, a higher attaining pupil writing about the Fire of London writes "What a nightmare we are in". All pupils understand that writing varies according to the purpose, for instance they all attempt a short piece for the "blurb" of a book picking out something of interest to catch the reader's eye. Pupils of higher and average attainment write using a good range of words that they can spell accurately. Punctuation is satisfactory. Those of lower attainment have a smaller range of accurate spellings but are confident in using letter sounds to achieve an approximate spelling. As a result, they work as productively as others and continue to make good progress in learning to structure their writing.

8. By the time pupils are in Year 6, those of higher attainment write extended pieces using a rich and varied vocabulary and a match of style to purpose. Those of lower attainment write competently and have a sound knowledge of basic skills such as punctuation and grammar. Currently pupils' progress in English is good, but there is some evidence that there has been fluctuations in the past and that not all pupils have progressed as well as they might from year to year. In consequence, the Year 6 teacher appropriately provided an intensive programme to improve the writing of extended pieces. This has had a positive impact but has taken time from other subjects. The school has not focused sufficiently on developing writing from Year 3 to Year 6 through science, history, religious education and information and communication technology so that the good progress in English lessons can be developed through other subjects.
9. Numeracy is well taught and standards are good. Pupils throughout the school develop their skills in mental calculations at a good rate in brisk well-planned sessions. By the time they are seven, pupils of average and higher attainment can subtract and add numbers to 20 and understand processes such as subtraction being the inverse of addition. Those of lower attainment are using numbers up to ten confidently in their calculations. In current lessons, all pupils recognised and named two and three dimensional shapes, as expected for seven-year-olds. Higher attaining pupils can relate three dimensional shapes to pictures of them, although lower attaining pupils still find this difficult. Teachers are planning lessons to match the objectives of the numeracy lesson, and learning throughout the school for all pupils is good. By the time pupils are in Year 6 those of higher attainment can measure given angles to the nearest degree and some are able to make a good estimation of the size before they measure. They are developing an understanding of using algebra as a means of solving problems. Their progress is good because of extra teaching within a focus group. Nearly all pupils have a good understanding of the use of estimation in mathematics and can say when an answer is sensible. Most pupils are working at a good level in their use of fractions, decimals and percentages. However, a few pupils who learn more slowly are at a much lower level because they do not have a clear understanding of the different concepts and have not reached a high enough level in previous years to tackle the level of work in Year 6 and work is not well matched to their needs. The subject leader for mathematics has worked hard at the introduction of the Numeracy lesson and is aware that there were gaps in pupils' knowledge which now need to be made up.
10. In science, standards by the ages of seven and eleven are average. Pupils' learning in current lessons is satisfactory but because their skills and knowledge are not developed systematically over time, their achievements at the end of the juniors is unsatisfactory. In Year 2, pupils know that sound sources create vibrations that in turn vibrate the eardrum and send messages to the brain. They understand that if forces are exerted, materials and objects can change shape. Teachers provide good lessons in which pupils develop their skills and knowledge well through investigations, but constant interruptions by groups going swimming, or individuals going to read meant that pupils could not always follow up the difficult concepts they were trying to grasp and pupils' good progress slowed. In Year 6, pupils have covered work on, amongst other things, the life cycle of the butterfly, categorising invertebrates and materials and discovering the properties of light. Their work does not always develop through the process of gathering evidence, investigating by making predictions and testing the results. When carrying out tests or investigations very little measuring is done and pupils are not helped to understand the importance of checking observations. Some investigations are carried out thoroughly but pupils have not been asked to make their own individual predictions and because of this do not evaluate

their findings. As a result their learning is based more on memorising known facts rather than applying intellectual effort. They learn scientific terms and facts well and their vocabulary is good. They produce good drawings, often labelled carefully.

11. In information and communication technology, the attainment of pupils aged eleven is below what is expected for their age. The current work of seven-year-olds is similar to expectations. Pupils are making good progress in many lessons but in the juniors their progress prior to recent months has not been sufficient. In consequence, pupils in Year 3 are working at an almost similar standard to those in Year 5. Pupils with computers at home are sometimes, though not always, at a higher level than others. By the time they are seven, pupils can use the computer to produce simple texts, for example all pupils produced a label for their model of a lighthouse. They could point the cursor at the correct button to change the style of the font they were using. Higher attaining pupils could use the "drag and drop" facility and a few could enlarge the size. By the age of eleven, most pupils have simple word processing skills but they have not got sufficient skills to develop and refine their ideas, bringing together, text, picture or tables and comparing it to other methods. Pupils are not using CD-ROMs to a great extent to research information and they have not yet had the opportunity to carry out research on the internet. They have not had the opportunity to work on monitoring changes, for example using a sensor to detect movement or light, although this is planned for later in the year. At the time of the last inspection, attainment was found to be above expectations and the current inspection shows a deterioration since then.
12. Pupils' attainment in religious education is above the expectations of the locally Agreed Syllabus by the time they are eleven. They have a good knowledge and understanding of the Christian faith and also of other world faiths. They are able to draw upon their knowledge appropriately to explain issues affecting their life and some issues which affect society as a whole. The attainment of seven-year-olds matches expectations. They have a good knowledge of the stories they have been told from the New and Old Testaments, but they have only a smattering of knowledge about other faiths. Attainment levels in physical education and design and technology meet national requirements for pupils aged seven. In art and design, history and geography attainment for seven-year-olds is above average. For eleven-year olds attainment in history, geography, physical education, art and design and design and technology is average. The standard here is lower than in the infants. This reflects the fact that in junior classes planning and time for these subjects has been limited over the last three years and teaching has not been monitored effectively. For both key stages attainment in swimming is above expectations. No judgement on attainment was made for music.
13. The school has ambitious targets for English and mathematics for the Year 2001. Booster classes and some intensive teaching have been planned and with this in mind, the school should reach its targets. At the time of the last inspection most subjects were found to be above average. The school needs now to focus on getting attainment higher in science and information and communication technology and to use other subjects to develop skills in literacy and numeracy.

14. The school has not identified those pupils with highest attainment or any pupils who are gifted and talented. There are plans to do so. The achievements of those of higher and average attainment are good in English and mathematics. In English, good identification of pupils' needs and good support ensures that those of lower attainment and those with special educational needs achieve well. In mathematics pupils with special needs make good progress when they are withdrawn from class and given support in extra lessons. During class lessons, work is not always well matched to their needs and they make less progress. The few pupils who speak English as an additional language learn to speak English quickly and their needs are identified well. In science, whilst all pupils are making satisfactory progress in current lessons, in the infants they have insufficient time to consolidate their learning and in the juniors they have not built on knowledge and skills systematically as a result their achievements are unsatisfactory.

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

15. In the reception classes, children are happy to come to school and know and understand class and school routines very well. They listen to their teachers and follow instructions very well. Confident when trying out new activities, or selecting resources, they learn quickly to share with others and to take turns. Their teachers encourage them to appreciate each others' efforts and they respond generously.
16. In the infants and juniors, the majority of pupils are very enthusiastic about their school. Many name their favourite subjects and invite visitors to join in with their activities in a friendly and open manner. A good number of pupils take part in extra-curricular activities and these are appreciated greatly. Pupils talk about the clubs or groups they belong to and have strong favourites. The youngest pupils have no difficulty in coming into the school and leaving their parents and carers. Parents answering the inspection questionnaire strongly endorse the fact that pupils enjoy school and are happy to come.
17. Most pupils have good attitudes to their work and in the infants there are very good attitudes. Pupils concentrate well and listen to their teachers and to each other with respect. They behave well because they are expected to do so and not for reward or fear of sanctions. In a few lessons, pupils did not respond to high expectations of their behaviour and the teacher had to resort to sanctions. A small minority have difficulty controlling their own emotions and occasionally behave inappropriately. Not all teachers respond well when this happens. There were one or two incidents when a teacher over-reacted considerably to a pupil's inappropriate behaviour, and in consequence less than satisfactory attitudes were fostered. Most pupils work very happily in the groups in which they are placed. On one or two occasions it was clear that some pupils were too aware of an imagined importance allocated to groups with higher attainment and this adversely affected their motivation to work. Nevertheless, relationships throughout the school are generally harmonious. The vast majority of pupils like and respect their teachers. They respond well to good teaching and are anxious to succeed and make progress. Pupils of different ethnic heritage, age groups, gender and abilities form satisfactory relationships with each other and with adults.
18. In and around the school, behaviour is generally good. The school has had no occasion to exclude a pupil in recent years. Pupils move around the school in an orderly fashion, although some individuals are sometimes tempted to run. On the playground, pupils organise their own games well and younger pupils respond well to the support which older pupils give to their playtimes. Parents' letters reported



isolated incidents of bad behaviour, the use of bad language or bullying. Older pupils enjoy rough play but in all cases those involved had chosen to participate. No bad language, unkindness or harassment was observed. A few pupils acted aggressively or immaturely, but intervention by teachers prevented repetition. Collisions in the playground do occur because it is overcrowded. Pupils accept the limitations of the space in a very good humoured manner. The expectation on pupils that they act responsibly is effectively promoted in the younger classes as they begin to understand that they must do things for themselves, such as tidying away at the end of lessons. Pupils accept responsibilities very well throughout the school and carry out duties conscientiously. Older pupils and younger ones alike show initiative in the manner in which they respond to duties allocated to them.

19. Attendance registers are completed twice daily and the school secretary ensures their safe keeping, which meets statutory requirements. The majority of pupils arrive punctually and both morning and afternoon sessions start promptly. The school has further improved levels of attendance since the last inspection and attendance is now well above the national average. There are no unexplained absences for the current school year.

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

20. Teaching was good at the time of the last inspection, and although over half of the teachers have changed since then, several joining this September, the standard of teaching has remained good. This is particularly the case in the infant classes. Year 1 and Year 2 are both strong year group teams; planning together to develop lessons which capture pupils' interest and inspire their learning. Year 4 teachers exchange classes for English and mathematics so as to make the most of their specialist strengths. This is an effective strategy which allows for concentration of effort and both subjects have been developed to a high standard. Sixteen per cent of lessons was very good; 38 per cent was good and 40 per cent was satisfactory. Three per cent was excellent, and a similar percentage unsatisfactory. However, in the juniors there were less good or better lessons than in the infants and the unsatisfactory teaching was in the juniors. Despite having difficulties in frequent but unavoidable changes in staff in the reception classes, and some lack of training in this stage, planning appropriately reflects the newly introduced national guidelines. Teaching in the reception has elements of excellence contrasting with others which are generally satisfactory but need some improvement.
21. The school has introduced the strategies for teaching literacy and numeracy successfully and this has had a beneficial impact on the quality of teaching in English and mathematics. In both subjects, teachers throughout the school use methods recommended in the strategies effectively and plan work that provides a good balance of learning within both subjects. For example, teaching time is spent equally on promoting reading and writing in English, and in mathematics there is appropriate time spent on improving pupils' skills in mental calculations and in acquiring new mathematical concepts. In English, basic skills are taught well. This ensures that reading, handwriting and letter sounds are all taught skilfully and pupils make good progress in acquiring these skills. In the reception class, the teachers have a good understanding of how to teach letter sounds, and letter formation. They are less secure in their knowledge of how to help children spell confidently using the letter sounds they know. In mathematics, pupils are challenged well to learn and use various mental strategies so that in Year 5, for example they are already able to recall and use multiplication tables up to ten, which is an expectation for the end of the year.

