

INSPECTION REPORT

CHIDDINGSTONE CE VC PRIMARY SCHOOL

Chiddingstone, Edenbridge

LEA area: Kent

Unique reference number: 118599

Headteacher: Mrs Margaret Cooke

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: March 12th – 14th 2001

Inspection number: 193802

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: Chiddingstone
Edenbridge
Kent

Postcode: TN8 7AH
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Appropriate authority: The Governing Body
Name of chair of governors: Dr M Swan

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21124	Ann Coughlan	Registered inspector	Science, information and communication technology, physical education, special educational needs	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
9885	Raymond Orchard	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
15023	Ali Haouas	Team inspector	English, art and design, French, music, equal opportunities	
20678	Maureen Lee	Team inspector	Foundation stage, mathematics, design technology, geography, history, religious education	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than other primary schools with 121 pupils, aged between four and eleven years, on roll. The numbers of boys and girls are similar. Most pupils come from the village and the surrounding area. The percentages of pupils known to be eligible for free school meals and from ethnic minorities are below the national average. The percentage of pupils identified as having special educational needs is in line with the national average but the percentage of pupils with a statement of special educational need is above the national average. Pupils come from a range of socio-economic circumstances but broadly favoured overall. Their attainment on entry is above average.

HOW GOOD THE SCHOOL IS

This is a very good school because school staff, governors, parents and the wider community all work together to do their best for the pupils. The headteacher gives a very clear lead to a committed staff whose good quality teaching helps pupils to attain high standards in their academic and personal development. The school provides good value for money.

What the school does well

- Good and frequently very good teaching enables pupils to attain well above average standards in English, mathematics and science by the time they leave the school.
- The very good range of interesting lessons, together with excellent extra-curricular activities and links with the community, motivate pupils who develop very good attitudes to learning.
- Very good leadership and management have established a common purpose and a strong commitment to further improvement.
- Very good provision for pupils' moral and social development promotes very good behaviour, very good personal development and very constructive relationships throughout the school.
- There is very good provision for pupils with special educational needs.
- The very good care given to pupils helps them to feel secure; they like coming to school and attendance is very good.

What could be improved

- Standards in information and communication technology, to match those attained in other subjects.
- The use of information gained from the assessment of pupils' work to construct more precise targets for improvement for groups and individuals.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The good level of improvement since the last inspection in 1997 has enabled the school to maintain the good standards and quality identified at that time. The school has also implemented significant national initiatives effectively. In response to weaknesses identified at the time of the last inspection the school has improved the quality of curriculum planning and assessment procedures. Standards have improved in speaking, listening and writing skills, in mathematics, design and technology, music and, in Key Stage 2, in physical education. There has also been an improvement in the rate of attendance. Refurbishment of the village hall situated adjacent to the school have improved the quality of education the school offers in the lessons that take place there.

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	C
mathematics	A*	A*	A	B
science	A	A*	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in the national tests in the year 2000 the school's performance was not at the same very high level as seen in the previous two years, but pupils attained above average standards in English and science and well above average in mathematics. This reduction reflected some exceptional circumstances in this particular year group that also affected the school's performance when compared with similar schools. Based on figures for the last five years, the school's results are consistently above the national average and the trend is broadly in line with that found nationally. The school continues to set challenging performance targets. Inspection findings indicate that the current Year 6 is attaining well above average standards in English, mathematics and science. Pupils are also attaining above nationally expected levels in art and design, design and technology, French, history, geography, music and, in Key Stage 2, in physical education. Standards in information and communication technology and, in Key Stage 1 in physical education, meet national expectations overall but could be expected to be higher. Children in the foundation stage frequently exceed the nationally expected early learning goals. In the national tests for 7 year olds, in the year 2000, the school's performance was well above average in mathematics and in the highest five per cent of schools for reading and writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are enthusiastic and concentrate well in lessons. They contribute confidently to discussions and respond very well to a wide range of challenges.
Behaviour, in and out of classrooms	Very good in nearly all lessons and around the school.
Personal development and relationships	Very good: when given the opportunity pupils show initiative and older pupils handle responsibility with maturity and pleasure. Relationships are very good throughout the school.
Attendance	Very good: attendance is above the national average as pupils enjoy coming to school.

Occasionally, pupils lack depth in their understanding of the circumstances of others but the overall very good standards in their attitudes and values contributes significantly to their good achievement.

TEACHING AND LEARNING

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

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

The overall good quality of teaching contributes significantly to pupils' effective learning and the good standards they attain. In the lessons seen, teaching was never less than satisfactory, was good in nearly half the lessons and very good in over one third. There is very good teaching of English and good teaching of mathematics as all teachers show considerable competence in teaching literacy and numeracy skills. The high expectations of teachers across the school and the good support provided by classroom assistants enables pupils with special educational needs and the lower attaining pupils to achieve very well; some attain the nationally expected levels by the time they leave school. The challenges teachers offer also promote the good learning of the brighter pupils. The pupils learn best where the teachers make the learning objectives of a lesson clear to them and reinforce these and where pupils have specific targets for improvement. Occasionally, the pace of a lesson slows and there is some inconsistency in the quality of marking of pupils' work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of learning opportunities, relevant to the pupils. Well-chosen visits to places of interest and visitors to the school together with an excellent range of extra-curricular activities very effectively broaden pupils' experiences and understanding.
Provision for pupils with special educational needs	Very good; the work designed especially for them and the high level of care and support, enables these pupils to make good progress in meeting the targets in their individual education plans and ensures their inclusion in all school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' spiritual and cultural development and very good provision for their social and moral development.
How well the school cares for its pupils	The school cares very well for its pupils and monitors their attendance and behaviour very well. School staff know the pupils well and this provides good informal monitoring of their academic and personal development. The school works effectively in partnership with external support agencies.

The very effective links the school has developed with parents and its excellent links with the community, and a local secondary school contribute very well to the quality of education it provides and the standards pupils attain. There is good assessment of pupils' work in English, mathematics and science but it is under developed in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; clear vision by the headteacher has promoted a common purpose between the school and the community for providing a good quality of education and achieving high standards. The commitment and hard work of all teachers in their roles as subject co-ordinators also makes a very significant contribution.
How well the governors fulfil their responsibilities	The governors are very supportive, effective in fulfilling their responsibilities and they enjoy constructive relationships with the school staff.
The school's evaluation of its performance	The school makes good use of its analysis of the results of school and national tests, as well as its monitoring of the curriculum and teaching to evaluate its performance and modify its practice.
The strategic use of resources	Good; the school uses its resources well to support priorities in the school development plan and to raise standards and quality

The generous number of staff allows pupils to experience a very good range of skills and expertise and has a positive effect on extending their learning. The availability of the adjacent village hall and the village sports field for lessons is a significant addition to the school's facilities. The small size of the classroom for pupils in Years 5 and 6 causes difficulties with practical work but the school is addressing this problem.

The school uses principles of best value well and governors are aware that they can improve their role as a critical friend through further developing their skill in asking challenging questions about the school's provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and parents find the school is approachable • Teaching is good and the school expects children to work hard and to do their best • The school is helping children to become mature and responsible and behaviour is good • The school is well led and managed • The school provides an interesting range of activities outside lessons 	<ul style="list-style-type: none"> • The amount of work to do at home • Information about children's progress

The inspection team agrees with parents' positive responses. The team judges that overall the work pupils are given to do at home supports class work and promotes independent study skills well but the school has not yet monitored its consistency across the school. Inspectors judge that parents have sufficient opportunities to discuss their children's progress with teachers. They agree that the annual written report does not always make children's attainment in relation to national expectations clear.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of attainment that are broadly above average in all the areas of learning. They make a positive start to their school life and participate fully in the good range of activities the school provides. Owing to the good quality teaching they firmly develop and consolidate their skills and their achievement is good. Most attain or exceed the national early learning goals by the end of the foundation stage.
2. The results of the National Curriculum tests for seven year olds in the year 2000 show that, compared with all schools, pupils attained well above average standards in mathematics and their attainment was in the highest five per cent of schools for reading and writing. Pupils attained well above average standards when compared with similar schools. Although there is some variation year-on-year, related to the relatively small number of pupils taking the test each year, the school's performance is consistently above or well above the national average. Teachers' assessments of science in the Year 2000 indicates very high attainment levels; in the highest five per cent of schools nationally.
3. The school's performance in national tests for Key Stage 2 in the year 2000 was not at the same high level as seen in the previous two years, but pupils attained above average standards in English and science and well above average standards in mathematics. This reduction reflected some exceptional and difficult home circumstances in this particular year group and a few pupils did not attain the predicted level based on their Key Stage 1 performance. This factor also affected the school's performance when compared with similar schools; standards were above average in mathematics and average in English and science. Based on figures for the last five years, the school's results are consistently above the national average and the trend is broadly in line with that found nationally.
4. The tests reveal no significant difference between the attainments of boys and girls in either key stage and this is borne out by inspection findings. These also indicate that the current Year 6 is attaining well above average standards in English, mathematics and science.
5. Overall, the school has maintained the good standards reported by the last inspection. By the time they leave the school, pupils attain above nationally expected levels in art and design, design and technology, French, history, geography, music and, in Key Stage 2, in physical education. Standards in information and communication technology and religious education meet national expectations overall. Standards have improved in speaking and listening, writing, design and technology, mathematics, music and, in Key Stage 2, in physical education.
6. Pupils achieve well in literacy and numeracy. This reflects the hard work of teachers in improving their practice and the skilful and effective way the school has used the guidance of national strategies to meet its needs. The development and use of literacy skills in other subjects makes a significant contribution to the good learning in these areas. There is some effective use of mathematics in other subjects, such as design and technology, science and geography but as yet this is not systematically planned. The school sets challenging targets for each year group based firmly on analysis of tests and teachers' assessments. Pupils also achieve well in most other subjects. Achievement is promoted by the very good use the school makes of its own locality, visits to places of interest and visiting experts to bring learning alive and make it meaningful for pupils. The excellent range of extra-curricular activities and the very good support of parents are also significant factors.
7. Pupils with special educational needs make very good progress in relation to their prior attainment. Their special learning needs are identified early and appropriate targets are set. Progress is particularly good in literacy and numeracy where pupils of below average attainment

benefit from the support of the teacher for special educational needs and from other adults. The school has also identified a few gifted pupils and the arrangements it makes for them ensures that they also make good progress in relation to their prior attainment.

8. By the ages of seven and eleven, pupils' attainment in speaking and listening is very high as teachers plan a wealth of opportunities across the curriculum for listening and speaking. This leads to very good achievement in both key stages. Pupils enter Key Stage 1 with a good range of vocabulary and they speak confidently. Pupils in Year 2 listen and speak confidently in a wide range of contexts. By the time they leave the school, pupils respond well to questions, engage in discussions and can support their opinions in debates. They perform confidently in a range of contexts such as reading and listening to each other's poems and in assemblies.
9. Pupils attain high standards in reading. By the end of Key Stage 1, pupils read a range of texts with fluency and accuracy and remarkably good expression. The consistent focus in teaching of letter and sound patterns, as well as the teaching of prediction skills and book conventions, leads to very good achievement. Pupils use their reading skills constructively in other areas of the curriculum. The majority of pupils are familiar with the organisation of non-fiction books and use the contents and index pages successfully to find information. By the end of Key Stage 2, pupils are highly motivated, confident and read extensively in a range of genres. They cope well with demanding material, read independently and use non-fiction for research purposes. The very good links with parents contribute significantly to pupils learning to read, at home and at school.
10. The school's focus on improving writing has been successful. Many pupils attain high standards. By the age of seven, the majority of pupils write well-organised, extended and imaginative pieces with good standards of spelling. They acquire and apply their knowledge of punctuation and write in a range of genres including poetry, instructions, news and character profiles. By the time they leave school, the majority of pupils write extensively and produce a variety of narrative and non-narrative texts. Writing is imaginative, extensive and varied, showing a good grasp of paragraphing and structure. Pupils achieve well in relation to their prior attainment. Standards in handwriting have improved since the last inspection and are now at least in line with the national average and often exceed it.
11. The provision of challenging activities, matched well to pupils' prior attainment levels, promotes good achievement in mathematics throughout the school. Teachers use everyday contexts well in mathematics lessons. In Key Stage 1, pupils apply the rules of number well and use the language of mathematics with confidence. By the time they leave the school, most pupils have a sound understanding of place value in numbers with up to five digits, some extend to decimals and can give the value of each digit. They solve addition, subtraction, multiplication and division problems mentally with growing assurance. Pupils calculate the perimeter or area of regular and irregular shapes accurately; they confidently interpret graphs and diagrams correctly and draw conclusions. Pupils record their work carefully, whether on prepared recording formats or a format they devise for themselves. Achievement is good for all groups of pupils owing to carefully targeted work for those experiencing difficulties and for the higher attaining pupils.
12. Achievement in science is good across the school in all aspects of the subject and lower attainers achieve very well. The emphasis teachers place on working from first hand experiences and their provision of imaginative contexts for learning, relevant to the pupils' lives, stimulates pupils' interest and promotes learning across the science curriculum. Good achievement is also seen in the way pupils record their findings. By the time they leave school, pupils can give clear written accounts supported with tables of results, graphs and labelled diagrams. Opportunities for pupils to learn to plan tests independently or for older pupils to practise the skills of drawing conclusions are limited and this impacts mainly on higher attaining pupils. However, by the age of seven most pupils can predict likely outcomes and also understand how to make a test fair. By the age of eleven pupils begin to develop sensible hypotheses and defend them.
13. Pupils across the school attain the expected levels for their age in most aspects of information and communication technology. This represents the maintenance of standards for pupils in Key Stage 2 but a decline in standards in Key Stage 1 from the above expected levels reported at the