22. In many lessons teachers are enthusiastic and supply pupils with resources and materials which surprise or delight. This was a particular focus for the week of the inspection as on one day there was a display by birds of prey, an annual event at the school. Teachers used this stimulating occasion well to develop pupils' interest and learning. In Year 4, for example in science, pupils learnt about the structure of the feather so that in art they could develop observational drawings using pastels on black paper for a traditional rendering, and using an appropriate computer program they controlled the mouse so as to produce an "on-screen" feather. Many achieved a very effective white on black background picture. In Year 1, teachers dressed up as the "Little Red Hen" to lead very effective learning about the sequence of a story and the difference between a play and a storybook. The pupils participated with great interest, wearing the animal masks to match the characters in the book. In the reception class the teacher took on the role of "Jack and the Beanstalk" to help pupils better learn, amongst other things, the very challenging concept of there being more than one version of a story.
23. In general the content of lessons provides a good level of challenge, even to those of highest attainment, indicating that teachers have high expectations of pupils. For example, in a Year 6 lesson on design and technology, pupils were cutting out material to make a waistcoat for themselves using the template they had already designed. In Year 5, the work was based on a classical narrative poem by Tennyson, "The Lady of Shalot" which uses vocabulary well in advance of that used by pupils in everyday speech. High expectations are also indicated by the number of times teachers challenge pupils to explain what it is they mean or the reasons they have said something. This deeper probing has led to pupils giving good thought to the work they do and to them being able to respond fully. Lessons generally move at a brisk pace and pupils are reminded of how much time they have to finish their work. However, there are not always high expectations of presentation. Although there are school guidelines on work being set out in a certain way, older pupils' work is sometimes less attractively presented than one would expect, both in books and in displays. In science and history, teachers rely too much on worksheets for pupils to record their activities and learning. This has the adverse effect of not encouraging pupils to explore their own methods of setting out work and limits their productivity. Pupils have not had the advantage of using computers to develop their understanding of presentation.
24. Assessments of previous work are generally carried out well so that work can be matched to all levels of attainment. Teachers have given much thought to planning work to match pupils' differing needs in English and mathematics, but this is not evident in science. Sometimes in mathematics, science and lessons such as history, all pupils tackled the same work, but pupils of lower attainment were given support by a classroom assistant. This is not always successful and sometimes undermines the expectation of slower learners that they can achieve well by their own efforts. For example, lower attaining pupils working on solving problems in science or mathematics were sometimes helped out much too quickly when support staff gave them the correct answer rather than giving them a clue so that they could attempt to work it out for themselves. Also, pupils come to rely too much on a supporting adult when in reality they need work pitched slightly lower, which they can achieve themselves, so that they remain confident in their own achievements.
25. Teachers explain to pupils what they are expected to learn in each lesson and this is generally checked in the last part of the lesson by the teacher, and pupils gain a good awareness of their own learning. Teachers assess pupils well as they work and when they answer questions. Pupils are given praise to encourage, but are also given

a clear idea of how well they are doing and what they need to do to improve. This is sometimes the case with marking but not always. Marking relies too heavily on ticks and crosses. In science, in particular there are few comments to develop pupils' thinking further. Pupils have been set long-term targets with their parents at parents' evening. Pupils in Year 6 were aware of their targets and how well they were moving towards their achievement. In other classes this was not so clear, particularly for younger pupils. The school has developed this system of target setting from their involvement with a national organisation promoting the good teaching of basic skills, the Basic Skills Quality Mark. They have not yet had time to monitor the effectiveness of this system or whether shorter term targets set between teacher and pupils would be more beneficial.

26. Most teachers manage pupils very well and a calm and purposeful working atmosphere is maintained. Occasionally, this slips and some pupils become inattentive. The school's behaviour policy is used appropriately and calm is re-established, albeit with some difficulty. The school has an effective behaviour policy and many teachers have little occasion to use sanctions. The few pupils who find it difficult to control their own emotions have good individual plans to help them overcome this. Most teachers have good strategies for maintaining the self-esteem of those pupils who learn more slowly. Sometimes, teachers' strategies are not so good. For example, one pupil said he was not working on his usual table because he had not tried hard enough at his work and so had been sent "down", meaning working on a table with pupils whose attainment was lower than his own. In this class pupils were too aware of the attainment levels of the groups, and assumed greater importance for some tables than others as the teacher had not thought out strategies to overcome these assumptions. Good practice in managing difficult behaviour needs to be shared more widely.
27. Pupils who have special educational needs are taught well and given good support when they are withdrawn from class. Support staff are successful in helping them overcome difficulties that they have with their learning. Work is well matched to their needs, and in consequence, pupils make clear and effective progress. However, in some class lessons, little reference is made to individual education plan targets and planning does not always meet their needs. The very few pupils who speak English as an additional language are assessed well by a visiting specialist. Teachers make good use of her advice to plan activities to help these pupils learn English and tackle the work in other subjects. They make good progress in learning English and their progress in other subjects is similar to other pupils in the class.
28. The school has made recent improvements in the provision of homework, ensuring that it supplements the work done in class. These improvements have yet to be monitored. In the reception and infant classes children take home a different book to the one they are reading in school and many parents regret this. The school has this policy because it does not feel confident that parents will help their child improve in all aspects of reading, such as gaining a full comprehension of texts. Parents are asked to help their child learn to read focus words for the week and a reading book is sent home that is slightly easier than the book pupils read in class so that they gain in confidence. This is an appropriate strategy for helping young children read, although different to that in many schools. A number of parents and other volunteers listen to pupils reading in school. They are given good training in how to support children with their reading and this makes a good contribution to pupils' achievements.

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

29. At the previous inspection the curriculum was stated to be broad and balanced and accessible to all pupils. This provision has been maintained and National Curriculum requirements are met. The school meets with the requirements of the locally Agreed Syllabus for religious education. A new syllabus for this subject has recently been introduced and the co-ordinator is in the process of organising planning throughout the school to ensure areas of work are well matched to each year group's requirements.
30. In the reception class, teachers are planning well to reflect the requirements of the newly introduced national guidance for children of this age, the foundation stage. All the areas of learning are planned for on a weekly basis and with reference to the document. However, planning does not indicate which statements an activity matches and this means that teachers are not always clear when children have achieved a particular level and are ready to move on to the next. Some of those children with higher attainment have nearly reached the end of the planning, that is they are a term and half ahead in their attainment. They will soon be ready to move on to the work identified in the National Curriculum for Year 1 but, as yet, the school does not have this planning in place.
31. In the infants and juniors, there is some unevenness in the allocation time for different subjects and the reasons for this are varied. The school has identified extra time for extended writing and each class has an allocated time for reading, over and above the literacy hour. Some pupils also leave classes for individual reading. This all adds up to more time in English than is recommended. The school makes very good use of its on-site, heated swimming pool and this accounts for the higher than national allocation of time to physical education. Pupils have to leave other lessons to attend swimming in small groups. The time spent teaching science is less than in most schools and in some classes science is taught when groups of pupils are withdrawn for swimming, or individuals for reading. These limitations on the time for science has had an adverse effect on pupils' attainment. Subjects such as history and geography are taught in unit blocks and the school has chosen termly rather than half termly blocks in some instances. This often means considerable time gaps between one unit of work and the next and some pupils lose the thread of their learning because of this. There is little planning to ensure that information and communication technology is used across the curriculum. Similarly, planning is not in place for the development of writing through subjects such as history, science and religious education.
32. Long and medium term planning for subject delivery is good and planning across year groups is in place. Planning for pupils aged five to seven makes good use of subject links and this helps to raise standards. A Year 2 history lesson on the Fire of London was well linked to literacy through Pepys' diary and to art with a painting of the Fire. There are examples of good subject links in the junior classes. For instance, a Year 5 mathematics lesson on co-ordinates used the map of an area in Devon containing the school to which pupils had sent letters, and so this was a very meaningful link for both literacy and geography. However, this is a strategy which is not developed well enough in the juniors so that curriculum time can be maximised. There are insufficient opportunities for pupils to develop as independent learners. It is difficult for teachers to plan for this because of the lack of a library and computers which can be used by pupils on their own.
33. There are policy statements and schemes of work for all subjects and for other aspects of school life and all pupils have full access to the school's curriculum. The

school has effectively adopted the National Literacy and Numeracy Strategies. Other subjects have adopted national guidelines for planning. Policies are in place but are brief and often do not address subject provision for pupils with special educational needs. Most subjects are supported by subject co-ordinators. However, science and geography are without a co-ordinator, which adversely affects the promotion of the subjects. Booster classes operate during Year 6 in order to raise attainment for targeted groups of pupils in English and mathematics.

34. Provision for pupils with special educational needs is good when they are withdrawn from classes. The newly appointed co-ordinator has made significant changes to provision in the short time since her appointment and is preparing to meet the changes to be set out in the new Code of Practice. However, because of recruitment difficulties, she has no free time during the school day to manage the day-to-day running of special needs. She is well supported by the special needs administrator and learning assistants who work well together as a team. Legal requirements are met, pupils' needs are reviewed regularly and close links have been developed with parents. The individual plans have recently been redesigned and improved.
35. When pupils are withdrawn for support, work is well focused and appropriate and pupils make clear and effective progress. However, literacy and numeracy work in the class is not always well planned for pupils who learn more slowly. This is because little reference is made to their individual plans and short-term lesson targets are not clear. Insufficient care is taken to find out what these pupils know, can do and understand to use as a basis for planning their activities.
36. There is a small number of pupils who speak English as an additional language. They are given support from a visiting specialist teacher. Her time allocation is very short but she makes very good use of the time. Pupils are assessed and she works weekly with them each for a short time. She gives good advice and guidance to teachers. As a result, the needs of these pupils are identified quickly and work planned to match their needs. They learn English quickly, and as a result can access other lessons with support from teachers and learning support assistants. Learning support assistants contribute well to their progress.
37. The school's governing body has approved programmes for sex and drugs education and this is regularly reviewed. Health education and drug awareness issues are appropriately met within the science curriculum and within the new programme for personal, social and health education.

38. A good range of extra-curricular activities is provided for pupils. As well as a wide range of sports activities, including football, netball, gymnastics and short tennis, there are clubs for drama, chess, choir and a wide range of musical instruments. Clubs are available for both boys and girls and involve pupils throughout the school. These activities make a very good contribution to the development of personal and social skills and contribute significantly to pupils' learning. The school has a good number of visitors and visiting groups during the year. Teachers use these visits well to raise pupils' interest and keenness to work. A theatre group visits to perform for all classes. There are visits from the road safety officer and fire brigade. All classes have visits to places of local interest including a sea-life centre and wild-life park for geography and science. There are productive visits to the Monument and the Museum of London for history, the village church for religious education and visits to London theatres for literacy and drama. Year 6 pupils have a residential visit to the Isle of Wight that enhances independence, self-confidence, social and cultural development.
39. The school has established a number of links with the community. Pupils' work is frequently displayed in local venues such as the local church, library and shops. Pupils contribute to the church magazine and the choir sings to local pensioners. There are curricular links with a local fast-food outlet and with local emergency services. A very good feature is the Age-to-Age scheme, where people from the community, other than parents, come to assist in school.
40. The school has established very good links with other schools. Pupils have a range of inter-school matches, a joint carol service with other schools and a swimming gala. Pupils are well supported in their transition from primary to secondary school. Visiting staff, from up to ten schools, meet Year 6 pupils. There are curriculum primary-secondary links in computers and drama. Year 8 pupils visit to read stories to younger pupils. French pupils are to visit in June.
41. The school's provision for the spiritual, moral, social and cultural development of its pupils is good overall. The staff support the school's mission statement which makes Christian teaching a central component of the work of the school. There is similar provision to the time of the previous inspection.
42. Provision for pupils' spiritual development is satisfactory. It is provided for well by many individual teachers in class but in assemblies it is sometimes missed. Many teachers help pupils to understand the nature of prayer in the brief classroom prayers taken before lunch and at the end of the day. For example, in a younger class, the pupils said a prayer in words which they related to with enjoyment rhyming "lunch lunch" with "munch munch". All participated and said the words with enthusiasm, learning in a simple way that prayer is meant for them. There is a well-planned programme of assemblies which emphasises Christian teaching. Music and singing are not as yet making a strong contribution to pupils' experiences during assemblies. Music is sometimes played as pupils enter, but not always. No reference is made to it and on one occasion it was played rather late, when most of the school was already seated. In one classroom, a display depicting a Hindu shrine is so well done it attracts the eye of an adult, and for a child would be a delight and wonder. The communal areas and the assembly hall had very little display, either pictures or words to tell pupils and visitors alike that the school has a Christian mission statement. The mission statement itself is displayed but not very prominently. A display of flight by falcons drew gasps of wonder from pupils of all ages. These moments were used by teachers imaginatively to help pupils appreciate the beauty of the natural world. There was however, a missed opportunity; no brief time at the start of the day when the

whole school could have drawn on their memories from the previous year and rejoiced together at these birds' amazing agility in flight.

43. The good provision for pupils' moral development starts in the reception class. Children in reception are taught right from wrong in a way which helps them understand their own lives and experiences. Adults are excellent role models; seeking opportunities to value children's achievements both in spontaneous moments and as a planned part of the day's routines. In other parts of the school there are good systems for giving rewards, and pupils appreciate these and work hard to achieve them. For example, there is a house system and pupils are proud to say which house they belong to and how well their house is doing. At the lunch break, pupils understand that there are restrictions placed on them by the overcrowded playground and dining hall but they cope with the problems very well because they have been given an explanation they can understand as to why it has come about. Lunch-time staff work very hard to ensure that lunchtimes contribute to pupils' moral development. When an upset occurred because of a misunderstanding between two sisters which escalated to involvement of others, the supervisor very skilfully helped both the younger and older sister sort out their differences. The strength of the school's moral provision lies in the very good use it makes of stories from the Bible including the parables and teachings of Christ. A visiting evangelist speaker held pupils spell-bound with the story of Joseph and his brothers. Clearly at this time pupils had an excellent opportunity to learn a moral story which they could apply to their own lives. During lessons, pupils are given good opportunities to discuss and think about moral values and issues which affect them and society as a whole. A pupil in Year 6 captured some of her own, and the world's dilemmas in a juxtaposition of imaginative 'wishes' with "I wish I could reverse the effects of global warming.... I wish that I was immortal and could fly."
44. Social development is good. Teachers show pupils that they value their opinions and respect them, as a result, pupils are learning to do the same. Many pupils participate in after-school clubs and they gain a great deal from the resulting comradeship, which staff clearly foster very well. School and class rules are well understood by pupils and nearly all show in their actions that they understand them. During lessons teachers provide opportunities for pupils to work together on problem solving or practical activities. Not all teachers, however make the most of these occasions by varying the make-up of these working groups so that pupils forge friendships with all class members. The school has focused on the need for pupils to be involved in playtimes and has instituted good strategies such as the "Friendship Stop" on the playground where those feeling lonely can wait for a "buddy" to come and meet them. Pupils in Year 5 and 6 take on the responsibility of various supervisory jobs very willingly. They expect to hold the position for a year, which means that other pupils in Years 5 and 6 do not have the opportunity to take on this role. A more even distribution of roles and responsibilities in these year groups would be beneficial to all. Some very good features of social and moral development balance against some provision needing improvement but overall these aspects are good.