previous inspection. The situation is more complex than this suggests. Pupils show the same level of skills in loading and saving programs and following screen instructions and they learn good control of the mouse. Achievement in word processing is good with older pupils employing it effectively to present work through use of different fonts and colour. Although pupils are benefiting from the recent improvements in resources for information and communication technology, most have not had sufficiently frequent and regular opportunities to develop and extend their skills across the various strands of this subject. As a result, achievement is uneven across the information and communication technology curriculum. The use of computers is not yet embedded as a tool for learning across the curriculum. This means that pupils are not yet attaining the standards of which they are capable in either key stage when compared with the standards they attain in other subjects. The strand for control and modelling is weaker than other areas and the ability of pupils to monitor and control events using sensors is underdeveloped.

14. Standards in religious education by the end of both key stages meet and often exceed the expectations of the locally agreed syllabus. Religious education was not included in the last Section 10 inspection so comparisons cannot be made with the standards at that time. By the age of seven, pupils are familiar with the features of the main Christian festivals and some festivals of other religions such. Teachers promote good achievement by encouraging pupils to link their learning about religions with everyday life. By the age of eleven, pupils know about places of worship, traditions and ceremonies within the different world religion. They can reflect sensitively on the religious and moral issues about which they are taught and relate their learning to their own experiences.
15. Pupils' attainment by the end of both key stages in art and design is above that expected of pupils at seven and eleven years. They achieve well as they move through the school, because they learn a range of techniques and styles, often using the work of significant artists to inspire them and how to use these appropriately to express their own ideas. Standards across the school in design and technology are also above national expectations and have improved because pupils now have sufficient opportunity to learn and practise their skills and plan how use their ideas to achieve the best possible outcomes. Pupils gain good understanding of the processes involved in designing, making and evaluating products and apply these with increasing confidence, as they grow older.
16. The school is maintaining its traditional teaching of French well. Pupils attain above the expected level, by the end of both key stages through achieving understanding of basic language within familiar themes. Standards in pupils' pronunciation are appropriate and are reinforced suitably through constant oral practice.
17. Good use of local features contributes well to pupils' knowledge and understanding in geography and history. Although no geography lessons were seen during the inspection other evidence indicates that pupils' achievement is good. Younger pupils begin to identify features of different locations and use correct geographical vocabulary in their description of water features. Pupils in Key Stage 2 build on early mapping skills and use atlases appropriately. They discuss environmental and other issues. Pupils also achieve well in history. Younger pupils learn to compare and contrast pieces of information relating to different times and places and in the process develop an understanding of chronology and of ways of life at different times in the past. By the age of 11, pupils evaluate historical evidence gained from a variety of sources to present reasoned and balanced arguments about life in the past. In both key stages, pupils' written and other recorded work in these subjects is very well organised and presented with care and attention. Pupils know that a range of sources may be used to learn about these subjects and develop study and enquiry skills well through research, including homework.
18. The expertise of the specialist teacher and those teaching staff who play instruments contribute significantly to pupils' good achievement in music and their real enjoyment of the subject. The opportunities the school gives for pupils to play in assemblies and school performances is another

contributing factor in the attainment of above expected standards. Pupils are highly motivated to persevere and improve their skills and many learn to play instruments.

19. Most pupils in all age groups are agile and well co-ordinated and they make good progress overall in developing skills of balance, sequencing movements and ball skills in their physical education. Key Stage 2 pupils build well on prior learning and develop a good understanding of the need for rules and fair play. Achievement is sound overall in Key Stage 1 and good in Key Stage 2 but pupils' ability to evaluate their own performance and that of others is under developed.

Pupils' attitudes, values and personal development

20. The school has maintained the pupils' very good attitudes, behaviour and personal development reported at the time of the last inspection. These remain strengths of the school and have a significant impact on the achievements of pupils. The inspection findings support parents' positive opinions of pupils' attitudes and behaviour.
21. The majority of pupils, in all age groups, show very positive attitudes to the school both inside and outside the classroom. They are keen to come to school, show interest and concentrate well in lessons. They listen attentively and are eager to contribute their ideas and opinions to class discussions. They are largely self-disciplined and well disposed to helping each other. They collaborate well when given the opportunity, for instance when presenting a dramatised story to an audience of pupils, staff and parents in assembly. They persevere with tasks and take pride in their work. Pupils are eager to take part in the range of activities provided, including the various trips and visits the school organises. Pupils with special educational needs have a positive attitude to learning. When working in the classroom with the support of an assistant or during small group work, they persevere well with their tasks.
22. The school is a very orderly place; the very good behaviour of pupils in the classroom allows teachers to teach and pupils to learn without distraction or disruption. Pupils understand the school's expectations of them and accept and generally abide by its code of conduct. Behaviour is very good in the playground and around the school. Occasionally, in physical education lessons, pupils lack self-discipline and talk or bounce balls inappropriately. Pupils and parents are confident in reporting instances of bullying and harassment. Where this happens it is dealt with speedily and effectively. There have been no exclusions in the last reported year. Pupils treat school property with respect and there are no examples of graffiti. Pupils are very courteous to visitors and members of staff and are friendly and considerate of each other. Pupils with emotional and behavioural difficulties respond well to support so are included fully in lessons and other activities and rarely cause disruption.
23. The personal development of pupils is very good. Pupils show good initiative and responsibility when given the opportunity and this develops as they move through the school. Many older pupils behave responsibly and with maturity. Pupils volunteer to be monitors and this contributes effectively to the smooth running of the school. A good example is the school tuck shop that is run by the pupils. The older pupils have the opportunity to be elected as prefects and pupils are responding well to the new innovation of a school council.
24. There are very good relationships within the school and many teachers have established trusting and productive relationships with their pupils. Pupils of all ages relate very well to one another and there is no sign of friction between different age groups. On the contrary, the way in which older pupils willingly look after younger pupils is a feature of life in the school. In lessons, pupils co-operate very well. They share resources happily; they listen to each other and work well in pairs or groups. Pupils demonstrate a good sense of fair play in games. In many lessons, there is excellent rapport between teacher and pupils that promotes learning.
25. The school's attendance rate is well above the national average for primary schools and has improved since the last inspection. No pupils or groups of pupils have poor attendance records. Unauthorised absence is below the national average; this is also an improvement since the

previous inspection. Most pupils of all ages like to come to school, but a very small minority are sometimes late. Overall, the very good attendance makes a significant contribution to pupils' attainment.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching is good overall and makes a strong contribution to the good achievements of pupils. Learning is good across the school. The school has broadly maintained the standards seen at the last inspection; in the lessons seen, teaching was never less than satisfactory, was good in nearly 50 per cent of the lessons and very good in over 30 per cent. However, there is variation between key stages and year groups.
27. The quality of teaching is good overall in the foundation stage and based on a good understanding of the needs of young children. Planning is thorough and the teachers and classroom assistants work in close partnership to help children to learn effectively through play and structured activities. They provide good opportunities for the children to develop their skills through practical first hand experiences. Teachers make good use of assessment to determine prior attainment and to monitor the children's achievements.
28. In Key Stage 1, teaching was very good in 50 per cent of the lessons and good in a further 30 per cent. Pupils respond very well to this and put in considerable intellectual and creative effort for their age. Teaching was satisfactory overall in Years 3 and 4 and sometimes good. In Years 5 and 6 it was good in 50 per cent of lessons and very good in over 40 per cent of lessons.
29. Teaching is good overall in all subjects, except information and communication technology where it is satisfactory. Inspectors saw no geography lessons so it is not possible to make a judgement on teaching in this subject. Teachers are beginning to plan satisfactorily to incorporate information and communication technology across the curriculum. However, the achievement of pupils is limited because there is insufficient direct teaching and most pupils have not had sufficiently frequent and regular opportunities to develop and extend their skills across the various strands of this subject. Overall, teachers have a good knowledge and understanding of the subjects they teach. Specialist teaching in a wide range of subjects is always good, frequently very good and enhances pupils' learning.
30. A significant strength of the teaching is the high expectation teachers have of all pupils. This results in the provision of a consistently high level of challenge. This is particularly evident in the teaching of literacy, numeracy, science, history and art and design. This provides well for all groups of pupils; it motivates higher attainers to learn more for themselves, often at home, and helps lower attainers to achieve the expected standards for their age. The good quality and experience of the classroom assistants is another strength. They work in close partnership with the teachers and promote learning effectively across the curriculum for many pupils, particularly those with special educational needs. Teachers match work well to the specific needs of the pupils, for example where there is additional literacy or behavioural support, and addresses the targets on their individual education plans. Volunteer parents and other members of the community also give good support.

31. Another significant strength is the good use teachers make of the locality, visits and visitors to motivate and interest pupils and help them to find learning relevant in subjects such as science, history and geography. Linked to this is the good cross-curricular work that teachers provide; for example, between design and technology and history in both key stages.
32. The teaching of literacy is good, and sometimes very good, in both key stages. Teachers across the school have a good understanding of how to teach reading and writing. They ensure that pupils know what they are expected to learn in a lesson and how this links to what they have covered previously. Teachers give pupils good opportunities to practise their literacy skills through research using a variety of sources and through descriptive writing in history, writing accounts in science and geography and writing about feelings in religious education.
33. The teaching of numeracy is effective; teachers are making good use of the structure and strategies of the numeracy hour and challenge pupils effectively. They develop pupils' skills of mental calculation systematically and encourage them to explain and give reasons for their answers. Teachers use games, such as fraction bingo in a lesson for Year 4, and other resources well to involve pupils and to help them organise their thinking. While teachers encourage pupils to use measures in other subjects, such as science and geography and design and technology, they do not plan systematically to help pupils apply numeracy in other contexts.
34. Teachers introduce and reinforce subject specific vocabulary very well during the introductory and review sessions of lessons and in the good quality displays. They also encourage good speaking and listening skills across the curriculum as they listen carefully to pupils' ideas and value them and use skilful questioning to develop pupils' understanding. Teachers structure lessons and organise relevant practical work well, making good use of resources to develop skills and extend learning. Teachers also lead review sessions at the end of most lessons to consolidate the learning that has taken place. For example, Year 5 and Year 6 pupils use specific criteria to evaluate their products in design and technology. However, evaluation is not yet developed well in physical education lessons.
35. In most lessons, teachers manage pupils very well and maintain firm discipline. Teachers have high expectations of pupils' behaviour and for pupils to become fully involved in their tasks. Pupils are well used to routines and being ready to quickly start work. Teachers communicate effectively with pupils, encouraging their efforts, so that there is a pleasant and purposeful atmosphere in lessons that promotes good relationships and leads to pupils being eager to learn. The pupils feel confident enough to contribute their ideas freely and to apply their learning in new situations as seen in a science lesson for Year 5 and Year 6 pupils.
36. Teachers use good questioning strategies to check on pupils' learning. Although good examples of marking were seen, particularly in science in Years 5 and 6, the school is aware that this is not yet as consistent as it should be across the school. Comments do not often indicate what the pupil now needs to do to improve. The regular homework that teachers provide is designed well to support extend the current learning in class. This results in many pupils undertaking further work on their own and develops their independent study skills well.
37. In those lessons where the teaching is less effective but satisfactory, there is frequently weaker management of time with insufficient time allowed for some parts of the lesson. Some lessons start off well then the pace slows or reinforcement of expected behaviour in physical education is not strong enough. Learning is not as effective when the objectives of the lesson are not made explicit to the pupils or when the success in achieving the objectives is not fully reviewed at the end of the lesson.

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

38. The school provides a very good curriculum that is very broad and overall is well balanced. It fulfils the statutory requirements for the foundation stage, for all the National Curriculum subjects and for religious education. The quality and range of learning opportunities is very good. A particular strength of the curriculum is the use the school makes of local resources to enrich the opportunities for pupils and extend their learning. Expert visitors to the school are frequent and there is a very good programme of visits for pupils of all ages to places of local interest as well as further afield. Pupils are consistently provided with interesting and challenging opportunities to develop their knowledge, skills and understanding across the curriculum. This prepares them very well for the next phase of their education.
39. The very good curriculum for the children in the foundation stage is based appropriately on the specified areas of learning for children of this age. The school's imaginative and systematic planning ensures that children learn effectively through play and structured activities individually, in small groups and as a whole class. The strong emphasis on providing practical first hand experiences of quality and on helping the children to gain appropriate language and number skills prepares them well for the National Curriculum.
40. In response to a weakness identified at the last inspection, the school has improved its planning procedures in the key stages. Planning now takes good account of pupils' developing needs as they move through the school. Since the last inspection additional national initiatives have also been introduced and the school has made good use of the guidance given by the National Literacy and Numeracy Strategies to improve its planning for English and mathematics. The school has identified a need for further integration of national schemes of work into the school's own planning system in other subjects, including information and communication technology.
41. The literacy strategy has been incorporated very effectively into the school's curriculum and has been adapted carefully to ensure that sufficient time is available for extended writing. Planning for history, geography and religious education also focuses very well on the development of speaking and listening and literacy skills. There is effective planning for those pupils who need additional literacy support. The school's strategies for teaching numeracy skills are effective, both through the structured planning of daily mathematics lessons as well as planning for mathematical development within other subjects such as science.
42. The school puts into practice effectively its commitment to ensuring equal access to learning for all pupils. All pupils have appropriate access to the full curriculum including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra curricular activities on offer. Gifted pupils receive appropriate support commensurate with their abilities, for instance by being taught programmes from the next key stage. The school has recently identified the need to provide more appropriate materials to encourage some boys to read more widely and has involved fathers successfully as positive role models.
43. There is very good provision for pupils with special educational needs. The co-ordinator, class teachers and assistants support pupils on the special educational need register very well. These pupils have full access to the curriculum and care is taken to include them fully in all aspects of school life. The planning for pupils with special educational needs is very good. Individual education plans are very detailed, precise and relevant. These are practical working documents that are reviewed and updated at appropriate intervals. The school meets all statutory requirements in respect of pupils with special educational needs.

44. The school makes good provision for personal and social education, including health, citizenship, sex and drugs education. Much of this provision takes place within other lessons, for example opportunities for reflection on friendships and feelings within religious education and on environmental issues within geography and science. Special curriculum days and events provide good opportunities for problem solving and discussion and are an important feature. Recent examples have been World Book Day and the setting up of a 'refugee camp' in the school grounds. The school has audited its health education provision and is now part of the Healthy Schools Initiative. There is a healthy tuck shop and cookery clubs reinforce the principles of healthy eating. Residential visits are a very effective feature of the school's provision for personal and social education. Pupils have good opportunities to develop their leadership and co-operative skills through a programme of residential visits, for example to Chester and a longer visit to France in the summer term.
45. The school arranges an excellent programme of extra-curricular activities that make a very significant contribution to quality and standards. There is a wide variety of well run sporting and musical clubs and after school activities. Other clubs are run on a short-term basis to provide a range of opportunities such as pottery, information and communication technology, French, drama and a Saturday morning mathematics club. The school enhances this provision through frequent opportunities for children to participate in innovative whole school events such as the Red Nose Day overnight fundraising programme.
46. The school's provision for pupils' spiritual and cultural development is good and it is very good for moral and social development. This is in line with the findings of the last inspection. The school operates as a close knit and caring community and aims to provide experiences that encourage pupils to act responsibly and value each other's contributions.
47. Spiritual development is promoted through the school's Christian ethos that is evident in its assemblies and strong connections with the local church. Assemblies, together with the multi-faith curriculum enable pupils to gain insights into values and beliefs of the principal faiths. They also provide opportunities for pupils to reflect about their personal experiences and explore relationships with others. On special occasions, for instance parents' assemblies and at Christmas, pupils including those with special educational needs are encouraged to take part in the nativity play. In both key stages pupils have very good opportunities for reflection through class discussion, circle time and opportunities within the curriculum. For example in Year 6 pupils wrote on the theme "Is cool more important than school?" and identified the highlights of their own school. Teachers also make good use of stories and parables like the Good Samaritan to explore spirituality and provide opportunities for pupils to think and reflect about special moments. Music plays a critical role in the school both during music lessons and in assemblies and contributes to pupils' spiritual development in the way it binds the school community together. Pupils' response and their evident inclination to share their experiences with teachers and peers, as when they were invited to write a poem about magical moments in their childhood, is spiritually uplifting. However, opportunities for spiritual development are not systematically planned across all subjects.
48. Pupils have a well-developed sense of right and wrong because the school's ethos and expectations create a good context for pupils to develop a point of reference for moral values. The school makes pupils aware of these values as soon as they start in the reception class and this is reflected in the way pupils respond and care about each other. Pupils are involved in discussing the code of conduct in the context of class rules and draw on examples in religious education when they discuss the Ten Commandments or the Torah. Pupils' sense of right and wrong is further developed through planned opportunities for debating moral issues linked to the news and current affairs, for instance on fox hunting.

49. The school actively promotes opportunities for pupils to work, play and pursue social activities. It encourages pupils to take initiative and responsibility through the school council, for instance when they put forward their ideas and have to make a case on how to spend a small budget. Older pupils often look after younger ones when they escort them to the village hall, next to the school, or undertake a range of duties during lunchtime. They contribute to community work by singing in old peoples' homes and make donations during harvest festival. The school responds well to pupils who wish to raise money for a number of causes linked to charity work like comic relief. Another example is the involvement of pupils in a training workshop dealing with how refugees can be helped. The school also effectively provides opportunities for pupils to consider how they can support other people, for example through long term support for a school in Nepal. The school further enhances pupils' social development through a wide range of extra curricular activities including sporting events and local and international residential journeys.
50. The school gives pupils a variety of opportunities to develop an appreciation of their own and cultural tradition and that of others in a number of curriculum areas. The school capitalises well on the amenities and opportunities within its locality enabling pupils to be involved in events like Maypole day and the churches year as well as the performances pupils give in Chiddingstone Castle. The school draws on local knowledge involving for instance people who lived through the war in history. In its Millennium festival, the school provided its pupils with a rich cultural programme focussing on many areas of the curriculum and enabling them for instance to take part in a range of workshops run by scientists, professional cartoonists, photographers and a variety of artists. With regard to other cultures, pupils are linked to a school in Nepal and develop insights into aspect of African Caribbean dance. Where possible, the school draws on resources in the community, for instance when using the knowledge on one parent in the study of Judaism. However, there are only limited opportunities for pupils to become aware of the cultural diversity found in modern British society.
51. The school has continued to develop and extend its links with the community. These are now excellent and make a very positive contribution to the breadth of the curriculum and the standards pupils attain. There are very close links with the church that is situated opposite the school. This enables many assemblies and performances to be held in the church. Many pupils attend its Sunday School and enjoy being in the choir. The school welcomes members of the community to special occasions such as its Arts and Millennium weeks and pupils broaden their experiences through visits such as those to a local vineyard and to a local woodland for hedgerow and field studies. Chiddingstone Castle, situated close to the school, provides a venue for school performances and also for work in history. Joint events such as barbecues and a street party and the contributions individuals from the locality make to the school further enable the pupils to develop a sense of citizenship. Close links with the Parish Council have helped the school make arrangements to use village facilities for the teaching of physical education and other subjects.
52. The school enjoys very constructive relationships with partner institutions. The school supports the Tonbridge consortium of primary schools. Chiddingstone plays a full part in the sporting activities organised between seven local primary schools. Links with a local secondary school include the headteacher of Chiddingstone teaching there on an agreed basis; this provides useful continuity with the Key Stage 3 curriculum. The school has very close links with the private nursery on the school site that include early identification of children likely to have special educational needs. Many of the children in the nursery come to the school but the school also admits children from several other nurseries and playgroups. The school benefits from the sharing of expertise about language and communication difficulties through outreach support from a school with a specialist unit.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The good quality of pastoral care has a priority in the school and contributes positively to pupils' achievements as they feel secure. The school provides a safe environment and the staff look after the pupils well, as they know them as individuals. There are good arrangements for promoting pupils' general welfare. Much work is done informally; the quality of this informal care is enhanced by the very good relationships that prevail within the school. Pupils find members of staff approachable so are willing to turn to them for help and guidance.
54. There are good formal procedures for ensuring the health and safety of pupils, staff and visitors. The school's health and safety policy is well documented and has been fully implemented. All statutory requirements in these areas are fully met. Regular audits by teaching staff, governors and the head teacher allow minor hazards to be identified. For example, the school is currently reviewing health and safety aspects of its provision for food technology. There are very good arrangements for child protection. The headteacher is the designated responsible person for child protection and has received appropriate training. All members of staff and governors are aware of the measures to be taken and the procedures to be followed.
55. The last inspection judged that the school's procedures for assessing pupils' progress and standards of work were satisfactory but needed further development to ensure a more formalised and consistent approach across the school. Since then, the school has revised its policy so that it systematically relates assessment to the curriculum planning cycle, and provides clear guidance for teachers about what constitutes good practice in the assessment and marking of pupils work. The school now has good procedures for assessing pupils' attainments and monitoring their achievement. In addition to statutory assessment at the end of Year 2 and Year 6, the school uses a range of assessment procedures to assess pupils' progress, including base line assessment in the foundation stage and national optional tests at the end of Years 3, 4 and 5. The arrangements for the identification and assessment of pupils with special educational needs are very good and are being implemented in accordance with the national code of practice.
56. The school is beginning to use assessment data more effectively at a strategic level to develop school, key stage and class targets. Systems have been established recently for setting improvement targets with pupils. However, these are not yet constructed precisely by making full use of the National Curriculum Levels and some are not specific enough to be able to easily measure success in achieving them. The school's use of assessment information to guide curricular planning is satisfactory overall. Teachers use base line assessments well to identify children's strengths and to plan activities according to their needs. As children move through the foundation stage, teachers and support staff make regular observations of their progress and their achievements are recorded systematically. In English and mathematics teachers assess pupils' progress well on a day-to-day basis and have developed a full picture of their strengths and weaknesses within these subjects. For example, they use objectives from the National Numeracy Strategy effectively to record pupils' progress and to plan for next steps in learning. Assessment is underdeveloped in other subjects. There are some examples of good assessment practice in other subjects such as design and technology, but procedures are not consistent across classes. The school has accurately identified, as a development priority, the need to establish whole school assessment procedures in science and the foundation subjects in order to match work more closely to the prior attainment of different groups within the class.
57. The school has very good procedures for encouraging pupils to attend school regularly and punctually. These include same day contact with the parents, or if this is not possible, the listed secondary contact. If both attempts fail letters are sent home. When appropriate, the school utilises the services of the education welfare officer. The school also has very good procedures for monitoring and promoting good behaviour and makes every effort to uphold traditional values of behaviour. Parents and staff are united in the aim of achieving good manners and mutual respect. The house system within the school facilitates giving rewards for behaviour. During the inspection there was no evidence of oppressive behaviour, including all forms of bullying and harassment. Any boisterous behaviour in the playground was dealt with firmly.