45. Cultural development is good. The school's links with the parish are effective in laying a firm foundation of knowledge about the traditions that have arisen through the Christian festivals. The annual multi-cultural week effectively provides for pupils to learn about the cultures and traditions of others. Parents who come from minority ethnic heritages are invited into school to talk to pupils about their cultural traditions. In music, art and design and physical education the school uses the locality well and develops pupils' knowledge of their cultural heritage through the many visits to places such as museums and art galleries. The netball and football teams enjoy the competition of playing matches against others in the locality. Good opportunities in art and design and music help pupils to understand how these are appreciated in our society. Pupils' art work is displayed locally, and at Christmas the school's own CD of carols was played on local radio. Studies in geography and history play an appropriate part in pupils' awareness of the world's diversity, but information and communication technology lags behind. Many pupils in primary schools are now communicating to others in far distant lands through e-mail, an opportunity not yet available because of the lack of facilities.
46. The school is aware of the need to prepare pupils for life in a multi-ethnic society. An appropriate start has been made in establishing a programme of work, and a school ethos to ensure that pupils have the right attitudes, knowledge and understanding for living with people of different races and cultures to their own.

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

47. The school provides a secure and enjoyable learning environment. As a result most pupils establish happy, confident and trustful relationships with adults and with classmates. In the reception good attention is paid to helping children settle quickly into school, beginning with effective pre-school meetings between teachers and parents. A high priority is placed on providing for all pupils' educational needs and appropriate support. For example, the school targets pupils with additional learning needs early in their school life and then provides well focused support by well-trained learning support assistants.
48. The school complies with the locally agreed child protection procedures. This provides clear instructions about action to be taken and agreed inter-agency procedures. Teaching, support and mid-day staff are alert to the child protection issue, but have not received formal training. The deputy headteacher has recently been appointed the named person for child protection. Although knowledgeable from her previous experience, she has not yet received up-to-date training from the local authority and this is planned for in the next term. Quite a number of staff were not aware of the correct procedures, although all knew that they should contact either the headteacher or deputy with any concerns. All volunteer helpers have received vetting through the appropriate agencies. There are satisfactory arrangements for first aid and all staff know procedures in case of an emergency. Sick children receive satisfactory medical attention in a strategically located medical room. There are sufficient numbers of trained first aiders, however some need to renew their certificates. Some parents expressed concern about lack of supervision during the lunchtime. Lunch-time supervisors are caring and work hard. They have heavy responsibilities, because they are few in number and have no extra support. Reception children have sufficient time to eat their lunch, a concern of some parents, but adults are too few to make lunch-time a sociable occasion, or to encourage younger ones to eat their food. The supervision in the dining hall across the road has been carefully thought out, however the low number of staff is such that there is a risk to safety, and a register does not accompany the children.



49. Procedures regarding health and welfare are clearly documented in the health and safety policy. Regular checks are made on the safety of the buildings, grounds and equipment. Proper safety procedures are adopted for checking and maintaining the school swimming pool. There are formal records for inspection of fire fighting equipment. Fire drills are regularly undertaken and properly recorded by the school secretary. There is a school health and safety governor, who contributes well to the monitoring of health and safety procedures throughout the school. However, inspectors drew two minor safety matters to the attention of the headteacher. The school has made efforts to improve the hygiene and number of toilets for pupils. Currently the unsatisfactory state of the toilets does affect pupils' well being and does not contribute to their understanding of the importance of health and hygiene. In lessons teachers and support staff promote hygiene effectively as part of the curriculum and there is generally good attention to health and safety matters in class.
50. Procedures for monitoring attendance and punctuality are good. Through rigorous monitoring the school has improved attendance even further than at the last inspection. Parents are advised of their children's absence from the afternoon session, this ensures their safety and wellbeing. Registers are marked in accordance with the legal requirement and the school secretary ensures their safety. Irregularities which caused slip-ups in the past have been rectified.
51. The school's procedures for promoting good behaviour are satisfactory. However, some staff are finding it difficult to promote good behaviour and good attitudes to learning all of the time. There has been recent training in managing challenging behaviour, this is having a good effect, but the school would benefit if the good practice in many classes was further disseminated. There is a written code of conduct in each class and teachers refer to it appropriately. The discipline and anti-bullying policies make clear the school's intolerance of bullying and racial harassment. The house system and the rewards for good behaviour are generally used well and parents and children understand their purpose. Measures for promoting positive behaviour, such as the "Buddy system", "Friendship stop" in the playground, help box for pupils who are in need of a friend and class discussion times when personal anxieties can be addressed are good and effective practice.
52. Some parents expressed concern about bad language in the playground and inappropriate behaviour in classrooms. The inspectors did not see any unkindness or harassment during the inspection. A few children acted aggressively or immaturely but in most instances intervention by adults prevented repetition. Procedures for recording and monitoring incidents of misbehaviour or perceived bullying are in place, although the record does not go back over a lengthy period of time. Most parents feel that their children are safe and secure in the school. If a child is ill parents are confident that the school will take care of them, including contacting them if necessary. Staff know their children well and provide for their emotional well-being. At the end of each year there is a useful handing-over day when staff meet and talk about the pupils' progress, achievements, and personal development. There are an on-going records of pupils' medical concerns and this is up-dated appropriately. Records of pupils' personal development are kept year-on-year. These are satisfactory although not very detailed.
53. The school has in place a series of end of year tests for mathematics and English. Teachers use these appropriately to plan provision in the long-term. Daily and weekly assessments of aspects such as spelling, word-recognition, mental arithmetic, and tables are undertaken regularly by all teachers, and co-ordinators monitor these

assessments. Many teachers evaluate pupils' learning at the end of lessons very well. These evaluations are used to plan the next stage of pupils' learning. For example, during the week of the inspection a planned mathematics lesson was altered because learning at the beginning of the week was not as good as expected. Pupils have been set long-term targets. Not many younger pupils knew how well they were doing with regard to their target, although Year 6 pupils were clear. The targets set for pupils with special educational needs are assessed well in focus groups but are not used as well in lessons, and in consequence work is not always well matched to their needs. In English, assessment of pupils' speaking and listening is not as thorough as in other areas.

54. In the reception class, careful observations are made of pupils' achievements but these have not yet been matched to the "stepping stones" in the planning document for this age. This needs to be done so that a clear understanding of how quickly or slowly pupils are progressing can be established. The children have clear very short term targets which are very effective in helping teachers assess their progress and in making children aware of their own learning. They are kept in their "job socks" which the children enjoy using immensely. They knew their targets very well and worked hard to achieve them.
55. In science, assessment is in need of improvement. Methods are left to individual teachers and so there is no uniform pattern for an overview of pupils' progress. Teachers assess pupils' understanding at the end of lessons but few lessons had work which targeted pupils' individual needs. Pupils' knowledge is assessed more accurately than pupils' understanding of scientific processes because worksheets are used which check up on how well the content of the lesson has been remembered. The national file of moderated work to guide teachers' view of expected standards is not used, and this has contributed to pupils' progress being unsatisfactory year-on-year.
56. The school has identified assessment as an area for development. Assessments in information and communication technology are very basic and have not contributed to the school having a clear picture of how well pupils have achieved. The co-ordinator has good plans to improve this situation. In art and design, design and technology, geography, history, music, physical education and religious education the school has not arrived at a simple manageable system to assess pupils' achievements and support assessments in literacy and numeracy.

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

57. Many parents and carers expressed their views in various ways to the inspection team. There were very conflicting opinions expressed. However, nearly all parents were clear that their children liked to come to school. Parents are satisfied with the quality of education provided and the standards achieved by their children. They feel the quality of teaching is good and most of the children behave well in the school, and that this enables their children to make good progress. Inspectors agree with these parental views, except in respect of pupils' progress in science and information and communication technology.
58. Nearly 39 per cent of the parents who responded to the questionnaire indicated that they are not well informed on how their child is getting on in the school. The school has the same number of parents' evenings as other schools, and teachers make every effort to be available at times to suit parents. The annual reports to parents are satisfactory and contain information on pupils' attitudes and progress. However, they

do not give a clear view of the National Curriculum levels pupils have achieved. Parents of children in the reception class are not informed of the child's performance in the nationally prescribed tests for four-year-olds, unless they request this information. A significant number of parents felt that the school does not work closely with parents. The evidence gathered during the inspection through examination of the school practices and meetings with parents in school does not fully support these views. However, the fact that significant number of parents do not feel involved indicates that the school has not been fully successful in developing a good relationship with parents. The school has a great many more parents helping than is found in most schools. Opportunities have been offered to parents through evening meetings to explain different aspects of the curriculum and provision and these have not been well attended.

59. Some parents had concerns that there was bullying in the school and inappropriate behaviour. No bullying was seen during the inspection and pupils did not report to inspectors concerns or worries. Some rough play took place at playtimes but all pupils involved were participating because they had chosen to do so. Some parents were concerned about inappropriate management of pupils. There were isolated incidents which confirmed that the school does need to continue to work on methods of managing unacceptable behaviour, and that the organisation of groups within classes sometimes leads to pupils making assumptions about their own or others' importance. There were also a significant number of parents who indicated that they felt uncomfortable approaching the school with suggestions or concerns. Inspectors agreed that the school is not very welcoming in the initial contact with visitors. For example, during lunchtimes there is no one available in the reception to deal with possible queries. After school, teachers in the infants contact parents on the school yard, but this does not happen in the juniors. Some parents were not satisfied with the number of extra-curricular activities but in fact the school provides very well in this respect in comparison to other schools. There was also dissatisfaction with homework, some complaining that there was too much and others too little. The school has recently revised its homework provision and it is satisfactory.
60. In summary, parents' views were very contrasting and the school needs to find out why this is the case. Some concerns detailed in letters would more appropriately be addressed to the school and it was not possible to check the reasons for them. This would indicate that the school needs to think about how to provide a better "listening ear" without burdening class teachers. Parents also need to consider whether some of their requests are reasonable.
61. There is a long history of parental and community involvement with the school. Parents raise substantial amounts of money for school funds which is used to provide equipment. A significant number of parents give regular voluntary support within classrooms for reading. Parents organise the provision of swimming, a very heavy commitment. Parental support for pupils' education at home and in the school is generally very good with most parents attending school events, consultation evenings, social functions. Several parents help with various extra-curricular activities on a regular basis. This good support to pupils' learning has a beneficial affect on their achievements.

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

62. The leadership and the management of the school has some good aspects, but because there is a need to improve the quality of the school's planning and actions for improvement through a more precise evaluation of its performance, it is satisfactory

overall. This contrasts with the findings of the previous inspection when this aspect was found to be very good.

63. For a number of years the school had a settled staff and a great deal of expertise within a well organised senior management team. The headteacher has remained but members of the senior management team have left the school. Their departure was sometimes rapid and this left the school with the difficulty of recruitment at a time when this was becoming a problem in Kent. The headteacher has worked hard at attracting and supporting temporary teachers and those who can only work part-time. This has been beneficial and ensured that pupils' learning has not been disrupted. The new deputy headteacher was appointed in September. Her induction to the school was very good, which allowed her to make quickly a significant contribution to supporting and developing an effective teaching team. In the infant classes, this is very visible in the quality of teachers' planning and class work. In the reception classes, one experienced teacher has had the difficulty of planning with a constantly changing class partner, this has not been helped by the fact that she had very little training in this phase. Despite this, provision in the reception is good, although some aspects of assessment and planning need attention.
64. The leadership of subjects is often good; the important subjects of English and mathematics and special educational needs are well led. Co-ordinators are often knowledgeable and lead by example through their own practice. However, owing to the departure of so many staff, science and geography have no subject leader and fall under the headteacher's management in a caretaking capacity. This means that the headteacher's responsibilities have become unwieldy. The co-ordinator for information and communication technology has a good understanding of the subject and what needs to be done to improve pupils' attainment, which is currently below expectations. As a part-time teacher for 0.4 of the week, raising standards in this subject is an onerous task, but the school has compensated for this by allowing a full day for curriculum development. The school, including the teaching staff, decided some years ago not to award extra responsibility points for subject leadership, maintaining that all subjects carry a similar responsibility. The governors agreed to this decision but did not consider sufficiently the load carried when subjects such as English, mathematics, science and information and communication technology are priorities or that they could be flexible with their allocation of financial rewards. Currently there are no staff with responsibility allocations, which is unusual. In the case of those staff working very hard to develop newly introduced guidance, such as the Numeracy and Literacy Strategies, together with possibly being responsible for another subject or stage, this seems unreasonable. The deputy headteacher leads the provision for pupils with special educational needs well and the school originally planned for there to be time allocated for her to oversee class provision. Difficulties owing to staff shortages have limited this time.
65. The headteacher and governors have made good initial preparation for the introduction of appraisal and performance. The headteacher and the deputy headteacher have been appraised and the staff have all had performance management training. The school has good provision to support new teachers and newly qualified staff. There is a very good system of monitoring teaching and learning, but owing to staff changes this has been interrupted. Currently the numeracy and literacy subject leaders have been carrying out monitoring procedures to ensure the quality of teaching in literacy and numeracy lessons, and this is appropriate. Subject leaders monitor planning, and in some subjects pupils' achievements are monitored by the subject leader and effective feed-back given to

staff. However, this is not carried out by all subject leaders. Independent advisers and inspectors have also monitored teaching and learning in the school.

66. The governing body is very supportive of the school. It is meeting all of its statutory duties and has an appropriate committee structure. There are good lines of communication between the governors and staff. For example, the staff present the governors with a summary of the development of their subject annually. However, these provide information about curriculum, resources, events and premises but do not give governors the vital information about pupils' attainment and progress in the subject. As a result, governors are not fully informed when contributing to school improvement planning. Many governors are in and around the school regularly and give of their time generously. The effectiveness of the governors' support, however, is impeded because they do not have a clear enough view of how well pupils are making progress. The school has sufficient procedures in place to assess pupils' achievements in English and mathematics as they move through the school; pupils take end of year tests and these are recorded on a year-on-year basis. The responsibility for overseeing the results of these tests is left, in the main, with class teachers. The senior management check the class teachers' use of these results to identify focus work groups but they have not been used as tools to monitor the effectiveness of school provision and identify where improvements need to be made. This has led to a slowing in response by the management to areas needing attention. The school has had insufficient procedures to monitor pupils' progress in ICT and so the senior management and governors have not been able to make an informed judgement about the quality of the school's provision in that subject. The key issues identified for action at the time of the previous inspection have not all been addressed. There were not many of them and a careful evaluation of the school's improvement planning should have ensured that all were achieved.
67. The school's improvement planning is created from several components. There is a three year monitoring cycle to which is added other areas raised at the meeting held early in the spring term. These other areas are identified by governors, subject leaders, staff members, or may arise because of newly introduced national priorities, and parents are also invited to put forward their views. This is good practice. The school feels that the three year monitoring cycle serves them well, and that in this way no area or subject gets overlooked and that additions to the cycle can be easily incorporated. However, the current situation suggests the process has become cumbersome. An equal amount of time is given to each subject, which does not reflect the extra monitoring needed for English, mathematics and science. This year there are quite a few improvements to be carried over from last year as work has not been completed on them and if left unfinished they would impact adversely on pupils' standards. For example, work on the newly introduced foundation stage is not complete as there is no planning for children who reach the end of the foundation stage before they finish in the reception year; planning for Curriculum 2000 is not complete and is timetabled for review at the end of the summer term; the focus on improving extended writing is also due to be reviewed, and improvements in information and communication-- technology have only just begun. The school has several newly identified priorities such as science, assessment and the three new areas on the monitoring cycle. With so many subjects and areas for development, and a number of inexperienced or new staff to support, the school now has too many priority areas to allocate time, resources and personnel effectively. The school recognises that science is an area for improvement but the subject has no action plan for improvement, another indicator that the school's system for improvement does not respond quickly enough to problems.

68. Information and communication technology became a priority last year on the monitoring cycle. In reality, effective action to raise standards in this subject has not been possible until the start of this term as the school did not have the necessary resources to do so. School improvements need to be supported by sufficient resources so that a clear drive forward for improvement can be made from the start.
69. The school has made many improvements to the accommodation and it is satisfactory in that all National Curriculum subjects and religious education can be taught. The governors have had to grapple with a constantly changing admissions number, and years when class sizes have been drastically increased by appeals. This has put pressure on the accommodation, for example the library has had to be used as a classroom. Governors made the good decision that the provision of teachers and learning support staff should be maintained at a high level and this is currently proving beneficial to pupils' learning. The governors have now asked to increase the admission number to 40, but are planning to reduce the overall numbers in the school. The current plans for class organisation based on one and a third of a class on entry are good and the local education authority has given an undertaking not to allow appeals to disturb this pattern of admission. It is important that the number of pupils admitted to the school should now be kept stable so that the school can plan for the future effectively.
70. The current accommodation has a number of defects. There is no school library and no area where pupils can carry out research on computers; both omissions have a negative effect on pupils' attainment. The pupils' toilets are not in a satisfactory condition. They do not give pupils an understanding of the importance of hygiene or the message that the school cares for their well-being. The governors have made numerous attempts to address this situation but without success. However, the issue should have been highlighted before the toilets were allowed to get into the condition they are now in, and a concerted and determined effort made to seek improvement; the considerable power of parents could no doubt have been harnessed here to good effect.
71. Subject leaders are adept at improving the resources for their subject by acquiring resources from outside agencies. For example, the physical education co-ordinator has obtained funds from the local sporting association. Resources are good in religious education, physical education and history. They are satisfactory in other subjects. The current provision for information and communication technology is satisfactory in respect of computers but there is insufficient software available and a lack of resources for some areas of the curriculum. There are plans to provide the reception classes with a designated secure outside play area which has appropriate resources. Other resources in reception are insufficient, some have been provided by donations from the teachers, which is not satisfactory.
72. The quality of the day-to-day financial management and control is sound. The systems to deal with daily finances are efficient. The headteacher and finance committee of the governing body monitor spending closely. The few recommendations in the last audit report have been implemented. Specific grants such as the monies allocated for special educational needs, booster classes and training for staff are all used appropriately. The considerable money raised by parents is audited properly and spent on the items identified for its use. The school checks purchases and services to ensure that they are providing the best value for money. However, the governing body's procedures to judge the effectiveness of improvements and spending decisions are not used in a regular and systematic manner. In consequence, they are not able to evaluate whether what has been

planned has made an improvement to the standards pupils achieve. Governors have insufficient knowledge of how to use data to compare its provision and achievements with that of similar schools.

73. The school makes good use of new technology in office procedures and in monitoring the budget. However, at present the school lags behind others in its use of technology, both as support for teachers and for pupils' learning. For example, systems for checking assessment data using computers are not in place; insufficient support programs for pupils with special educational needs; teachers have just been trained in sending e-mails and access to the internet is not yet used in lessons; there is no library record system or other data handling systems for pupils to use, and few opportunities for teachers or pupils to carry out research using CD-ROMs. The school has plans to access the National Grid for Learning but this will be long after many other schools have had the benefit of this service for some while.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. *The governors, headteacher and senior management of the school should raise standards in the following:-*

A Science by:

- Allocating sufficient time to teach science effectively. (paragraph references: 31,117)
- Improving the quality of scientific enquiry in the juniors (paragraph references: 10,118, 120)
- Improving assessments in science and developing procedures to moderate assessments (paragraph references: 55,120)
- Appointing an experienced co-ordinator, to develop the subject through a well thought out action plan. (paragraph references: 33,67,117)

B Information and communication technology by:

- Ensuring that the good action plan for improving information and communication technology drawn up by the co-ordinator is implemented, and that the school raises the profile of the subject by making effective use of new technologies in supporting teaching and learning and in its daily working. (paragraph references; 11,73,145,165)

*They should seek to continue making improvements to the school by:*

C Planning for improvement in such a way so as to support the drive towards raising standards, based on comprehensive information about pupils' achievements, and checked by a regular system to judge if spending on improvements has been effective.  
(paragraph references: 66, 67, 68, 72)

*In addition to the key issues above, the following weaknesses should be considered, by the governors, for inclusion in the action plan, or developed further in the plans for action already in place:*

- Relationships with parents by making the school more welcoming and by listening to the views of all parents; (paragraph references: 58, 59, 60)
- The unsanitary condition of the toilets (paragraph references: 49, 70)
- limited opportunities for pupils to use library and computer facilities for research, particularly in history, science and geography; (paragraph references: 70,101,135,142)
- The lack of good strategies by some staff to develop good attitudes in pupils to work and to each other. (paragraph references: 17, 51)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	16	38	40	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		331
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		59

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	20	20	20
	Total	30	31	32
Percentage of pupils at NC level 2 or above	School	88 (91)	91 (93)	94 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	20	20	20
	Total	31	32	31
Percentage of pupils at NC level 2 or above	School	91 (93)	94 (91)	91 (96)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	16
	Girls	14	13	14
	Total	28	26	30
Percentage of pupils at NC level 4 or above	School	82 (87)	76 (81)	88 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	11	12	12
	Total	24	25	25
Percentage of pupils at NC level 4 or above	School	73 (87)	76 (84)	76 (90)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	2
White	285
Any other minority ethnic group	6

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26
Average class size	30

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

Total number of education support staff	11
Total aggregate hours worked per week	202.75

*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	520,085
Total expenditure	484,095
Expenditure per pupil	1,450
Balance brought forward from previous year	10,765
Balance carried forward to next year	46,755

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	210

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	47	7	2	0
My child is making good progress in school.	23	57	11	5	4
Behaviour in the school is good.	22	60	13	2	3
My child gets the right amount of work to do at home.	14	42	27	13	3
The teaching is good.	34	48	9	3	6
I am kept well informed about how my child is getting on.	14	44	29	11	2
I would feel comfortable about approaching the school with questions or a problem.	28	43	20	10	0
The school expects my child to work hard and achieve his or her best.	34	54	9	2	1
The school works closely with parents.	12	42	30	13	2
The school is well led and managed.	24	47	12	9	8
The school is helping my child become mature and responsible.	29	55	7	3	6
The school provides an interesting range of activities outside lessons.	21	57	17	2	2

### Other issues raised by parents

Parents expressed concerns about the supervision of the youngest children at lunch-time. Lunch-time supervisors are hard working and caring. They have an onerous task to oversee lunch-times adequately. All children have sufficient time to eat their lunch but there are not enough staff to make it a sociable occasion, or to encourage younger ones to eat their food. Some parents were concerned about the vetting of volunteer helpers before they start to work in school. This is carried out by the appropriate agencies. Concerns regarding the marking of pupils absent incorrectly were investigated and found to be isolated incidents which were rectified at the time. Concerns regarding the organisation of the reception and Year 1 classes were understandable, but no longer apply.



## **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**

75. The children aged four and five are taught in two reception classes. At the time of the inspection, approximately half of the children had reached their fifth birthday. The children start in the reception classes with attainment levels slightly above those generally found in children of this age. By the end of the foundation stage, their attainment in personal, social and emotional development and knowledge and understanding of the world is well above average. In English, mathematics and creative development it is above average. Owing to teachers' absence no overall judgements were made on children's physical development.
76. The school has made good efforts to introduce the new national guidance for children up to the end of the reception year. The quality of teaching is good in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development. It is satisfactory in mathematics. Teachers and learning support assistants work together very well as an effective team. Planning uses national guidance well in most respects. There is not always enough challenge to pupils' learning planned through their independent play, and teachers are not able to make use of a secure outside play area. Teachers' planning appropriately starts with their knowledge of children's attainment provided by the initial assessments made when children start school. Teachers have not made sufficient provision to plan from the National Curriculum for those children of higher attainment who will shortly be ready for work from this stage.
77. Some of the children have attended the nearby nursery which is situated within the school grounds and some have attended a local playgroup. There are sensible arrangements for nursery children to visit the reception class in the summer term and for parents to get to know the teachers, although there have been interruptions to this process because of changes in staff. The school does not share the results of the initial assessments with parents unless requested to do so.

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

78. On entry to the school most children's development in personal and social skills and their attitude to learning is above average. Teaching builds well on this good start. Activities are planned to help children develop a good disposition to learning. Teachers and support assistants are excellent role models. They work together very well. In whole class teaching they often turn to each other for approval of what they have just said, indicating to children that they place an importance on the opinions of others. They show excitement when children discover a new skill or learn new things and help children to be excited about their own and others' achievements. For example, the first child to finish decorating the "glasses" he had made for the giant held them up for all to see, proudly conscious that he had done well. A favourite activity is the construction area, "Bob the builder's yard" complete with yellow hard hats to be worn by all "construction workers". When one model is chosen to be shown to everyone at the end of a session, all join in with the well known song, transposing Bob's name for that of the proud "worker". All children are equally valued and made to feel important at different times so all develop good attitudes to others and anti-discriminatory attitudes. The teacher and her assistant work very well together to make each child feel special. Activities allow children to achieve although they have to try hard to do so. Expectations that children will respond to teachers',

explanations and instructions are appropriately high.