58. There are sound arrangements for monitoring and supporting pupils' personal development that include close contact with the parents. Teachers monitor pupils' behaviour during community involvement and extra-curricular activities and observe their reactions during personal and social education lessons. The school is involved in the national Healthy Schools Project and has undertaken an audit in this area in relation to pupils' personal development. It has drawn up a suitable action plan to address areas for development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school values its links with parents and sees an effective home-school partnership as a significant element of enhancing pupils' standards of attainment. It is apparent from analysis of the parents' questionnaire and opinions expressed at the well-attended pre-inspection meeting for parents, that parents strongly approve of what the school does for their children. The school has developed very effective links with the parents. Most parents contribute fully to their child's learning by ensuring regular and punctual attendance. There is a strong parent-teacher association that raises money to support school projects to improve provision. Parents feel very welcome in the school and help on a regular basis. They hear pupils read and help on school educational visits. They find the head teacher and the teaching staff both accessible and approachable, either informally after school or by appointment. All members of the teaching staff maintain very good contact with the parents of their pupils.
60. Overall, the school provides good information for parents but there are some weaknesses in the annual reports on pupils' progress. Parents of new entrants receive good information and guidance. There are regular letters home that contain curricular information when it is appropriate to do so. Parents welcome the class meetings held in each class at the beginning of the academic year and the good attendance level at consultation evenings indicates parents' keen interest in their children's progress. The school succeeds in its aims to be open and accessible and parents who attended the meeting with inspectors said how much they appreciated opportunities for informal discussions about their children's achievement with teachers. The school provides good information for the parents of pupils with special educational needs and invites them to attend review meetings. The school brochure and the governors' report to parents are presented well with accessible information. The school's annual reports to parents on their children's progress meet legal requirements but a few parents feel they are sent out too late in the summer term. They do not always provide enough information on individual progress in some subjects or suggestions for improvement. The section recording attendance is not always completed. This supports the view of some parents expressed on the questionnaire that the school could provide better and more helpful information on pupils' progress.
61. There are very effective home-school links that make a positive contribution to pupils' education. Parents responded well to the consultation about the home-school agreement. There is good liaison between parents and teachers on all aspects of reading. Parents contribute to the extra-curricular provision and help with transport to matches and educational visits. A few parents expressed concerns about the consistency of homework, particularly for some pupils in Key Stage 2. However, the majority of parents agree with the school's homework policy and feel that it is interesting and supports the work currently undertaken in class. The inspection team agrees with this view. The parents are very grateful for the pastoral care given by the school when there are difficulties at home.
62. The school has maintained successfully the very good level of parental involvement that was evident at the time of the last inspection. This continues to make a valuable contribution to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher, supported by the governors, staff and parents continues to provide the very clear educational direction for the development of the school that was noted at the last inspection by considering a number of factors. The school looks closely at the national demands for school improvement, such as performance management and the standards pupils attain in national tests as well as its baseline assessment of the under fives. The school addresses the concerns of parents through consultations about, for example, the home school agreement and the outcome of consultation evenings. Much of this analysis has resulted in effective developments for the school, such as the way in which the National Literacy Strategy has been adapted. The headteacher has been particularly successful in developing a common purpose throughout the school community to maintain high standards and seek improvement. The effective support of the senior management team and the commitment and hard work of teachers results in a very positive atmosphere for learning and for fulfilling the aims of the school. These acknowledge the importance of equal opportunities for all pupils and this is reflected in most of its subject policies. Subject co-ordinators have established a very consistent pattern of leading and supporting colleagues and managing the budgets for their subjects. Staff feel very well supported, professionally challenged and valued by the headteacher and governing body.
64. The school has pursued successfully its long-term improvement plan and has addressed rigorously the weaknesses identified by the previous inspection, at the same time responding to new national initiatives. For example, good quality subject policies provide a common framework and the school has made good use of the guidance contained in the National Literacy and Numeracy Strategies. It is currently incorporating recent guidance for the foundation stage and subjects in the key stages into its overall curriculum plan. It has suitably revised its assessment policy to provide clear guidance for teachers about good practice and there are now good procedures in the core subjects. The school recognises where this good practice now needs to be extended. Subject co-ordinators construct an action plan from their monitoring and informal discussions with staff. These inform the school's three-year rolling development plan but not all the priorities identified are clearly related to maintaining and raising standards. The school analyses test data to determine the progress pupils are making and to set targets for key stages and classes. Some of the current targets, however, are rather too broad for the school to measure its success in achieving them.
65. The special needs teacher and the headteacher work in close partnership to manage the provision for pupils with special educational needs. The special needs teacher is very committed and well informed and has developed particular expertise in some areas through work with an adviser for behavioural difficulties. The provision of a kinaesthetic exercise programme is improving the co-ordination and balance of pupils with behaviour and attention difficulties as well as developing their self-esteem and social skills. All documentation is thorough and fully complies with statutory requirements. The special needs teacher meets regularly with the designated governor to discuss current issues. The special needs room and the school library provide comfortable accommodation for the teaching of individuals and small groups. The school is beginning to use information and communications technology effectively to support the learning of pupils with special educational needs.
66. The governing body has continued the good support and active involvement with the school that was noted at the time of the last inspection. It is effective and ensures all statutory requirements are met. Governors bring many useful skills to support the school and there are very good relationships with school staff. The headteacher and chair of governors meet on a regular basis. Through their own involvement with the local community governors also contribute effectively to its productive links with the school. The governors are well led and organised, with clear roles and responsibilities. They employ a good range of strategies for informing themselves of the work of the school. Besides many informal visits, they make focused visits to classes in relation to the subject under development. The school analyses test results thoroughly to determine the progress pupils are making and to set targets for each year group and for individuals. The governing body, through a self-evaluation exercise, has identified areas to help it improve its role

as a critical friend, such as developing the skill of asking challenging questions. It is currently working on developing a better understanding of how test and other data may be used to measure the effectiveness of the school.

67. The governors and headteacher are aware of the importance of following the principles of best value when managing and allocating school funds. They appropriately compare the school's performance with that of similar schools and consult with parents through informal and informal means. They have clear priorities such as making the best use of the funds available within any one year in conjunction with the generous level of funding raised by parents. For example, this has recently allowed a good improvement in the resourcing of information technology. They respond to current needs such as providing extra staffing in order to divide a large Key Stage 2 class into its two constituent year groups for the teaching of most literacy and numeracy lessons. The policy of employing subject specialists contributes well to the richness of the curriculum and the standards pupils attain. They monitor the use of specific funds well and allocate extra funds for the teaching of special educational needs to support their policy of full inclusion and to support progress. The school has maintained the high standards of financial monitoring and control noted at the last inspection.
68. The school has a generous number of teaching and support staff and there is a strong commitment to collaborative working. Classroom assistants work well in partnership with the teachers, know what is expected of them and play a valuable role in supporting pupils' learning. In some lessons, however, they are under occupied during introductions to lessons. The staff handbook provides staff with clear and accessible guidelines for their work and there are appropriate arrangements for the induction of newly qualified teachers. The school has effectively focused its programme for the monitoring of teaching on subjects under development and areas for particular concern. There has been rigorous monitoring by the headteacher, subject co-ordinators and external advisers with clear and helpful targets for improvement. Governors have formulated a good quality policy for performance management and this is being implemented.
69. The main school building is bright, attractive and well maintained. Displays of pupils' work and interesting artefacts provide a stimulating environment for learning. However, the classroom for Year 5 and Year 6 pupils is too small for the number of pupils in the class and presents difficulties in the teaching of practical subjects in particular. The school has plans to improve this situation. The accommodation is significantly enhanced by the availability of the adjacent village hall that has been refurbished since the last inspection. Use of the village sports field and the church also enhance facilities. Learning resources are of good quality, well organised and accessible.
70. Parents express their appreciation of the quality of the leadership and management found in the school and their own contributions to the work of governors and staff help to ensure that the school has a good capacity to maintain high standards and continue its development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. To further raise standards of work and the good quality of provision already apparent in many aspects of the school, the headteacher, staff and the governing body should:
- Raise standards in information and communication technology by implementing the good quality action plan for the subject and;
 - ensuring sufficient time for pupils to develop their skills systematically in all aspects of the subject
 - identifying, in curriculum planning, opportunities for pupils to use and practice information and communication technology
 - developing assessment procedures for the subject to provide a clear picture of pupils' skills and achievements
 - (paras; 13, 97, 103, 148, 149, 154)
 - Develop assessment procedures in all subjects to match the good practice in English and mathematics and;
 - use information gained from assessment to construct more precise targets for improvement for groups and individuals across the curriculum
 - provide moderated examples of pupils' work to guide teachers' assessments
 - (paras; 64, 97, 109, 138, 146, 154, 163)
 - NB The school is already considering the above issues in its improvement plan
 - In addition to the main items above, the following area for improvement should be considered for inclusion in the action plan:
 - review the school's marking policy and ensure its consistent implementation across the school
 - (paras; 36, 101)
 - review the information given in pupils' annual reports and the time these are sent to parents
 - (paras; 60)
 - including opportunities in all physical education lessons for pupils to evaluate their own performance and that of others in order to improve their performance
 - (paras; 19, 168)
 - ensuring that priorities in the school's improvement plan are related clearly to maintaining and raising standards
 - (paras; 64, 121, 163)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	47	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	121
Number of full-time pupils known to be eligible for free school meals	-	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	27

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.7
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	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	9	9
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (88)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	9	9
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (100)
	National	82 (82)	88 (86)	88 (87)

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	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	9	9	9
	Total	14	15	17
Percentage of pupils at NC level 4 or above	School	82 (92)	88 (92)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	9	9	9
	Total	15	15	16
Percentage of pupils	School	88 (92)	88 (92)	94 (100)

at NC level 4 or above	National	70 (68)	72 (69)	80 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	23.1
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	109

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	224,085
Total expenditure	226,216
Expenditure per pupil	1901
Balance brought forward from previous year	4036
Balance carried forward to next year	1905

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	57	35	4	0	4
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	41	46	10	2	1
The teaching is good.	65	32	1	0	2
I am kept well informed about how my child is getting on.	50	35	10	4	1
I would feel comfortable about approaching the school with questions or a problem.	73	20	2	5	0
The school expects my child to work hard and achieve his or her best.	74	25	1	0	0
The school works closely with parents.	65	28	5	2	0
The school is well led and managed.	76	22	1	1	0
The school is helping my child become mature and responsible.	71	27	2	0	0
The school provides an interesting range of activities outside lessons.	65	29	5	1	0

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

72. The school makes very good provision for the education of children in the foundation stage that is based appropriately on the specified areas for learning for children of this age. The school admits children into the reception class at the beginning of the school year, if their fifth birthday falls in the spring or autumn terms. Children whose fifth birthday falls in the summer term join the school in January. Before they start their full time education all children have the opportunity to attend on a part time basis as part of their induction.
73. Children make a very positive start to school. Parents comment and inspection findings show that children settle quickly and happily and look forward to school each day. A very supportive family atmosphere characterises the work of the school and this is of great benefit to the youngest children as they start school. The school gives very good guidance to parents about early learning. There are regular opportunities for formal and informal consultation between parents and staff. The home-school diary and curriculum evenings give additional good support to the development of effective on-going partnerships between home and school. The school welcomes parents on a day-to-day basis and manages communication very positively.
74. Most children joining the school have some pre-school experience. Many of them have attended the nursery on the school site, with which the school has established excellent working relationships. Evidence from baseline assessments and inspection findings show that attainment on entry is broadly above average. Overall, the children's rate of learning is good and by the end of the foundation stage most will attain the national early learning goals and many exceed them.
75. The quality of teaching is good and the quality and range of learning opportunities is very good. Teachers use assessment information from the baseline tests to identify the developmental stages of the children and any difficulties they may have. This informs curriculum planning and how the teacher groups the children for the range of learning experiences. The teachers imaginatively and systematically plan the curriculum so that children learn effectively through play and structured activities individually, in small groups and as a whole class. They have good opportunities to develop their social and physical skills and understanding of new concepts through practical first hand experiences. Teachers use assessment procedures effectively to monitor children's achievement and ensure effective progression from the early learning goals into the start of the National Curriculum.
76. The classroom support staff work in close partnership with the teachers. Clear communications ensure that they have a good understanding of their role. They work well with small groups focusing questions on the activities and promoting learning and providing very good support for children with special educational needs. They record their observations to inform the teacher about the children's achievements. Good use is made of the classroom accommodation, which is adequate for purpose and has direct access to a specialised outside area.
77. The early years co-ordinator has worked enthusiastically to ensure that the curriculum for the foundation stage meets statutory requirements and has built up good resources for learning across the early years curriculum. She has explained the foundation stage curriculum to other staff in the school and there is good progression into the National Curriculum. The school has established very good links with the nursery provision located on the school site. As well as taking part in school sports days and festivals, children from the nursery join with the school each week to attend assembly, which prepares them well for school life.