79. Class routines are very well established and children use class resources with confidence and appropriate care. There is good attention to teaching children how to care for themselves and for their personal belongings. They are taught for example, in a lesson on planting beans, the need for care when handling soil and the need to wash hands after the activity.
80. Very skilful, inspirational story-telling provides children with an early insight into spirituality so that they wonder at the miracles of Christ; well summed-up by a small boy who asked "how could you give everybody food when there was only a little bread and two fishes?"

### **Communication, language and literacy**

81. Children's attainment on entry is above average. They make good progress and their attainment by the time they finish in reception is above average. In some aspects such as understanding and interpreting stories it is well above average. Teachers plan work very well to develop children's spoken language. There is a very appropriate emphasis on developing children's ability to describe what has happened in the past and what they are doing now, and in consequence children become confident and articulate talkers, also learning well to sequence and order events. Some children who have had good opportunities to learn vocabulary at home, nevertheless are timid speakers when they start school and find it difficult to put forward their opinions. Teachers make good assessments of these children's needs and support them very well, looking for opportunities to develop their use of talk through play activities and their enthusiasm for what they are doing. As a result they make very good progress, for instance a child who was very reticent on entry to the class could now explain spontaneously to others what colours she was using and why in the picture she was painting. The class teacher is very knowledgeable about how to use stories and books to develop interest and learning in reading. Class reading times are always exciting and challenging as, for instance in an excellent lesson when the teacher took on the role, in full fancy dress of Jack and the Beanstalk. The teacher presents children with stories that interest and extend their knowledge; sometimes far beyond what is expected for children of this age. For instance work on Jack and the Beanstalk was based on two different books, a traditional retelling and a very different modern version. The teacher introduced the concept of different versions. The children listened with great interest and at the end of the lesson were able to vote on which they preferred and to give explanations for their choice. This is attainment well above expectations for this age.
82. The teaching of basic skills is good in most respects. Many pupils have learnt the sounds and letter names of most of the alphabet and teachers are watchful in the use of the correct sound to ensure good word building skills. Similarly, there has been a careful focus on letter formation and most pupils are now forming letters correctly, which was not the case on entry. Many pupils formed letters when they started in reception but were not making them in the best way so as to easily join letters to form words. Children can write some simple words independently and many would now benefit from a greater emphasis on learning to spell using their own knowledge of letter sounds when writing their own words. Class teachers have provided some opportunities for this but more are needed and planning for those of higher attainment is not linked sufficiently to the next stage. Children have opportunities to read frequently with an adult and they are making good progress in learning to recognise words. Because of the very good class sessions they are reading with good

expression and fluency for their age. Books go home to help children develop their reading skills. The school has a system of sending home different books to those used in the class and this enables children to read a wider number of texts. However, some parents regret not helping children read the book they share with adults in school.

83. The classroom environment provides children with good opportunities to talk and interact in play situations. However, on the whole the learning environment is not used sufficiently to develop children's writing and reading. Displays are attractive but would support learning more if they were more accessible to children. For example, a painted beanstalk has children's individual writing displayed on each leaf. It is high on the wall and children rarely look at it. They could have consolidated their reading and appreciation of the writing if the leaves had been hung on branches low enough for children to find their own piece, touch and read the work of others. The teacher has set targets for children and they all know what their target is because they are kept in brightly coloured felt socks referred to as "jobsocks", and taken out at appropriate times. This is very good provision and helps children's understanding of their own learning very effectively.

### **Mathematical development**

84. Children start in reception with mathematical knowledge above that generally expected for their age. They make satisfactory progress and their attainment remains above average by the end of the reception year. Nearly all children recognise and sequence numbers to ten correctly. They can understand and use "more" or "less than" when working on adding or taking away numbers to ten. Many children count and recognise numbers to 20. Teaching is satisfactory. Teachers appropriately emphasise the need to check mathematical information and children are eager to tell the teacher when she has made a mistake in placing a number in the wrong position. Planning builds on children's previous knowledge effectively in the main, but some children of higher attainment could be now start working on aspects from the Year 1 programme of work. Some activities are mainly consolidating their knowledge rather than extending it. The use of mathematical language and teaching of concepts is interwoven well into their other learning. For example, in the second version of the story of Jack and the Beanstalk, children were given good opportunities to hear and learn the language of measurement when talking about whether or not the glasses would fit the giant. This was later extended well in a lesson when the children made glasses to fit themselves. Children's work in construction is used well to develop knowledge about shapes with the teacher asking questions to extend children's learning about how shapes fit together and the size and position of different pieces they attach.



85. As with language and literacy, more use could be made of the play activities and class environment to extend children's learning in mathematics. Children record their participation in particular areas by adding or taking a peg away from a display card numbered to four. This results in some good discussions on how many places are left for others, but counting above four could be included in many other activities.

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

86. This aspect is taught well and children make good progress so that by the time they leave reception their attainment is well above average. Children are able to explain in a simple way how the beans they are planting will grow. They know that the bean will start to swell and that it needs earth, water and light to grow. The teacher appropriately explained how to handle soil and the reasons why they must be very careful with aspects of hygiene and personal safety. The children listened well and obviously understood that they must guard against possible germs in the soil. After the falconry display, which the children watched with the same interest and enthusiasm as the older pupils, they clearly understood that birds have different feeding habits.
87. They are knowledgeable about the seasons and the main features of each season in connection with the weather and the kind of clothes worn. Work is well planned and teachers seek opportunities to extend children's knowledge and understanding through a good range of topics and stories and incidental learning. Teachers have high expectations of children's interest and understanding and as a result children's knowledge develops at a good rate. For example, because of the good work on the modern version of the Jack-in-the-beanstalk story, children are able to explain why some people wear glasses, and one child of higher attainment could say that the glass in spectacles is called a lens. There was no opportunity during the inspection to see children using computers.

### **Physical development**

88. The children's attainment in this area is at least similar to that found in most children of this age. They handle scissors well, cutting out small pieces of material from a larger piece of cloth with determination. Most hold, pencils, crayons and paint brushes correctly and manipulate them well. On the playground they run around taking care; finding spaces without colliding with others in the games and fun which they enjoy with their peers or older children.
89. It was not possible to observe any lessons in the hall because teachers were absent. There is a very small outside play area. It is very limited in what it offers. As it is not fenced there is little opportunity for wheeled play vehicles and there is no large climbing apparatus. It is mainly used in the warmer months. Teachers do not have the opportunity to plan work to extend children's learning or other areas of the curriculum using an outside area and children's learning is restricted because of this.

### **Creative development**

90. Children are given good opportunities to use their skills and explore representations and ideas in their own way so that by the time they leave reception their attainment is higher than usual at this age. Paints and painting easels are used freely by children to explore their ideas. They control brush and paint well and make selections of colours purposefully. One child was very taken with the work he had done in mathematics creating a repeating pattern using three colours. He carefully painted a wide strip

down the centre of his paper in three colours, a creative but eye-catching interpretation of his mathematical work. Teachers provide pupils with opportunities to explore a range of media, and in particular, children had achieved successful representations in dough and clay. For instance, a display of work from earlier in the term when they had been studying homes showed that children had explored the properties of clay, making a plaque representing a house. They achieved effective results and obviously enjoyed choosing different finishing techniques. In the home play area and with small model worlds, children are adept at making up stories and sharing these with others, taking on roles and ascribing roles to others. They join in songs tunefully and can express their likes and dislikes well. Many are able to think about what they have done and how they could improve it.

## ENGLISH

91. Pupils' attainment in Year 6 is well above the national average, which is higher than the school's results in the national tests for eleven-year olds in 2000. In Year 2, pupils are achieving standards well above the national average in reading and above average in writing. Their attainment in reading is similar to last year's tests but writing represents an improvement as test results were average.
92. Pupils' attainment at the end of Key Stage 2 is now higher than at the time of the last inspection. In Key Stage 1 their attainment is the same. The school recognised that results in writing at Key Stage 1 were on a downward curve from 1999. The school has worked well to put this right. Pupils' achievements are good in writing from Year 1 onwards to Year 6. Reading remains a strength. Results were well above the national average for years 1999 and 2000. However, two years ago, in 1998, the results were even higher, amongst the top five per cent of schools nationally.
93. In line with the national picture, girls outperform boys at seven but overall too few pupils achieve the higher grades in national tests. The balance alters by the age of eleven, the end of the juniors, when boys' results are marginally better than girls. In 2000, the percentage of pupils reaching the expected level 4 was above the national average and close to the national average for the higher grade, level 5. Compared with similar schools, the school's performance was below average. However, based on the pupils' prior attainment they achieved above average results. The school has set an ambitious target for the pupils' performance in the national tests for eleven-year-olds for this year and they are on track to achieve it.
94. When pupils enter the infant stage they are able speakers. Their diction is good, they use a wide vocabulary for their age, and they listen well to others. Throughout the school they continue to demonstrate good oral skills and this helps their overall development of literacy skills. Early reading skills are well grasped. Pupils have a secure knowledge of the names and sounds of letters and can use this knowledge to make sense of difficult or unusual words. Pupils enjoy reading and the school gives considerable support, often from parents, to ensure that pupils develop the ability to read fluently and expressively. Pupils are taught well to use inference and deduction so as to grasp the implications of a plot and this increases their interest and enjoyment. By Year 6, the level of reading is very high, and the highest attainers are confident in tackling very challenging stories such as 'The Lord of the Rings' for recreational reading. Pupils who learn more slowly also read with enthusiasm and most are reaching the level expected for their age.
95. The school invested well recently to improve the fiction stock for pupils to read at

home. This supplements the core reading scheme. This scheme is a sound basis for teaching basic skills but the school is rightly considering supplementing this resource with more modern material. These points are amongst the developments for the subject agreed in the school improvement plan with the added aim of increasing material reflecting different cultural traditions and writings.

96. In recognising that writing skills are weaker than reading skills, the school has invested heavily in giving additional time and staff support to improve the position. Pupils' ability to write creatively was frequently demonstrated in lessons observed and in the scrutiny of work seen. In Year 2, having listened to an audio tape of jungle sounds, a pupil wrote 'As I stumble through the steaming rainforest I can hear the singing of birds and the chattering of monkeys'. Another, with a keen sense of audience and pace wrote, '... but this noise was different. At first I did not notice but then .... shwoosh a rainbow coloured parrot flashed above my head'. Although there is some inaccurate spelling, this vivid description reveals a rich vocabulary found in many pupils. Spelling and punctuation by the age of 11 is generally accurate and pupils have a very secure command of basic grammar rules and the parts of speech.
97. In Year 5, pupils are able to manipulate language into different styles. Having read 'The Lady of Shalott' accurately and expressively one pupil was able to describe Camelot in the style of a holiday advertisement beginning 'In this peaceful city, there are many attractions. On both sides of the river you will find fields of rye and barley .... You can shade under the willows and watch the aspens sway ....'.
98. In Year 2, pupils write effective 'blurbs' to traditional stories such as 'Little Red Riding Hood', demonstrating emerging skills in deducing meanings and an understanding of the inferences in the author's intentions. One six year old used 'heavy' to describe Goldilocks because she broke the baby bear's chair. The emphasis on creative, poetic language is realised in the success pupils have in published anthologies and in individual pieces. A Year 2 poet describes the fire of London as,  
'London disappears in smoke. A smokey, choking smell  
London disappears in smoke – a blazing, raging fire.'  
Describing his choice for the contents of a Magic Box, a Year 5 pupil wrote,  
'I will put in the box a wisp of silky waves, rolling and shimmering,  
Milky white blankets of snow.  
A storm crashing and raging like a lion in a cage'.  
This sensitivity to language is a characteristic strength of the English work in the school.
99. Although there have been considerable staff changes recently, the teaching of English is good overall. It is of a higher standard in the infants than the juniors. During the inspection, the quality of teaching ranged from unsatisfactory to excellent. Almost 30 per cent of lessons was very good or excellent. A smaller proportion of unsatisfactory lessons occurred. In these lessons, activities were not planned appropriately to match the interest and needs of all pupils, particularly those of lower attainment. Occasionally pupils were not managed well and this resulted in them not trying to do their best. Normally this is not the case, and because teaching is based on high expectations, good relationships, well managed behaviour, a secure command of the subject and well paced lessons, pupils' learning is good.
100. Generally, pupils with special educational needs are well provided for although some of the targets in their individual education plans are too broad to be easily achieved. They work well in lessons and are generally well supported by learning assistants. Occasionally they are given support by an adult when it would be more appropriate for

them to be set work pitched at a slightly lower level, which they could achieve by their own efforts and so develop a greater sense of self-esteem. Their progress throughout the school is good in relation to the targets set for them in their individual plans. The very few pupils who speak English as an additional language receive support in learning English which helps them to quickly join in with all activities and their progress is good.

101. The school is beginning to use information and communication technology well but is behind the level seen in many schools nationally, and pupils are only just beginning to use computers in their work in English. They have word processed texts and they are confident in choosing different letter styles and size but have not yet developed an understanding of how to match presentation to the style of writing. It is was not possible to judge during the inspection if pupils can scan a screen effectively using their reading skills. In the juniors writing in other subjects such as history and science does not reflect the good standard seen in English. In history, for example there are very few examples of pupils writing imaginatively, empathising with the lives of ordinary men and women of an historical period.
102. There are adequate procedures in place to assess pupils' skills and knowledge in reading and writing. Spelling is planned for systematically, as is handwriting and these are assessed through tests and through teachers' marking appropriately. End of year tests are set for each year group from Year 3 onwards. Teachers keep good records of how well pupils are reading and there is a portfolio of written work to help guide teachers in their allocation of National Curriculum levels. There are no assessment records of pupils' speaking and listening skills.
103. Resources have been generous in the last year but the accommodation for the library has been affected negatively by the need for more classrooms. The current provision, despite considerable efforts to provide the best possible, is an unsatisfactory compromise.
104. Management of English is good and is led by an enthusiastic and well-informed co-ordinator, Regrettably her energetic leadership will cease shortly with her imminent retirement. The school is in the process of replacing this post. This is a crucial action if the monitoring and the development of teaching in English is to be maintained. Currently the overall standard of pupils' literacy is very good. The National Literacy Strategy has been successfully introduced but plans to monitor and evaluate the curriculum are too long term to be effective. The school needs to review the cycle of monitoring the core subjects of the curriculum to ensure better evaluation of the teaching quality and the curriculum planning. A key element of the provision is the need to strengthen the use of drama in the literacy programme.

## MATHEMATICS

105. In the 2000 tests for seven-year olds pupils reached levels similar to the national average. In the tests for eleven-year olds results were well above the national average. When compared against similar schools the results were average. However, the pupils' performance was good when compared against schools achieving the same results in the tests the pupils took when they were seven. This is a good indicator of good progress for this year group.
106. Standards have decreased in the infants from well above average in 1998 to average in 2000. The school has analysed why this was the case and taken steps to put matters right. The school has now implemented the Numeracy Strategy and pupils are on track to achieve better results this year. The school has set an appropriate target for the performance of eleven-year-olds in the national tests for 2001. There are focus groups to boost the achievements of those of higher attainment, and support for those of lower attainment, both of which help towards pupils achieving the school's target.
107. In work seen during the inspection, pupils aged seven are reaching standards above national expectations. Progress in lessons is good and pupils' achievements are satisfactory. They make good gains in understanding of number, shapes and measures. They develop skills with numbers. Many are able to add and subtract confidently to 20 in their heads and count forwards and backwards to 100. Higher attainers know several of their tables. Pupils develop good knowledge of shapes and can describe simple two-dimensional shapes and their properties, the number of sides and corners and whether they are symmetrical. Higher attaining pupils extend their knowledge when looking at three-dimensional shapes. They are able to choose the most appropriate shape for a particular task and explain why for example a cuboid is most suitable as a container for cornflakes. They measure with increasing accuracy.
108. In work seen during the inspection, pupils at the age of 11 are reaching standards above those expected nationally in numeracy and other aspects of mathematics. They clearly build on the work done in earlier years. They develop confidence when using number and handle decimals and percentages when solving problems. They are able to measure and estimate accurately and are aware when answers are not sensible. Higher attaining pupils develop skills with algebra and use these to solve problems such as finding the circumference of a circle. Pupils collect data and draw different types of graphs and can describe what they show. Pupils' progress is satisfactory through the junior classes. Pupils with special needs, and those who speak English as an additional language make satisfactory progress overall. In the withdrawal sessions, their needs are carefully assessed, and appropriate individual targets and individual learning programmes are devised. In these sessions their learning is focused and good. In some lessons, particularly for older pupils, learning is not so good, where work is not targeted at particular need and pupils struggle to understand.
109. Pupils develop literacy skills when asked to explain their thinking or to describe how they solve particular problems. However, they have insufficient opportunities to develop information and communication technology skills because of lack of access to computers. Pupils with special educational needs are not given extra support on computers because of a lack of appropriate programs, limited access to the set of lap top computers and only one computer based in each classroom.

110. Teaching is good overall, with no unsatisfactory teaching observed in mathematics lessons. In the more effective lessons, teachers' planning is thorough and takes account of the range of attainment. Their knowledge of the National Numeracy Strategy lesson structure is good. Pupils are clear about the lesson objectives. The mental and oral session is brisk with clear objectives, and all pupils are involved, with questions targeted at the level of attainment of the particular pupil. As a result, pupils pay good attention and are keen to answer. In the main part of the lesson, pupils work in attainment groups and a range of activities are well prepared to match group needs. Teachers support groups and individuals, helping them if they have difficulties and checking that they are able to do the work. Classroom assistants are generally used effectively to support pupils with special educational needs. Pupils have very good relationships with teachers and other pupils. They work well in pairs and individually and are always keen to volunteer to help. In the concluding part of the lesson, the teacher asks pupils to explain what they have learned, using the appropriate language. Carefully chosen questions ensure that all pupils are able to contribute and feel valued. Resources are well organised, clearly labelled and easily accessible. The good and often very good teaching has a positive impact on the quality of learning. Homework is well used to support the work done in class.
111. In the few lessons which had some areas for improvement, work does not cater for the range of ability. Higher attaining pupils are not challenged and the work is too difficult for lower attaining pupils. They are given support by a classroom assistant but because the concepts involved are not well understood, the support is over-prescriptive and does not help their learning. Sometimes planning lacks sufficient detail to help the teacher achieve a well focused lesson. Occasionally, limited subject knowledge results in the use of incorrect methods or imprecise use of mathematical language.
112. The teaching of pupils with special educational needs is more effective where withdrawal from afternoon lessons takes place. Pupils' numeracy skills are well developed as a result of diagnostic assessment and the development of individual learning programmes. In a significant number of lessons, insufficient reference is made to their individual education programmes. Subject targets are not linked to these programmes nor are they specific enough to address individual needs.
113. Pupils are regularly assessed and this information is used to monitor attainment and to identify high and low attainers. Assessment information has been well used to raise standards. Areas of weakness have been identified through careful analysis of test papers, and teaching programmes devised to address these areas, particularly in Year 2 and Year 6. Marking is mostly thorough, with constructive comments on ways to improve presentation and how to do questions that are wrong. In a small number of books marking is superficial. Some work is not marked and there are few comments.
114. The subject is well led. The National Numeracy Strategy has been implemented and progress since the last inspection has been satisfactory. The co-ordinator is aware of the areas for development and has pursued a range of strategies to improve standards. These include individual target cards, more structured use of assessment information, the planned use of information and communication technology, the monitoring of the use of homework, audited and improved resources and the examination of the quality of marking. The co-ordinator monitors teachers' planning and has monitored the quality of teaching and learning, giving written and oral feedback to staff on ways to improve their teaching. As a result, teaching has improved.

## SCIENCE

115. Pupils' current attainment at seven and eleven is average. This is similar to the year 2000 results in the National Curriculum tests for eleven-year-olds and teachers' assessments of seven year olds. The school's test results were below average when compared to similar schools on the basis of prior attainment. Girls' test scores at eleven were well below that of boys. However, taken over a four-year period, boys' and girls' attainment is very similar. The school has not analysed why girls' results were so low in the year 2000 tests. At the time of the last inspection attainment at ages seven and eleven was above the national average. Over the period 1996–2000 the trend in the school's results has fallen below that of national results. Time for science has been reduced, and the school has not maintained the consistent formula, used throughout the school, which developed pupils' understanding of scientific enquiry, seen at the time of the last inspection.
116. At the time of the last inspection the school was asked to provide a collection of pupils' work each year which teachers had assessed so as to guide them in making judgements about the levels pupils have achieved. However, there is now a national collection of such work but teachers still need to use this in a regular way to evaluate how well pupils in their own school, are achieving and this has not been done. The curriculum time devoted to science is less than that allocated in other schools and pupils' attainment suffers as a result.
117. By the age of seven, pupils possess a sound scientific knowledge because teachers have planned thoroughly from the programmes of study. Pupils understand, for instance, that electricity flows through wires and can be a source of danger; they can differentiate between living, dead and "never-lived" things; and some can predict, with a good measure of success, how materials will change when heated and cooled. In a very good lesson in Year 2 on forces, the pace of the lesson was brisk, the focus on scientific vocabulary very good and the teacher's subject knowledge was good. Learning was very good for those pupils who remained for the whole lesson. Several pupils missed part of the main activity as they left to read with parent helpers. This affected another Year 2 lesson more acutely where groups of pupils missed a significant parts of the lesson for swimming. This restricts the impact of good and very good teaching. Learning and pupils' attainment is impaired. The teacher had asked pupils to make predictions of what they thought would happen and although pupils worked industriously, this difficult concept was not fully established.
118. In the juniors, pupils continue to cover the range of topics in the programmes of study and their knowledge develops at a satisfactory rate. By the age of eleven, pupils have learnt, for instance, to distinguish between natural and man-made materials; discriminate between solids, liquids and gases; determine which changes are reversible and which aren't; know that light travels in straight lines and images are inverted when received in the eye. Teachers sometimes plan activities which incorporate elements of scientific enquiry, but in the main pupils are not given sufficient opportunities to investigate, make predictions, test and determine whether their initial prediction was right. As a consequence, pupils' work shows little evidence of their independent questioning or drawing together of conclusions. In Year 6, pupils watched a class experiment to find out why soils differ with regard to permeability. Not all were sufficiently engaged in the activity because the teacher carried out the investigation and they had not been actively involved at the start in the process of prediction and testing. A good number learnt the related facts and could give examples of how to improve the investigation or measure the results, but others

became uninterested and their rate of learning slowed. A strength of the teaching is a concentration on presenting scientific vocabulary which pupils learn well throughout the school. Year 6 pupils talk of materials being “translucent, transparent and opaque” and are able to describe the differences between them. They understand what is meant by soluble and permeable and are able to differentiate between them. Some opportunities for research are provided, but again this is not developed as fully as it could be. There is little use of computers for pupils to carry out research, and pupils do not often have the opportunity to research using classroom books. There is no library area for pupils to work independently.

119. Teaching in the infants is good, whilst in the juniors, it is generally satisfactory. No unsatisfactory lessons were seen. Throughout the school, pupils’ learning, including that of pupils with special educational needs and those who speak English as an additional language, is satisfactory. All pupils tackle the same work but higher attaining pupils are, on occasions, expected to write more detailed or demanding explanations and those with special educational needs or those who speak English as an additional language are given support, either from the classroom assistant or from the teacher. There is quite a significant amount of work carried out on worksheets. As a result, pupils are not developing the writing skills which are inherent in the step-by-step process of writing up investigations and simple experiments. Teachers plan carefully to build on pupils’ previous knowledge. For example, in a good piece of work in Year 6, the pupils drew on their learning about animal habitats to “design a suitable habitat for a snail”. This practical task clearly interested all pupils and gave them good opportunities to think out a problem. Questioning is sometimes very good and promotes pupils’ thinking well. In the infant classes, pupils were very interested in their lessons because they were given challenging tasks. They confidently put forward their ideas and listened well to others. In the juniors, pupils paid good attention in lessons and worked hard. When given the opportunity they worked well together, sharing ideas and resources. Marking sometimes produces comments from the teacher on the presentation of work but rarely does it seek to challenge or extend pupils’ thinking. Marking has little impact upon raising standards.
120. Pupils are not reaching their full potential. Science is due to be reviewed in the Spring term of 2002. Medium term planning reflects National Curriculum requirements but short-term planning is variable and the school lacks a uniform approach. Pupils are assessed on an end of unit basis. Methods of assessment are left to individual teachers. The school has not produced a portfolio of work to guide teachers’ assessments, as advised at the last inspection. There is now a national collection of assessed work to help in this respect, but the school has not got procedures in place to use this comprehensively. There is no subject co-ordinator and this has meant that there has been no monitoring of planning, scrutiny of pupils’ work or staff training during this school year. The school’s policy and scheme of work is very brief and gives no address to subject provision for pupils with special educational needs. Links with other subjects, including how information and communication technology is to be used, are not identified sufficiently in the long term planning.
121. The school has a wildlife area and this is used well in relation to work on habitats. The curriculum is enriched with visits to the Centre for the Royal Society for the Protection of Birds in Dungeness, a wildlife park and a zoo and by the visit of the “Birds of Prey” display team.