Personal, social and emotional development

78. The quality of teaching is very good in this area and most children are likely to exceed the early learning goals by the time they reach Year 1. The well organised and attractive classroom with the “peg choice” system encourages children to be independent in the way they choose from the tasks planned for them. They use the system well and record their choices for review later in the day. Teachers make routines clear and children know what to do and what is expected of them. For example, they understand how many of them are permitted at any one time to take part in an activity at the computers or in the sand exploration area and they follow these rules well. An appropriate range of role-play and other learning experiences provides children with opportunities to develop the necessary social skills to enable them to form good relationships, work co-operatively in small groups and independently. As a result, children develop very good attitudes to learning, they are very enthusiastic, interact very well with each other and concentrate very well on the task in hand. They are happy in the secure and caring environment. Teachers and support staff encourage them to develop their own ideas, for example creating a Red Nose for their picture of Mr. Wolf, and this promotes confidence.
79. The teacher, classroom assistants and parent helpers use praise and encouragement very well to motivate the children. They support children effectively encouraging co-operation and engagement so that children learn to concentrate, persevere and take great care with their work. Children share and take turns in assembling a group collage of “Mr. Wolf” and when working with a computer to produce a poster advertising their Red Nose Day cakes. Children are very well behaved during whole class sessions such as registration and story time and when they are moving around the school. They are polite and show consideration to others. They are able to listen to one another in discussions.
80. Adults provide good role models for the children’s personal development in the way they relate to each other and organise the classroom. Children are learning to take responsibility for their own belongings and respond well to the teacher and support staff’s high expectations of independence and tidiness.

Communication, language and literacy

81. Most children are likely to exceed the national early learning goals in communication, language and literacy by the end of the reception year. Teaching is good and they expect children to listen attentively. As a result the children respond well to stories, rhymes and a range of texts and talk about their learning experiences with considerable confidence. They explain what they are doing in the kitchen role-play area and use a wide range of appropriate vocabulary in their imaginative play to make up their own stories. Children read along with the teacher with increasing confidence. They know that print conveys meaning and the sounds that letters make and they use these skills effectively to read new words. They enjoy joining in with the story “The tiger who came to tea” and with “One, two, three four, five” and other counting rhymes and songs. The teacher develops speaking and listening skills very well through discussions, for example about the differences they could see, feel and measure between uncooked cake mixture and their finished cakes.
82. Many children read with expression because teachers and assistants encourage a love of stories and books; children handle books with care and enjoy talking about pictures and stories. The teacher ensures that reading is taught thoroughly through a structured approach to the relationship between letter symbols and sounds and a range of progressive texts. Reading diaries show that children and families enjoy reading together at home and that this contributes very positively to the children’s achievements in reading. Children make good progress in handwriting and in developing independence in writing simple sentences. There is insistence on good presentation of written work from the first days in school. Generally, children use correct letter orientation, space words appropriately and some are able to keep their writing on a line.

Mathematical development

83. Children attain above the expected standard in this area. Most will exceed the national early learning goals by the end of the reception year. The teacher provides a good variety of practical activities, number rhymes and computer programs to reinforce learning. The children develop good numeracy skills in counting and recognising numbers. Most count on and back to ten in ones and twos independently, some to 15 and 20. Children count reliably up to ten objects and match with the correct numeral; they know how to use the keyboard on the computer to enter the numeral and use the menu to have another go. The majority of children use the vocabulary of addition and subtraction in practical activities, when cooking Red Nose Day cakes and in discussions afterwards. Children are very confident with mathematical vocabulary and can talk correctly about estimating, weighing and measuring. They use comparative language appropriately, for example smaller, less and larger and calculate how many chocolate button eyes six cakes would need. Effective introductions and questioning by the teacher reinforces the vocabulary of weight and number and helps children to develop their practical weighing skills. Classroom displays, equipment and games reinforce and extend the children's mathematical learning and provide good practical settings for their work.

Knowledge and understanding of the world

84. The teacher develops children's knowledge and understanding of the world through a wide variety of activities. Their achievement is good in this area of learning. When learning about food and kitchens in the past, the teacher encouraged children to use their senses to explore and recognise the differences and similarities in familiar objects, materials and ways of life. Their visit to Chiddingstone Castle kitchens provided a very good stimulus to their learning and an interactive role-play kitchen encourages the children to take their learning further. Teaching appropriately emphasises aspects of healthy living. Children make predictions about what will happen to their cakes if they are kept uncovered, in the fridge and in a cake tin. They develop their understanding through follow up observations 24 hours later.
85. Learning about Christianity provides further opportunities for children to extend their knowledge of the world. The teacher took them to visit to the parish church. They made a book about their visit and can talk about special things they have seen there, for example stained glass windows, the cross, lectern and altar. When using the "Colour Magic" program on the computer, children understand that they can use the mouse to make a mark on the screen and control a line or shape. The teachers shows them how to improve their drawings so that they clearly understand that those that are done on a computer can be better than some of those done using conventional materials. They are beginning to identify letters on the keyboard and are learning what happens when they click the mouse. Teaching overall is good.

Physical development

86. Most children are likely to meet the early learning goals in this area by the time they reach Year 1 and the teaching is sound overall with some good features. Classroom assistants give children with special educational needs unobtrusive and good support. In gymnastics, children know a range of springs and leaps and they are developing balancing skills on the floor and on apparatus. Achievement is satisfactory.
87. During the inspection it was not possible to make any observations of children playing in the outdoor space owing to poor weather conditions. Limitations of classroom space mean there are few opportunities for children to engage in physically demanding play activities indoors. The school is aware of the need to consider how it can better provide opportunities to extend the children's physical development during the winter months.

88. The teacher provides good opportunities for children to develop fine co-ordination skills while working with a range of construction kits, sand equipment and other materials such as dough, plasticine and clay. Children show good control when using pencils, paintbrushes and glue. They use staplers and hole punches accurately in the classroom office and enjoy organising and distributing their letters and notes. Their co-ordination when using the computer mouse is variable; though the majority of children cope with this well, others experience difficulty in control.

Creative development

89. All children are making good progress in their ability to express ideas and feelings creatively through the wide range of good quality experiences in art, craft, music and imaginative play that the teacher provides. The majority of children are likely to exceed the early learning goals. Children learn to sing songs from memory and enjoy singing in their own class and in assembly with the older children.
90. Children explore texture, shape, form and space in two and three dimensions. They enjoy learning new techniques when making models and pictures such as using clay to make eggcups and sugar bowls. They design their own tablemats and add carefully detailed borders to their designs. The teacher helps them to observe each other carefully when painting portraits of their friends. Children ask each other "Did you really look at my feet when you painted my shoes that colour?" and take good care to paint accurate details. They enjoy combining their paintings creatively to form a collage of "What's the time Mr. Wolf?" and they make up stories around the theme of the game.

ENGLISH

91. Results in the Year 2000 National Curriculum tests for seven year olds showed that standards attained by pupils in reading and writing were very high and well above those of similar schools. In the Key Stage 2 tests, results indicated that standards were above the national average but in line with those of similar schools. This represents a decline when compared with results obtained in the three previous years and is related to extenuating circumstances for some of the pupils. Over the last three years, attainment in both key stages has been consistently high. Evidence from the inspection broadly reflects these outcomes with speaking and listening in English and across the rest of the curriculum being distinctive strengths of the school.
92. By the ages of seven and eleven, pupils' attainment in speaking and listening is very high and represents an improvement compared to the last inspection. Pupils in Year 2 listen and speak confidently in a wide range of contexts, take an active part in discussions and share their work with others, for instance during the review at the end of literacy sessions, religious education and science. Teachers conscientiously plan opportunities for listening and speaking and they extend these through presentations pupils make for specific audiences. This was well exemplified in a special assembly when pupils in Years 1 and 2 dramatically illustrated the power of words in every day life and a modern version of the parable of the Prodigal Son. Pupils spoke clearly, confidently and acted their parts very persuasively with an audience of staff, pupils and their own parents in attendance. Pupils in the audience were also involved as they had to note key words or phrases that illustrated the language used to 'put things right'. In Year 6, pupils respond well in discussion and engage their classmates in intensive and careful listening as they share poems they have written as a homework assignment. They offer constructive comments and pick particular aspects they like and applaud each other's creative effort. Pupils' attitudes and the care teachers take in the use of talk, as a tool for learning across the curriculum, contributes significantly to the standards attained and the progress pupils make in lessons and their very good achievement.

93. Attainment in reading is very high by the ages of seven and eleven and supports learning well across the curriculum. The school has maintained the good standards noted at the last inspection. Pupils in Year 2 read a range of texts with fluency and accuracy and remarkably good expression. They tackle words and read for meaning using a range of strategies. The consistent focus in teaching of letter and sound patterns as well as the teaching of prediction skills and book conventions has a positive and direct impact on reading standards. Pupils' achievement is very good. Pupils are exposed to a range of books and use their reading skills constructively in other areas of the curriculum. For instance when studying texts on the Victorians to find information on aspects of domestic life. High attainers identify stylistic devices like the use of alliteration and recognise the meaning of some unfamiliar vocabulary. The majority of pupils are familiar with the organisation of non-fiction books and use the contents and index pages to find information. By the end of Key Stage 2 pupils are highly motivated, confident and read extensively in a range of genres. They cope well with demanding material, read independently and use non-fiction for research purposes. All pupils keep a record of their reading in a home /school diary. However, teachers do not keep records of reading and have no agreed procedures for using guided reading in a systematic way to assess pupils' progress and set them targets for improvement. Library facilities are of good quality and are supplemented by well-maintained and well-stocked class libraries. The pupils greatly benefit from the support of parents many of whom come to hear pupils read.
94. Attainment in writing by the age of seven and eleven is very high. By the age of seven, the majority of pupils write well-organised, extended and imaginative pieces with good standards of spelling. They acquire and apply their knowledge of punctuation and write in a range of genres including poetry, instructions, news and character profiles. Pupils use homework well with good examples of drafting and redrafting and reviews of books they have read in reviews. By the time they leave school, the majority of pupils write extensively and produce a variety of narrative and non-narrative texts. Evidence from analysis of work shows many good examples of writing from a particular point of view and in a range of styles including narrative pieces with a final twist, writing where pupils express feelings and create a specific atmosphere as well as discursive writing where pupils debate how the school council should be run. Writing is imaginative, extensive and varied, showing a good grasp of paragraphing and structure. Pupils achieve well in relation to their prior attainment. Standards in handwriting have improved since the last inspection and are now at least in line with the national average and often exceed it. The high standards in writing promote good learning in other subjects.
95. The quality of teaching is good overall. Teachers have a secure knowledge and understanding of English and have modified and developed the teaching of the literacy strategy creatively. They clearly focus lessons are clearly on specific strands; this enables pupils ample time for discussion of shared texts and writing that extends beyond one session. It is linked effectively to homework assignments in the case of older pupils. Effective use of questions enables pupils to consolidate knowledge and respond critically. This was well illustrated in two lessons for Year 5 and Year 6 pupils. The first focused on a careful exploration of the structure and use of language in a poem and the second on sharing pupils' own poems written in a similar style. In all lessons teaching builds on pupils' previous knowledge with good emphasis on speaking and listening and reinforcement of learning through homework. Occasionally, where teaching was less effective, learning objectives were not matched well to the content or the methods used. They were not shared fully with pupils or referred to at the end of the lesson to check that the main points have been grasped. Classroom assistants contribute well to pupils' learning when helping pupils with independent tasks. However, on many occasions, they remain inactive for much of the introductory part of the lesson that can last up to half an hour. As a result, opportunities are lost to help some lower attaining pupils to understand everything.
96. The school uses the literacy framework effectively. Strategies for continuous development have led to clear identification of areas for improvement by the co-ordinator. She monitors effectively with appropriate focus on specific aspects of the subject and has helped in identifying pupils who need additional support. Teachers encourage pupils to use literacy skills across the curriculum and good examples of this were seen in history, religious education and science. An effective system for assessment including the use of baseline assessment and optional tests is used to

track pupils' progress. A start has been made in developing target setting but this has not yet involved pupils in a way that gives pupils a clear idea of their own learning on an ongoing basis. A wide-ranging and well-focused programme of staff development ensures that teachers can keep abreast with developments in the subject. The use of information and communication technology is not yet widely used to enhance learning in the subject.

MATHEMATICS

97. At the time of the last inspection, pupils' attainment was above national expectations at the end of both key stages. In the Year 2000 national tests at the end of Key Stage 1, pupils' attainment was well above schools nationally and well above that in similar schools. In the 2000 national tests at the end of Key Stage 2, pupils were attaining well above the national average and above the average for similar schools. There has therefore been maintenance and steady improvement in standards at the end of both key stages since the last inspection. The proportion of pupils achieving the more advanced Level 3 at the end of Key Stage 1 is now well above the national average and the proportion achieving the more advanced Level 5 at the end of Key Stage 2 is above the national average. This shows that higher attaining pupils are successfully challenged. Inspection findings confirm these standards.
98. The very good standards have been brought about by a number of factors. Firstly, the quality of teaching is never less than satisfactory and is frequently good or very good. The national numeracy strategy teaching objectives are used systematically to plan lessons and pupils' achievements are recorded to inform subsequent lesson planning. There has been a focus on the teaching of mathematics over the past two years and the headteacher, subject co-ordinator and external advisers and consultants have observed what happens in mathematics lessons and fed back the information to staff. This has helped them to develop the quality of their teaching. Teachers make effective use of the numeracy hour structure for the daily mathematics lesson. Oral starters to lessons have good pace and develop pupils' skills of mental calculation in a systematic way. Teachers plan the main activities of the lesson well to appeal to pupils' interests. Good reviews at the end of lessons help pupils reflect on what they have learnt and enable teachers to assess what pupils have achieved.
99. The quality of teachers' questioning and the way they involve pupils in their learning are particularly good. Teachers challenge pupils to explain the mathematical methods they have used and to put forward their reasoning for thinking an answer is correct or incorrect. They are encouraged to agree or disagree with the other pupils' ideas and to be flexible in their approach to mathematics. They use resources well to help pupils organise their thinking, for example empty number lines, overhead projector transparencies and grids of numbers, such as the 100 square. They also use games imaginatively to involve pupils in the lessons. For example good learning took place when Year 4 pupils played fraction bingo and in Year 6 they rolled die to come up with decimal fractions that they then subtracted and checked with calculators. Younger children in Years 1 and 2 worked in pairs to accurately order sets of number cards and then match them to amounts of money.
100. All teachers have received good training in how to use the various materials and approaches contained in the numeracy strategy. Two of the teachers have received an additional five days training so that they are very skilled in the principles of mathematics teaching. They mark pupils' books regularly and any confusion or errors from the previous lesson are clarified and explained before the pupils move on to the next steps in learning. However, comments made by teachers' in pupils books are not always helpful in pointing out exactly what has been learnt and what the pupil now needs to do to improve.
101. Teachers plan additional challenges carefully for higher attainers. For example, in the weighing lesson in Year 1 and 2, pupils who easily completed estimation and comparison activities, went on to collect together pieces of fruit that when combined weighed exactly 100g. Teachers have a good grasp of pupils' individual levels of mathematical understanding and target challenging questions to the higher attainers during whole class sessions and whilst they are working

independently or in small groups. Classroom assistants support pupils' learning well in mathematics lessons. They give useful support to the organisation of practical activities, such as weighing or measuring, and they question and challenge the children to think about what they are doing and what they are learning from the activity.

102. A computerised integrated learning system for supporting pupils who are experiencing some difficulty with aspects of mathematics is effective in Key Stage 2. Pupils work independently for 15 minutes on their individualised programme and find the approach very motivating. The special educational needs teacher monitors its use carefully and plans her time so that she works regularly with individual children at the computer to check how far they have made progress over the previous sessions. However, information and communication technology is not yet widely used to enhance learning in the subject.
103. Teachers use everyday contexts well in mathematics lessons. Pupils weigh objects to be sold in a toy or vegetable shop in Year 1 and 2. In Years 3 and 4 they consider all the everyday uses of measurement including cooking, posting parcels, buying clothes and the building industry. In Years 5 and 6 they calculate the cost of travel and entertainment for their forthcoming school journey to France. Whilst there is some effective use of mathematics in other subjects, such as design and technology, science and geography, this is not systematically planned for on the curriculum map or schemes of work and so opportunities are sometimes missed to reinforce pupils' grasp of numeracy in other contexts.
104. In work and lessons seen in Year 1 and 2 pupils attain at levels that are above average expectations. In mental and oral starters to lessons they apply the rules of number well and use the language of mathematics with confidence. For instance, in a Year 1 and 2 lesson, pupils were beginning to understand how to add coins together and to go shopping with £1. Whilst most pupils were beginning to understand how to combine two coins, higher attaining pupils were able to add together a mixture of several different coins. Most pupils can read and write the numbers they use and then count on to give the correct change.
105. In work and lessons seen in Key Stage 2, pupils are achieving well. Pupils rapidly halve decimal fractions as a mental calculation. Higher attainers can add and subtract decimals confidently and accurately. From scrutiny of work, there is evidence that most pupils have a sound understanding of place value in numbers with up to five digits, some extend to decimals and can give the value of each digit. They solve addition, subtraction, multiplication and division problems mentally with growing assurance. Many understand that different outcomes may result from repeating a series of controlled activities. Pupils calculate the perimeter or area of regular and irregular shapes accurately. They confidently interpret graphs and diagrams correctly, including pie charts, and draw conclusions. Pupils are developing their strategies for working on mathematical problems using their acquired knowledge and skills. They explain their methods and justify answers with growing confidence. They are confident to say "I disagree with that because" or "I calculated that in a different way" so that they learn well from each other.
106. Because they are clear about what is expected of them, pupils learn in a systematic way that reinforces their achievements. They behave very well, especially in practical sessions where they work sensibly together and co-operate to share equipment. Pupils record their work carefully, whether on prepared recording formats or a format they devise for themselves. Pupils show excellent concentration and respond with enthusiasm and interest to the teaching because they want to succeed. They have very positive attitudes to their learning; great care is taken over the presentation and layout of work. Pupils are very good at listening to their teacher's instructions. Most show confidence in answering questions and are articulate in discussions. In both key stages in paired activities pupils are very co-operative. They discuss work, share ideas and then work independently or in pairs. They suggest alternative strategies and genuinely help each other.
107. Teachers use homework successfully to reinforce learning in class. This helps to promote pupils' independent learning skills by encouraging them to work without close supervision. There is some planned use of computers to support work in mathematics, for example data handling and

programs to reinforce number learning. However, there is some inconsistency between teachers in the volume and frequency of homework set.

108. The management of the subject is good with effective monitoring of teaching by the co-ordinator, headteacher and external advisers. Analysis of pupils' errors in the Year 2000 tests has also been used to identify development priorities for the teaching of probability, place value and decimal fractions. The school is aware of the need to extend current assessment procedures so that pupils' work is more systematically assessed according to National Curriculum Levels. The information gained will then inform individual pupil targets and will enable the school to undertake more detailed monitoring of pupils' progress in mathematics.
109. Teachers use the available space and resources well and the classroom assistants are clear about their role in the teaching of mathematics. Classroom space is limited in Key Stage 2 and so pupils in Years 3 and 4 are taught in two separate year groups, one in the village hall. This strategy is working well and pupils have good opportunities in mathematics as a result. The school plans to use a similar approach for Years 5 and 6 as soon as space becomes available in the village for an extra teaching room. Throughout the school interesting mathematics displays celebrate pupils' efforts and illustrate important aspects of teaching. The Saturday morning mathematics club is popular and well attended and contributes well to standards attained in the subject.
110. Governors have been well informed about the numeracy strategy and have involved themselves appropriately in evaluating the school's progress, through governor training and visits to all classes to observe teaching and learning in mathematics. Two governors share responsibility for numeracy and this is effective in ensuring continuity over time. The co-ordinator works very closely with the governors; this results in a strong sense of purpose in the management of the subject.

SCIENCE

111. Teachers' assessments in the year 2000 indicated that pupils are attaining very high standards by seven years of age. All the pupils attained the expected level and the percentage of pupils attaining at the higher level was well above the national average. The school's performance in the national tests for Key Stage 2 exceeded the national average with all pupils attaining the expected level and those attaining at the higher level being close to the national average. When compared with similar schools, pupils at the end of Key Stage 1 performed well above average. However, pupils at the end of Key Stage 2, were close to the national average owing to a fewer number than expected attaining the higher level. Inspection findings are broadly in line with these results, and also indicate the school has maintained and in some instances improved standards and quality since the last inspection.
112. Achievement in science is good across the school in all aspects of the subject and lower attainers achieve very well. This was demonstrated in last year's national tests where all pupils attained the expected level for their age. The emphasis teachers place on working from first hand experiences and their provision of imaginative contexts for learning, relevant to the pupils' lives, stimulates pupils' interest and promotes learning. This is illustrated in the development of pupils' knowledge and understanding of materials as they move through the school. In Key Stage 1, pupils learn to sort and compare and use appropriate vocabulary to describe their observations and learn how walls are built and glass is made. Younger pupils in Key Stage 2 do more sophisticated comparisons, use tallying, make their own tables of results and undertake investigations to find out which fabrics would be best to provide blackout conditions. They use a wide range of vocabulary related to materials used in houses. By the end of Key Stage 2, pupils have acquired a very good knowledge including the properties of solids, liquids and gases and their classification. They analyse data on weight, strength and hardness to decide on suitability for different purposes and learn the chronology of the use of different materials by humans.
113. Good achievement is also seen in the way pupils record their findings. From an early age teachers have high expectations for good quality presentation with well-organised accounts of

work. They provide appropriate support for younger pupils and those with special educational needs so, by the time they leave school, pupils can give clear written accounts supported with tables of results, graphs and labelled diagrams. Pupils make good use of their literacy skills when they give extended accounts of information they gained from a talk by a parent on materials and of their visit to a woodland. They are beginning to use information and communication technology to present findings and extract information from CD ROMs. They practice measures and learn to use instruments with scales such as thermometers, rain gauges and Newton meters.

114. Teaching is good overall across the school and is sometimes very good. The main strengths are in clear learning objectives and good quality questioning that encourages pupils to articulate reasons for their suggestions and findings. Teachers also use and reinforce specific vocabulary effectively. Teachers value pupils' ideas and handle their misconceptions sensitively. Teachers structure lessons well and a good pace is maintained as pupils know what is expected of them, especially in practical work, and they behave very well. Quiet and unobtrusive support of pupils with behavioural difficulties ensures their full inclusion in the lessons. Although pupils develop good practical and observational skills teachers do not provide enough opportunities for them to learn to plan tests independently or to practise the skills of drawing conclusions and this impacts mainly on higher attaining pupils.
115. Nevertheless, by the end of Key Stage 1, pupils can predict likely outcomes and also understand how to make a test fair. For example, when investigating which material kept hot water bottles warm for the longest time they learnt that it was important to use the same quantity of water in each hot water bottle and to put them in the same place in the room. Pupils in Year 5 and 6 develop sensible hypotheses when investigating the strength and suitability of different carrier bags. Those with minority viewpoints have the confidence to defend their ideas. These older pupils are developing the good habit of making notes as the lesson progresses that they use as a basis for their written accounts. They display very mature attitudes to their work. Comments made in the marking of work for pupils in Year 5 and 6 are helpful in suggesting what they need to think about next and how their work could be improved. However, the small size of classroom for the oldest pupils in Key Stage 2 places constraints on practical activity. The school is currently making arrangements to improve this situation.
116. The subject makes a strong contribution to pupils' personal development. They learn how to care for and respect living things through work on the growth of plants and by incubating chickens' eggs. The school's wild life area and pond provide further opportunities. Pupils learn the wonder of space through work on the earth and planets and some have visited Jodrell Bank. They discuss moral issues such as caring for the environment and begin to learn to work as a team in investigations. The study of the work of significant scientists and the provision of talks and workshops by visiting local specialists promotes pupils' cultural development effectively.
117. Owing to the focus on other subjects over the last two years, little attention has been given to the development of science recently. However, assessment procedures have improved since the last inspection. The information is used to monitor academic performance overall but not yet used fully to inform planning for groups and individuals. This is reflected in the teachers' lesson plans, which outline clear objectives and related activities, but do not include details of more challenging work for higher attaining pupils. The headteacher co-ordinates the subject and is adapting the school's two-year rolling programme to new national requirements and guidelines. She is looking forward to science becoming a strong focus in the school's improvement plan, from next term, as this will give an opportunity for in-service training for staff and more rigorous monitoring of teaching and learning. In addition, a science week is planned for 2002. The subject makes a significant contribution to achieving the school's aims and to its positive ethos for learning.