## **ART AND DESIGN**

122. The attainment of pupils aged seven is above that expected nationally for this age.



Pupils in the infant classes make good progress and build on the skills and knowledge they have acquired by the end of the reception classes. The standard achieved by eleven-year-olds is similar to national expectations, not so high as at the end of the infants. The progress of pupils in the junior classes varies considerably in Art. In the co-ordinator's class a much greater depth of work is achieved than in other classes. Pupils in this class work in a range of media to explore and develop ideas. Standards at the end of the juniors are not so high as at the time of the last inspection and this reflects the fact that there has been less time allocated to the development of skills in the last two years. A good example of how this has affected standards is the current lack of sketchbooks, which were used effectively by pupils, at the time of the last inspection

123. In Years 1 and 2 pupils are provided with a wide variety of experiences of working in two and three dimensions and their skills and knowledge develop well as a result. Pupils in Year 1, for example, explored colour, and acquired a new skill with wool when they made unusual woven mats using a crossed stick method. This work entailed a very precise method of working and provided pupils with a good understanding of a traditional process used in craft and design. They develop skills in drawing and painting well through first-hand observations and imaginative work so that by the time they are in Year 2 they are able to apply colour confidently; filling a page once they have decided on the forms they wish to create. This was very apparent in the bold pictures they produced in the style of Monet. Pupils could talk about the painter and some features of his work and appreciated that they had used his paintings as a starting point for their own ideas.
124. Teachers in the infants plan well to provide pupils with a good balanced programme of work reflecting the breadth of study in the National Curriculum, and work is linked appropriately to other subjects. For example, in Year 2 the pupils used fiery red and orange colours to depict leaping flames which the class teacher drew together to make a class picture of the fire of London. A good contrast to the cool colours used in pictures displayed on the wall made from a collage of different blues. To achieve the good finish and well-thought out effects of their humorous pictures with a moving part the pupils had to work hard at their designs. "I had to do mine again," said one pupil truthfully. They had been given the remit to produce a movement picture using a slotted strip of card. The pictures were very different in approach, indicating that the teacher had allowed them the freedom to choose, make mistakes and develop their own ideas. The pupils were able to evaluate their own picture and those of their peers.
125. The standard of work in Year 6 shows that pupils' skills and knowledge from previous years was not sufficiently high, and current work is making up lost ground. Their knowledge of artists and their roles, particularly those from different cultures and times, is limited, although within their work on ancient Greece and the Romans, the art of those periods has been studied. Pupils know for instance, that mosaic was a feature of Roman decoration and that the Greeks used fine depictions of the human form on their pottery. In a lesson in Year 6, the teacher had planned effective collaborative work so that pupils talked to each other productively as they worked together on an arrangement of unusual tubular-shaped figures they had cut out from paper. The pupils knew, in the same way as those in Year 2, that their work was based on a particular work of an artist but they did not have a greater understanding of exploring their own ideas from this starting point. All pupils worked with interest on the project but the teacher had not taken the opportunity to mix groups which normally worked together with the consequence that there was a little staleness in the way they

reacted with each other.

126. The standard of the art work produced by the eight-year-old pupils taught by the art and design co-ordinator was much higher than elsewhere in the school. They achieved pictures showing a mature investigation into the use of mixed media; collage, paint and pastel to produce large and well detailed representations of buildings. They worked intensely on their observational drawings in white chalk on black paper of a single ostrich feather, constantly checking the effect they were achieving and asking others if they had managed to capture the curving shape of the feather. In other classes, there were some pieces of work which showed that teachers were conscious of the need to develop pupils' awareness of design and exploration but in the main there was only a small amount of work produced. The school has just started to re-introduce individual sketch books intended to follow pupils through from Year 1 to Year 6. There were too few pieces of work to judge if these are going to be an effective means of developing pupils' skills.
127. There is an expert and enthusiastic co-ordinator but she has not had sufficient opportunity to develop the subject throughout the school. Planning is now in place for the new National Curriculum. The co-ordinator encourages staff and gives good guidance. Teachers' plans are monitored to ensure that there is adequate coverage of the curriculum. Pupils' work is monitored informally when display is monitored but quality of work and levels of achievements are not covered. There has been no recent training, and records of pupils' attainment are not kept. There have been good links with the community with displays of pupils' work in the locality. The subject contributes well to pupils' cultural development, and during multi-cultural week, art is a prominent feature in developing the pupils' understanding of cultures different to their own.

## **DESIGN AND TECHNOLOGY**

128. Standards achieved in design and technology for pupils aged seven and eleven are as expected nationally for pupils at end of the infant and junior age range. Pupils, including those with special educational needs and the few pupils who speak English as an additional language, build on their knowledge and skills at a satisfactory rate. At the time of the last inspection standards were higher. The school no longer allocates as much time to the subject, and some of the good features of the school's provision, noted at the time of the last inspection, such as the systematic development of pupils' own 'project folder' is no longer in use.
129. By the age of seven, pupils have a good understanding of the need to select appropriate materials for the task they are going to carry out. For example, they listed materials for their models of a lighthouse, complete with an operating light. They understand that before making something a plan needs to be devised and recorded, possibly in a drawing, and choices made as to what materials should be used. They produced good plans for the glove puppets for a play, including sketches of the finished puppet and a list of materials for the making. They show good understanding of problems that could arise in construction. For instance, they are aware that the felt ears would need something such a pipe cleaner to help them stand up.
130. Older pupils achieve higher standards in drawing, discussing and evaluating their plans. They re-visit their initial ideas and make improvements. Good technical ability was shown in Year 5 when they designed models involving the use of moving parts. They used cams when designing pop-up toys. They were able to explain the technical problems involved in the construction and why some models did not work. Pupils

work hard at design and technology and with enthusiasm. For example, in a lesson in Year 6 when the pupils were involved in a project to make and design a waistcoat, they discussed at length with each other how to improve their plans. They considered the different elements of fashion and convenience in the use of buttons, zips or Velcro for fastenings.

131. The quality of teaching is good. Planning is based on national guidelines and includes appropriate balance on the different elements within the subject. Teachers have sufficient knowledge and apply this well in planning work. Explanations are clear and pupils know exactly what they have to do. There is a good emphasis on ensuring that measuring is done with care and accuracy. Whilst working on making tasks, pupils have good support so that they gain satisfaction through a well made product. Teachers have not developed the use of information and communication technology and this limits pupils' understanding in the subject. For instance, when investigating materials and components of products they do not use sensors for monitoring or testing as suggested in the National Curriculum.
132. The management of the subject is sound. Preparation for the introduction of Curriculum 2000 is based on the national published scheme of work available to schools. As yet there are no uniform procedures throughout the school to assess and record pupils' attainment.

## **GEOGRAPHY**

133. Standards achieved by pupils at the age of seven are above what is generally expected for this age. For pupils aged eleven standards are average. At the previous inspection attainment was stated to be above national expectations and so there has been a decline in the juniors. This reflects the reduced amount of time teachers have had in the past two years to develop this subject and the number of staff changes in the junior classes.
134. By the age of seven, pupils have a sound geographical knowledge of the local environment and have visited the nearby locality, including shops, church, recreation ground and Hildenborough village. They have worked out their route to and from school. Pupils are aware of the variety and use of many buildings in the neighbourhood. Teachers have supported pupils in conducting a traffic survey and the mathematical information was used appropriately to produce simple graphs from the tally they have made. Year 2 pupils know that different parts of the world experience different weather patterns. They know that you need to wrap up warmly at the North Pole and that it gets hot and sweaty at the "middle of the earth". Teachers provide good opportunities for pupils to learn about weather recording. They collect simple data and produce bar graphs of the observations. Work is of a satisfactory standard and there is appropriate coverage of the programme of study for pupils aged seven. Geography provides good opportunities for pupils in the infants to develop their mathematical understanding.
135. By the end of Key Stage 2, pupils have compared and contrasted Hildenborough with many different locations, including Devon, India and the Isle of Wight. They have examined and compared climatic conditions, topography, settlements, land use and economic activities in other parts of the world as well as within the United Kingdom. Pupils in Year 5, for instance had just received letters from a school in Devon and were trying to build up a collective picture of the school's locality by extracting factual information from the letters. The work had been linked to work on co-ordinates and a map of the Devon location in mathematics earlier in the day. There is a good focus

on language, and pupils have appropriate understanding of the use of scale, grid references, contours, direction, keys and symbols. Pupils use maps and atlases well and can locate cities and features on maps of the British Isles, Europe and the world. They understand the pattern of day and night, winter and summer as well as the influence of sun and moon. A Year 6 class had Horton Kirby as a focus on their topic on water and rivers. Pupils understand terms such as "weathering", "erosion", "tributary" and "source". Their recording and written descriptions are of a satisfactory standard. They do not, however, show that pupils can respond to geographical questions for instance about environmental change or how environments can be damaged or improved. The school makes good use of visit opportunities to enable pupils to experience at first-hand many geographical features and issues. A residential visit for Year 6 pupils creates an excellent opportunity for pupils to explore a different physical environment at first hand. This is a very good feature. Pupils' work is of a satisfactory standard and presentation is generally good throughout the key stage. Teachers use mathematics well in work in geography.

136. Only one half-hour lesson was observed during the inspection. This was satisfactory. It was, therefore, not possible to make a judgement on the overall quality of teaching in the subject requirements in geography. Volume of pupils' work is small in the infants as much of the subject's curriculum time is spent in discussion and production of classroom display, such as the walk in the locality. The volume of work in the juniors is satisfactory. Much of the work is on photocopied work sheets, however, and does not sufficiently challenge higher attaining pupils. There is little evidence of tasks being set to suit different levels of ability.
137. Pupils enjoy learning about distant places and using maps to locate places and physical features. They show an interest in the work and enjoy learning new vocabulary. Geography makes a significant contribution to the cultural, moral and social development of pupils. Pupils are made aware of other cultures through work related to other countries. They consider the morality of certain environmental and social issues relating to pollution and traffic in the locality. They express their opinions when asked but the school does not provide sufficient opportunities for them to record their views.
138. The subject has no co-ordinator. The post has been vacant since the beginning of the school year. It was vacant at the time of the previous inspection. The school's policy document and scheme of work was reviewed last summer in line with Curriculum 2000 but is not as yet fully completed. Assessment procedures are left to the discretion of individual teachers. Resources are satisfactory but good quality books, globes and computer software are needed to improve the attainment of pupils' in the juniors.

## **HISTORY**

139. The attainment of pupils aged seven is above that generally expected but the attainment of those aged eleven is average. At the previous inspection attainment was stated to be above national expectations for both infants and juniors. This represents a fall in standards. The school has had to concentrate on introducing the national strategies for literacy and numeracy and this has meant that there has been less time to devote to subjects such as history. Experienced staff members have left, and the high quality of pupils' work seen in junior classes at the last inspection has not been maintained. As only two lessons were observed during the inspection, judgement on pupils' attainment is largely based on examining pupils' work, teachers' planning and talking to pupils and the subject co-ordinator.

140. At the age of seven, pupils are developing a good understanding of the past and the way in which life differed in bygone times to the present day. Year 2 pupils had recently visited the Monument and the Museum of London in connection with their topic on the Fire of London and this had given them enthusiasm for their learning and an understanding of how we learn about the past from historic buildings. Teachers present them with challenging work which is well linked to other class activities such as music, art and dance. Pupils knew when and where the Fire had started and why it had been difficult to control. They understood the importance of documented evidence such as Pepys' diary and that paintings and etchings of the Fire were a source of evidence. Pupils knew that there was no photographic evidence. Pupils are developing a good understanding of the passage of time and can structure simple time lines.
141. By the age of eleven, pupils have a sound understanding of chronology and how past events have influenced the modern day. They can, for instance compare modern day medicine and health care with that of the past and in so doing have understood how individuals can influence change. In a good lesson on Ancient Egypt, pupils were clearly interested in the teacher's explanation of mummification. They were keen to learn the details of the process and the teacher made good links to their learning in science. Teachers provide pupils with good opportunities to learn from historical objects, pictures, videos, newspapers, visits to historic buildings, museums and exhibitions, and as a result pupils are interested in history and keen to learn. However, teachers do not capitalise on this interest sufficiently. Much use is made of commercial work sheets and too much work is copied up. This does not present a challenge to pupils, particularly those of higher attainment who generally cover the same work as the rest of the class. As a result, whilst pupils gain and retain a good amount of historical knowledge, they have too few opportunities to identify and discuss reasons for historical events; to understand that the past is interpreted in different ways and to give their own interpretations. In Year 6, pupils were given the opportunity to develop research skills using two information sheets; many could have turned to more challenging sources. Pupils with special education needs make satisfactory progress as they are given support by classroom assistants and tackle the same activities as others.
142. Little use is made of computers in the subject and this is having an adverse effect on pupils' attainment in both subjects. History is used well to develop pupils' skills in writing in the infants. This is not the case in the junior classes. Opportunities to develop pupils' written work through the excitement of history topics is missed.
143. There is satisfactory leadership of the subject. The co-ordinator has been in post for over a year. Prior to this the subject had been without a co-ordinator for the previous year. The school's policy document and scheme of work was reviewed six months ago in line with requirements for the subject in Curriculum 2000. In addition to a brief policy statement and scheme of work, the school has adopted the national guidelines for history. This represents an improvement since the last inspection when no scheme of work was in place. The co-ordinator reviews teachers' medium term plans but does not have a strategic overview of the subject, as although assessment has been agreed, it is currently left to individual teachers as to whether or not to carry it out. Resources are good but there is a lack of good quality books and computer software, both of which are needed to raise attainment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