ART AND DESIGN

118. Pupils' attainment by the end of both key stages is above that expected of pupils at seven and eleven years and these standards have been maintained since the last inspection. Pupils in Year 1, working on portraits, use paint as a medium for drawing and colouring. They experiment and choose appropriate colours as they paint their partner's portrait and learn about the importance of making close observations. Pupils in Year 2 explore the effects of adding and taking out a colour through the processes of bleaching and dyeing. They design different items and experiment with the use of lemon juice to paint on bleached material. They respond positively to suggestions for improving their work and comment on the work of others.
119. In Years 5 and 6 pupils use their knowledge of Picasso's early work to paint portraits in the same style. They use information from a discussion, based on a range of portraits, effectively, to capture specific characteristics like mood and use a range of media to reproduce colour, shading and tone. In Key Stage 2, pupils including those with special educational needs, achieve well as they learn a range of techniques and styles often using the work of other artists to inspire them. They learn to employ appropriate techniques to communicate their ideas. Evidence from completed work and pupils' sketchbooks show high levels of motivation and increasing independence.
120. The quality of teaching is good overall in both key stages and leads to very positive attitudes to learning by pupils. Teachers introduce lessons effectively and use exposition judiciously to focus pupils' attention on key ideas. As a result, pupils listen attentively and participate actively in discussions. This enables teachers to build on pupils' previous knowledge. The classroom assistants effectively support pupils with special educational needs so their achievement is good. The majority of teachers have a secure knowledge of the subject that is reflected often in well-timed and helpful interventions and opportunities for pupils to consider and improve their work. They organise and prepare well-chosen resources well that focus pupils' attention on key concepts and development of specific skills and techniques. Teachers manage lessons well, allowing sufficient time to use the end of lessons effectively to enable pupils to evaluate their own and other pupils' work
121. Since the last inspection, the school has developed schemes of work that incorporate national guidelines. These have been discussed and shared with teachers. The co-ordinator has good subject knowledge and provides effective guidance for her colleagues. As yet assessment in the subject is informal and is not linked to the National Curriculum Levels of Attainment. Moreover, the school's current targets for developing the subject are not clearly focused on raising standards. The success criteria are inappropriately defined to allow for any measurement of improvement in learning.
122. The school enhances the curriculum by the range of a range of extra curricular opportunities and through artists who come to the school and work with pupils and this contributes well to their cultural development.

DESIGN AND TECHNOLOGY

123. Pupils' attainment at the end of both key stages exceeds national expectations. Standards across the school are better now than they were at the last inspection when pupils in Key Stage 2 did not have sufficient opportunity to learn and practise their skills or to plan how use their ideas to achieve the best possible outcomes. This issue has been effectively addressed and there is now clear guidance for the teaching of technical and planning skills.
124. Pupils understand the processes involved in designing, making and evaluating products and apply these with increasing confidence, as they grow older. Pupils progress well in individual lessons and all pupils, including those with special educational needs, achieve well. Teachers provide good links between their work in design and technology and other subjects; for example, with the history of kitchens and foods in Key Stage 1 and Britain since 1930 in Key Stage 2.

125. Pupils in Key Stage 1 use a range of materials, including textiles, reclaimed and sheet materials. They plan, produce and design a trolley for a teddy, a multi-coloured coat for Joseph and generate ideas for designs for kitchen objects. They use mouldable materials to make egg cups and sugar bowls, building on their previous experience of working with clay and using their designs from the previous lesson to develop their products. They critically appraise examples of manufactured sugar bowls to develop their ideas and apply their knowledge of pattern making to improve the appearance of their own bowls.
126. In Key Stage 2, pupils successfully use their previous learning to work on interesting and motivating designing and making activities. For example, in Years 3 and 4, they make jam, design and make jam jar covers and pots with lids and draw up organised and systematic plans for their World War II vehicles. In Year 5, they make a foldaway chair designed for the purpose of storage in their bedrooms. In Year 6, pupils design and make an improvement for an area of the school, for example outdoor equipment and cushions for the youngest class. They also design and make skirts in the fashion of the 1950s and 1960s.
127. The high standards attained result from very good teaching in both key stages. The detailed planning that follows national guidelines is very effective in motivating the pupils and providing a real sense of purpose for their work. Teachers' knowledge and understanding of the subject is very good and they teach skills systematically. For example in Year 5, pupils learn how to reinforce corners with triangular pieces of cardboard and how to drill and glue wood safely and strongly. They learn to evaluate their products using criteria such as "Does it do the job I wanted it to do" and "Is it strong enough?" They know that in order to make something well, they have to design it carefully, thinking about who it is made for and how much it might cost. These activities successfully develop pupils' ability to combine and join materials and provide good opportunities to add various details so that products look more realistic.
128. In Year 1, the enthusiastic teacher and support staff gave very good constructive feedback to pupils. They had organised equipment well to encourage the pupil's independence. The pupils could state the differences between working with kiln dried and air dried clay. They showed commitment to the task and immense pride in their achievements. In Year 5 and 6, there is excellent teaching of the skills of review and evaluation. The pupils are encouraged to work as technologists and appraise their own work and make suggestions to their peers about improvements. They state what they have learnt from the design and make process and suggest developments and uses for each other's chairs. They talk about the problems they have encountered in joining the wood and describe how they have strengthened and supported their structures.
129. In Years 5 and 6 accommodation is cramped, although the teacher's good organisation overcomes most of the potential constraints on teaching and learning. She ensures that best use is made of the space and equipment that is available through the identification of designated safe areas for cutting, gluing, hammering and drilling. There is currently no workbench for securing the pupils' work; this means that their measuring and cutting is not always as accurate as it could be.
130. The pupils' good behaviour and very positive attitudes to learning also contribute to best use of accommodation and resources. They show independence and an impressive commitment to their tasks. They support each other very effectively when working as a pair or in a small group. Pupils demonstrate through their very good achievements and their ability to discuss their design and technology work that their teaching has been consistently good.
131. There is good management of design technology. The co-ordinator for the subject is very knowledgeable and enthusiastic. She undertakes specialist teaching with several classes in the school and liaises closely with the teachers of classes she does not herself teach. The school maintains individual pupil record sheets of skills development and samples of work are kept or photographed for the pupils' own design folders or for teachers' portfolios of assessed work.

GEOGRAPHY

132. No lessons were seen during the inspection and therefore no judgements are made about the quality of teaching in the subject. There is evidence from teachers' planning, analysis of pupils' previous work, displays around the school and discussions with pupils that the school provides a full geography curriculum and that standards are broadly above national expectations at both key stages. This judgement is similar to that of the last inspection.
133. In Key Stage 1, pupils are beginning to identify features of different locations; for example, towns and countryside and overseas countries. Pupils draw simple plans successfully, such as a bird's eye view of a kitchen. They plot their route to a nearby oast house they had visited. They accurately identify similarities and differences between different types of settlements, for example between their own village and nearby towns and cities they have visited. Most can name capital cities for several European countries and Australia, and know the significance of a capital city. Pupils discuss with interest the effect of climate on British and African landscapes. They use correct geographical vocabulary when describing water features such as lake, river, ocean, stream, pond and estuary.
134. By the end of Key Stage 2, pupils are familiar with the common symbols used on weather charts. They compare accurately life styles, houses, weather and economic development between Peru and their own country. When using a map or atlas pupils have a sound knowledge of the location of major countries of the world and understand how to use grid references to locate geographical features or places. They discuss environmental issues and have learnt about pollution, deforestation, the ozone layer, energy sources and the advantages of solar heating. They know that a range of sources is used to learn about geography and can talk confidently about what they have learned from video, photographs, maps, visitors and the Internet.
135. While no teaching was seen during the inspection, it is clear from planning and pupils' work, in books and on display, that teaching is focused well on providing a range of relevant and interesting ways for pupils to learn. Good use is made of local visits throughout the school to extend geographical knowledge and skills and in Key Stage 2, there are also opportunities for residential visits to Chester and to France. Homework is used effectively to deepen understanding; for example, in Years 5 and 6 pupils collate fact files on Lima and research weather forecasting techniques.
136. Informative and attractive classroom displays introduce, reinforce and extend geographical learning. In Key Stage 1, a map of the United Kingdom shows the distance between Chiddingstone and York in a display around the song The Grand Old Duke of York. In Year 2, an annotated map of the world illustrates the work on the history of chocolate. In Years 5 and 6, the current weather topic is effectively linked to work in technology. Displays include emphasis on appropriate geographical vocabulary, for example drought, typhoon, monsoon and also provide pupils with opportunities to explain and share their learning with other members of the class. The pupils have carefully designed and made rain gauges, humidity measurers and other weather instruments and have researched the best positions in which to site them in the school grounds.
137. The co-ordinator leads the subject well and through efficient budget planning ensures that good quality resources are maintained and extended. The local community is used extensively to promote geographical learning and parents and other local people make a valued contribution to the subject. The school is aware that the current policy is due for revision and that the potential for e-mail links with other geographical locations is currently underdeveloped. Teachers maintain a satisfactory portfolio of pupils' work. The school is aware of the need to extend assessment procedures by making greater use of National Curriculum levels to moderate examples of work and use this information to plan next steps in learning for pupils.

HISTORY

138. Standards in history are above expected levels at both key stages, a finding that is similar to the situation at the time of the last inspection. Evidence is drawn from the two lessons observed and from scrutiny of pupils' work on display and in current workbooks and folders.
139. By the age of seven pupils are developing a good understanding of chronology and of ways of life at different times in the past. They have a good knowledge of Victorian household implements. For instance, they know that people used old flat irons that had to be heated because there was no electricity. In recording their observations, pupils learn to compare and contrast pieces of information relating to different times and places and in the process develop an understanding of chronology. For example, following their visit to Chiddingstone Castle they can compare the way people prepared food in Victorian kitchens with present day methods. They discuss in detail the effect of more labour intensive kitchen and household equipment on people's lives and relate this to the life of a kitchen maid at the Castle.
140. The subject is taken forward well in Key Stage 2. By the age of 11 pupils evaluate historical evidence gained from a variety of sources to present reasoned and balanced arguments about life in the past. They use their knowledge of social, cultural and technological changes in Britain to compare the levels of creativity demonstrated in the music, fashion and literature of the 1950s and 60s with that of 2001. Some pupils go on to reason that the 1950s seemed brighter and bolder when compared to the austerity of the Second World War years and can see why the past can be interpreted in various ways. They speak confidently about the history of their own village and show impressive interest and knowledge about its history. In both Key Stages pupils' written and other recorded work is very well organised and presented with care and attention.
141. The good teaching of history across the school brings pupils' learning alive, helping them to appreciate what it must have been like to live at different times in the past. Teachers use local resources very well to extend pupils' historical research and understanding. For example, pupils in Years 5 and 6 compiled detailed documentation of their regular visits to study the demolition of the local Old Rectory as part of their study of Tudor buildings. Good use of visits to local and national museums, such as Bodiam Castle and the Imperial War Museum also enhances the quality of provision in the subject. The knowledge and enthusiasm of expert visitors and the range of artefacts borrowed from parents and members of the local community contribute very positively to the high quality of teaching. In Years 3 and 4 classroom displays are very stimulating, bringing the second world war period to life through well labelled displays of photographs, gas mask, ration book and medals won by children's families. In Years 5 and 6 similarities and differences between education, life-style, food and clothing in the 1950s and 1960s are presented through imaginatively assembled displays that show progression along a time line. Pupils' own work is integrated well into the display.
142. There is good quality of teaching in both key stages, with some very good features. Teachers are welcoming, enthusiastic and well organised and promote a productive learning atmosphere in which pupils settle very well to their work. Teachers use questioning very well to focus pupils' thinking and extend their understanding. Classroom assistants are also well prepared, often giving valuable input to a group of pupils that need special support.
143. As a result the quality of pupils' learning is also very good. Pupils show strong commitment to their work and immerse themselves in their tasks. In Year 5 and 6, pupils conducted their own debate on the 1950s and 60s. The lesson was very well organised and all pupils were encouraged to participate and to put forward their developing views, which resulted in very good engagement with the historical issues. In Year 1, well-organised group work promoted good understanding through comparing different ways of preparing cake mixture. In this lesson, whilst resources were used effectively, time was not managed well and the lesson exceeded the time for which it had been planned.