144. Standards of attainment in information and communication technology (ICT) are below national expectations at the end of both key stages. Until recently, resources were unsatisfactory. Most classrooms had only one computer and as a result pupils had little opportunity to develop their skills. Twenty new laptop computers have been purchased and these are already having a positive impact on standards. However, there has been insufficient time for pupils to reach levels of attainment which could be expected for their age.
145. Pupils in Year 6 use a word processing package to produce text showing that they have made a choice of style, size and colour of letters. There is little difference in the standard of their work to that produced in a similar way by eight-year-old pupils. They have not had sufficient experience to select and review their work, or to combine different forms of information from a variety of sources. Their current work is well below the standard usually seen for eleven-year-olds.
146. By the age of seven, pupils are able to click on an icon to locate the program they need from the computer's menus. They are able to use an artwork program, for example to select text styles and enter text when producing labels for lighthouses. Pupils who have more skills than others are able to use the touch pad and select button to enlarge and move words. A few pupils need help with almost all actions. However, pupils are making rapid progress. Throughout the infants, pupils are being taught to use the keyboard to type correctly and they are learning to do this well. Five-year-old pupils are learning to use the correct fingers on the correct keys and these pupils are making good progress.
147. Throughout the school, most pupils have some word processing skills, and are able to produce different styles and colours of text. Ten-year-old pupils are able to use spreadsheets to complete a shopping list, and nine-year-old pupils are able to use an art package to draw a picture of a feather. They know about devices that can provide extra in-put to a computer, for example using an additional drive to access information and those that will enhance the out-put such as a digital camera, and they can give examples of each.
148. Pupils with special educational needs are not supported in their learning through the use of information and communication technology. There is a computer in the special needs area but insufficient software to help them to improve their skills in mathematics and English.
149. Pupils are making good progress in the lessons observed, but they have only used the laptops for a few weeks. As a result, they are only just beginning to master skills of combining text and graphics. Similarly, they are at an early stage with the use of art packages, spreadsheets, databases, presentation programs and the digital cameras. They have not yet used computers to control events or to use sensors and control lights and sounds. The pupils in Year 6 have too many gaps in their knowledge and experience, and as a result their achievements are unsatisfactory. Pupils are not getting sufficient opportunities to initiate computer projects or use skills more widely in investigations in other subjects such as science, history, geography and mathematics. The high portability of the laptops means that they are being used effectively in lessons, though there is insufficient software to support the full range of subjects. There are also few interactive CD-ROMs available for pupils to develop information-seeking skills. Pupils and teachers do not have the benefit of sending e-mails or of being able to access information on the internet.

150. Pupils are only just beginning to use computers to extend literacy skills, and most have not learned to be efficient with the use of the keyboard. As a result computers are not being used for writing during the Literacy Hour to any great extent. Good use of computers was made in one English lesson when eight-year-old pupils copied and corrected text by putting in the missing capital letters.
151. Pupils sometimes have to share laptops, which reduces the opportunity for them to practise skills. However, the school plans to invest in an additional ten machines so that there will be a full class set. With very high demands placed on the laptops, it is not always easy for teachers to get access to them and the single computer in classrooms does not provide the access needed for regular support for teaching and learning in lessons.
152. Teaching observed is satisfactory overall. Teachers give clear instructions and explanations, so that pupils know what they have to do and how to do it. Pupils listen well, and when they have heard the instructions are able to proceed to practice in groups. The laptop computers are used regularly and effectively so that pupils are becoming familiar with using computers as an aid to learning and are becoming comfortable in their use. However, the keyboards are not as easy to use as a standard keyboard and the touch pads can be difficult to use for precision work, for example when using drawing programs.
153. Pupils clearly enjoy their work, and in the lesson observed, there is some degree of excitement and wonder about what they can achieve. Lower attaining pupils find computers a very useful tool. They are pleased to be able to produce work presented to a much higher standard than they could normally achieve. Younger pupils are proud of their achievements. One pupil worked hard to produce a page full of letters before saying, "My computer's tired. It's done a lot of work."
154. Teacher assessments are not well developed. There are record books for older pupils and there is a checklist for younger pupils, but there are no cross-curricular mappings of ICT skills in order to monitor attainment and progress. The co-ordinator is aware of this and plans are in place to address this issue.
155. Until this year, the co-ordinator has had insufficient funding to adequately develop provision for ICT. However, she is well aware of the needs for the school. She has a good action plan to address the improvement of teaching, training and provision for information and communication technology within the school. There has been an audit of staff skills, and a programme of staff development has been planned in line with planned improvement in provision of hardware and software. New curriculum planning has been adopted which meets the statutory requirements, and hardware and software is to be purchased to support this. The co-ordinator has given careful thought to developing the provision to enable the school to participate in the National Grid for Learning. Use of this and additional funding will significantly improve the present level of resourcing, level of staff expertise and opportunities for pupils to develop competence in the use of ICT.

## **MUSIC**

156. Only one lesson in the infants was seen during the inspection, owing to the organisation of teachers' timetables. No overall judgement could be made with regard to pupils' attainment in music or the quality of teaching.
157. Pupils make a good start in the infant classes, building on the work they have done in

reception. They use percussive instruments well, having learnt in previous lessons the quality of sound produced by different instruments. Higher attaining pupils can respond to their teacher's questions concerning rhythm and beat, correctly identifying the difference. Most tap out the rhythm made by the syllables in their own name correctly. They know how to play their instruments quietly but when they get excited none can resist the opportunity to bang loudly. All make good progress because they are all interested and keen to participate. The teacher has good subject knowledge and a good understanding of how to develop pupils' skills whilst giving them the opportunity to explore and enjoy music making. Teacher and pupils alike enjoyed the humour of "The Little Red Hen Rap", a traditional story which took particularly well to this modern treatment and which was very well matched to pupils' interest and attainment.

158. Only a limited amount of singing was heard in assembly. This was at the standard usually expected, although in the infant assembly the song chosen was not known well by the younger pupils and in the main, after the first verse, only the older pupils sang. They tried to sing all of the many verses but difficulties in seeing the words on the overhead projector defeated all but the most diligent. The school had produced a CD of each class singing Christmas carols. They had the good fortune to use a real production studio. Pupils sing very well on this recording. They are harmonious and maintain a good tempo, singing in unison. The spirited rendering of Good King Wenceslas by Year 6 shows a higher than usual awareness of performing to a good standard.
159. Approximately 30 pupils attend the choir and the session is valuable in providing pupils with opportunities to sing at a good standard and to develop their skills. Staff members lead the session and are very enthusiastic, which motivates the choir members very well, all of whom obviously enjoyed the session. Staff now need to move on to conducting the singing rather than joining in, so as to assess and develop quality. There are keen recorder players in the after-school recorder clubs and they have made very good progress since starting in September.
160. The subject is well led. The co-ordinator and the deputy headteacher are working together to raise the profile of the subject and to help music make a real contribution to the pupils' spiritual and social development. They have good plans for development, for example to include those pupils who attend classes with the peripatetic teachers, into the mainstream music, both on an informal basis in lessons and more formally in assemblies and school productions. The school's resources are good and recent purchases have paid attention to the contribution music can make to pupils' awareness of other cultures.

## **PHYSICAL EDUCATION**

161. Standards achieved by pupils by the age of seven and eleven are similar to what is expected in most schools in respect of the dance element of the programme of study. No gymnastics or games lessons were seen and so a judgement on the pupils' attainment could not be made. The standard achieved by those pupils who attend after-school clubs such as netball and football is higher than expectations, particularly in respect of their skill in games. All pupils make good progress in swimming so that by the age of eleven, pupils have achieved a higher standard than those required nationally.
162. Lessons are based on a well-planned programme of work so that pupils' skills and knowledge are developed systematically. Lessons were satisfactory or good in equal



proportion. Good routines have been established throughout the school so that pupils dress appropriately and enter the hall ready to start work immediately. Teachers use physical education well to help pupils understand the workings of their body and the importance of proper exercise.

163. By the age of seven, pupils interpret ideas in movement well. For example, they were able to suggest the flickering movement of fire through controlled twirling arm-movements. The teacher focused their attention well and gave good encouragement to help them develop their work. Occasionally opportunities were missed. For example, whilst pupils could achieve an effective low crouching position representing the unleashed fire, the teacher did not develop their understanding of how their stillness could contribute and contrast to the effects achieved by their subsequent movements. Pupils were able to devise a short sequence of movements, some of which had good quality. This was a class exchange in order to maximise staff expertise. The teacher managed the class very well and most pupils responded by trying their best. There were a few pupils who had not yet developed a good understanding of using the space and their time in the hall to best advantage.
164. Eleven-year-olds worked well to achieve a dance phrase in pairs interpreting a short piece of slow atmospheric music. The quality of their movements was sometimes lower than you would expect at this age but their work together on the sequence was good. They were able to understand how to mirror each others' movements and how to evaluate their own work, repeating and improving the sequence they had developed. Pupils responded well to their teacher because praise and thoughtful feedback was given to help develop their sequences. A greater emphasis on improving the quality of movement and the importance of links in a dance sequence would have raised pupils' attainment.
165. Teachers plan a good range of experience in dance. For example, in Year 3 Indian music was used and the traditional gestures demonstrated to pupils. In Year 4, the class was rehearsing a dance routine to a Latin American rhythm in preparation for the school concert. This lesson provided pupils with good opportunities to develop and extend their skills. The strength of the teaching is in carefully planned lessons. However, the warm-up session rarely links to the rest of the lesson. A greater awareness of how to increase the quality of pupils' work, including each pupils' individual efforts would enhance provision.
166. The subject is well led. The co-ordinator is knowledgeable and very committed to promoting all aspects of physical education. As a result, there are good opportunities in after-school clubs and in lessons for pupils to benefit from physical exercise. Volunteer helpers, including the school caretaker make a significant contribution. The provision of swimming in the school's own baths is good. Parents' contribution is very generous and represents a great deal of commitment. There is however, a need to think out current organisation in respect of the best value overall to pupils' learning.

## **RELIGIOUS EDUCATION**

167. Standards in religious education are satisfactory for seven-year-olds and good for eleven-year olds. They meet the requirements of the newly introduced Kent Agreed Syllabus. Pupils' achievements are good. This is a similar finding to the previous inspection.
168. By the age of seven, pupils have a good knowledge of stories from the Bible, particularly those from the New Testament. This is because they are told in an

interesting way by teachers in lessons and by those who come as visitors to assembly. Pupils' understanding of how these stories relate to their own lives is good because teachers question pupils well. For example, in a lesson on the "Prodigal Son" pupils showed a mature understanding of the father's dilemma, after the teacher had asked "What would you have done?". The current syllabus has only been in school since September and so some of the requirements have not been covered by pupils in Year 2. As a result their knowledge of other world faiths is not good. They know a little about the festival of Chinese New Year but could not recall the names of other religions without some prompting.

169. By the age of eleven pupils, have achieved a good understanding of some elements of religious faith and how religion is an integral part of community life. They can explain how religion provides people with a set of rules and express their own different opinions about the purpose of rules. The good grounding they gained in the infants with regard to the well-known stories of the Christian faith has been extended well, so that they can explain, for instance the meaning of the word "parable". Their knowledge of other world faiths is good. For example, they could explain the links between the Jewish and Christian faith. They knew and could name the first five books of the Old Testament and explain their importance to Judaism. They could identify similarities and differences between different faiths; most having a sacred book, symbols of faith and special rules. They pointed out the element of fasting in Ramadan and Lent.
170. Teaching is never less than satisfactory. It is good overall. In a very good lesson in the infants, the teacher clarified for the pupils the notion of religion, helping them to set it in the context of their own lives and making a start, even with these very young pupils, to set religion in the context of society. This is not always achieved when teachers concentrate too much on presenting facts, either of a religious story or explaining the purpose of artefacts and symbols. A good lesson in the juniors achieved this by using the theme of "messages". The pupils learnt about the Angel Gabriel's message to Mary and the angel's visit to Mohammed, and the teacher extended their ideas by asking them to think of the ways messages have been sent in the past and present which included thoughtful contributions such as the importance of Braille for the sending of messages by the blind. Work in religious education often supports pupils' speaking and listening skills. In a good lesson in Year 3, the teacher very effectively extended pupils' writing skills when asking them to write a post card as if they had been on holiday and seen Jesus when he rode into Jerusalem. The exclamatory short sentences chosen by many pupils showed that good learning in both religious education and writing had resulted. Overall teachers do not seek sufficient opportunities to develop good writing experiences in religious education in the older classes. Sometimes pupils copy work or fill in a worksheet.
171. The co-ordinator is knowledgeable and oversees the implementation of the syllabus well. There has not been an opportunity as yet for her to monitor teaching. There are good resources. Medium and long-term planning are monitored effectively. As yet, the school has not put in place a simple system to assess and record pupils' achievements. This would enhance the school's monitoring of pupils' personal development. The subject makes a good contribution to pupils' personal development. However there is little display in communal areas to help pupils understand the importance the school places on religious studies.