144. Teachers develop pupils' understanding through very good links to other subjects, for example design technology, geography and art. The pupils' very good literacy skills are developed further through history. They develop study and enquiry skills well through research, including homework. Teachers promote pupils' oral skills innovatively through opportunities for presentations and debates. Pupils develop and refine their recording skills through the folders they assemble for each historical topic.
145. The enthusiastic and well-organised co-ordinator works effectively with the staff team to maintain and develop the quality of provision in history. Individual teachers currently assess completed written work. The school is aware of the need to extend and refine assessment methods and procedures to ensure that National Curriculum Levels are used more effectively as assessment criteria.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Pupils across the school attain the expected levels for their age in most aspects of information and communication technology. This represents the maintenance of standards for pupils in Key Stage 2 but a decline in standards in Key Stage 1 from the above expected levels reported at the previous inspection. The situation is more complex than this suggests. Pupils show the same level of skills in loading and saving programs and following screen instructions and they learn good control of the mouse. They are familiar with a wide range of equipment and show good progress in word processing. Achievement in this aspect is good with older pupils employing it effectively to present work through use of different fonts and colour.
147. However, the school has only recently improved provision to help it keep pace with the demands and changes in the subject since its last inspection. This includes the purchase of three laptop computers that are already providing flexibility in teaching. Although pupils are benefiting from recent improvements in resources, most have not had sufficiently frequent and regular opportunities to develop and extend their skills across the various strands of this subject. As a result, achievement is uneven across the information and communication technology curriculum. The use of computers is not yet embedded as a tool for learning across the curriculum. This means that pupils are not yet attaining the standards of which they are capable in either key stage when compared with the standards they attain in other subjects. Although pupils have opportunities to use a floor robot and practise control on screen the school is aware that the strand for control and modelling is weaker than other areas. As yet, the ability of pupils to monitor and control events with sensors is underdeveloped.
148. Pupils show varied competence in using the keyboard. All classrooms have their own up-to-date computers, but there was limited evidence of pupils using them regularly, on tasks set by teachers or by working independently. Use of the computer identified in lesson plans does not always take place. With help, the youngest pupils in Key Stage 1 draw and fill in their designs with colour. Older pupils in this key stage can enter data about the way they prefer eggs cooked or the kind of bread they like to eat. With help they begin to interpret the resulting graphical presentation and can relate the information shown on a block graph accurately to its display as a pie chart.
149. In Key Stage 2, some pupils combine graphic images with text well and use the computer to construct designs for foldaway chairs they are going to make. Pupils in Year 5 and 6 have used a data handling programme satisfactorily to display information they collected from questions on a census form and this has developed their understanding of mathematical terms such as median, mean, mode and range. Pupils in both key stages enjoy using computers and discussing what they are doing. They are excited and interested when exploring new functions and have very positive attitudes towards the use of computers. Their behaviour is always good and they treat equipment with respect.

150. In the lessons observed, teaching and learning was satisfactory overall. Following an explanation about sending e-mails, Year 3 and Year 4 pupils were able to enter an address and send a short message. They are beginning to use this skill to communicate with pupils in other schools, including where they go for their French exchange. Six pupils in Year 6 were beginning to use a desktop publishing program to produce attractive posters for Comic Relief with the help of specialist tuition. They were introduced to new skills such as using a digital camera and scanning images in to combine with text in their posters and made good progress. Pupils with special educational needs are beginning to use appropriate software effectively to develop and practise their writing and mathematical skills.
151. The co-ordinator provides strong leadership and management and has played a large part in organising recent developments with the support of those governors who take a special interest. She has a clear view of the educational direction needed and is managing the action plans for improvement effectively, establishing a clear common purpose for improvement across the school. She has led the staff in producing a new good quality policy that incorporates all recent developments in the subject. The school has adapted national guidelines for a scheme of work to help teachers plan a coherent programme of learning experiences and this is supported by suggestions for activities from a commercially produced scheme. Teachers plan appropriate study units in the medium term but there is still a lack of clarity in long term planning for the subject.
152. Most teachers are competent and confident in teaching basic skills in information and communication technology and are benefiting from current training under a national scheme. Parents provide very good support both financially and practically; fund raising by the parent teacher association has supported recent purchases of hardware and software and the forthcoming school web page will be put on the village website by a parent.
153. Although there is some informal assessment, as yet there are no procedures based on the units within the scheme of work to check coverage and standards and so ensure the appropriate development of understanding and skills. Owing to the recent focus on other subjects the opportunity to formally monitor teaching and learning, with a view to improving standards, has not yet been made available.

MODERN FOREIGN LANGUAGES

154. The school arranges for the teaching of French to all year groups except reception for half an hour a week by an unqualified native speaker. Only two lessons were seen as much of the teaching is concentrated within half a day. On the basis of these lessons, scrutiny of materials used for teaching and discussion with pupils in Year 6, attainment is above what is expected at age seven and eleven. Standards have been maintained since the last inspection
155. In Year 1 and in Year 3 and 4, pupils show understanding of basic language within familiar themes. They respond to simple questions related to greetings, name, age and where they live. They count in units, tens and hundreds and memorise a range of songs that they sing with zest and enthusiasm. Standards in pupils' pronunciation are appropriate and are reinforced suitably through constant oral practice.
156. The quality of teaching is good overall with the prime aim focused appropriately on developing pupils' skills of oracy. Because the teacher is a native speaker she provides pupils with good models of intonation and pronunciation. She uses a range of audio and visual materials to enable pupils to access meaning and singing is an integral part of the curriculum. The teacher appropriately selects materials that motivate the pupils. This leads to most pupils becoming keen learners who show interest and are attentive during lessons. Pupils relate well to the teacher and to each other. The majority of pupils, including those with special educational needs, achieve well. Although much of what is presented to the pupils is in the target language, there is still too much unnecessary use of English during lessons. The use of role-play to enable pupils to develop meaningful communication is under developed.

157. The curriculum is enhanced through an exchange with a school in France and a French club ably run by a school governor. The teacher has developed a scheme of work for each year group and is very eager to develop her teaching skills further within a primary setting. Owing to the number of secondary schools, to which Year 6 pupils transfer, liaison to ensure continuity of learning is difficult. The accommodation for French lessons is inadequate for the number of pupils at any one time and does not allow for a more creative use of the space needed for more active learning.

MUSIC

158. Pupils' attainment in music is above what is expected at seven and eleven. A specialist music tutor taught many of the lessons seen during the week of inspection, with the class teacher present. Pupils in Year 2 sing well and in tune. They modulate their voices appropriately to sing softly and loudly. They choose instruments confidently and explore and recreate different sounds to accompany an African story narrated by the teacher. In Years 3 and 4, pupils use rhythmic notation to practice repeating phrases. They perform simple parts with and without singing and recognise the importance of timing as they use the notation to help them. Pupils in Years 5 and 6 sing very confidently and maintain their part with awareness of the overall effect. They listen to extracts of music and recognise the use of the same theme in different parts. They use their knowledge to identify the instruments being played and appreciate the many versions of the same theme song.
159. The quality of teaching is of consistently high quality. This leads to very positive attitudes to music throughout the school. Pupils participate in lessons with real enjoyment, and persevere in their effort to improve their performance. The majority of pupils achieve well as they are increasingly exposed to a range of opportunities of instrumental practice. This can be attributed to a great extent to the expertise of the specialist teacher and those teaching staff who play instruments and take the lead in musical assemblies. All the pupils taking part in extra musical tuition enjoy the sessions and are highly motivated and keen to improve their skills.
160. The specialist teacher has developed an effective routine of starting lessons with singing practice to which pupils respond with enthusiasm and gusto. Much of the musical knowledge arises naturally from practice that enables pupils to develop a good grasp of musical elements in context. The teacher plans lessons effectively and provides a good balance of challenge and guidance to pupils. She builds effectively on previously acquired skills and knowledge and provides ample opportunities for pupils to practice and improve their performance. She also gives good demonstrations of technique and explanations of how to produce a particular effect. Pupils work well together showing respect for each other and they collaborate effectively to perform in groups. They treat instruments with care and help readily when they need to be moved or stored away.
161. As yet, there is no formal system for assessing or recording pupils' progress in music from one year to the next or the monitoring of teaching and learning. The priorities for developing the subject are not focused clearly enough on maintaining and raising standards. The provision for music is greatly enhanced by the range of extra curricular activities on offer and the many opportunities pupils have to practice and improve their singing. Clubs include a small orchestra, a choir and a recorder group. Pupils also take part in musical and drama productions that parents and others enjoy. Overall, the subject makes a strong contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

162. By the end of Key Stage 1, pupils attain standards in line with national expectations for seven year olds. This is a similar picture to that found at the last inspection. However, standards have improved in Key Stage 2 and pupils mostly attain above the expected level by the time they leave the school. Pupils of all ages are agile and well co-ordinated and as they move through the school they make good progress in skills of balance, sequencing movements and ball skills. Key Stage 2 pupils show a good sense of rhythm when developing sequences with a Caribbean theme. They develop their understanding of the need for rules and fair play. Pupils have regular opportunities for swimming lessons at a local leisure centre during the year and many attain above the expected level by eleven years of age. Teachers and classroom assistants support pupils with special educational needs effectively, ensuring full inclusion in activities and promoting their progress. Achievement is sound overall in Key Stage 1 and good in Key Stage 2.
163. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All the teachers place a suitable emphasis on safety and on the effect of exercise on the body. The methods and strategies they choose support their clear learning objectives and promote pupils' enjoyment of physical exercise. In most lessons, teachers make the purpose clear to pupils so that they know what is expected of them. These factors lead to an enthusiastic response from pupils who make considerable effort.
164. Although all teachers plan an appropriate structure to lessons, this is implemented more successfully in Key Stage 2 than in Key Stage 1. Although there was an effective start to a gymnastics lesson for the youngest pupils in Key Stage 1 with warm up exercises that promoted co-ordination and the teacher gave clear instructions for developing sequences of balance and leaps using apparatus the pace later slowed. During the demonstration by one group, other pupils remained inactive for a long time. In a games lesson for older pupils in the key stage activities with small balls the activities promoted the building and combining of skills but the pace of the lesson was interrupted at times by pupils' inattention and there was too much reliance on the class assistant for giving out and collecting balls and cones.
165. In Key Stage 2 pupils build well on prior learning. In a very good games lesson for a higher attaining group of Key Stage 2 pupils no time was wasted. The very clear instructions and directions ensured good progress as pupils were kept active moving from practice of throwing, catching and marking to developing strategies for netball involving spacing, speed and good use of the width of the court. The specialist teaching by a rugby coach for Year 5 and Year 6 pupils is effective in developing pupils' skills and understanding of this game.
166. In nearly all lessons the teachers' effective management of pupils promotes good behaviour and good care of apparatus. Pupils' willingness to work with others contributes to effective learning. Pupils listen well to instructions and follow them carefully. However, in both key stages pupils occasionally lack self-discipline. Some bounce balls when the teacher is speaking or chatter inappropriately rather than concentrating on improving their performance. Although some satisfactory examples were seen, in most lessons teachers do not use demonstrations enough to develop pupils' skills of evaluation. Standards in this aspect of the work are not as high as they could be.
167. Assessments and record keeping by teachers is supplemented by swimming badges and award schemes in both key stages. The extra-curricular sports clubs provide further opportunities for pupils' physical education and these are supported well. The co-ordinator manages the subject very effectively including arranging inter-school matches where the school's teams have a successful record. She arranges specialist coaching in cricket, rugby, tennis and swimming and ensures that resources are maintained well and improved.

168. The significant contributions from parents and the community enhance the quality of provision in this subject. Parents help with transport to matches and organise the football clubs. The village hall provides a good quality space for teaching dance and gymnastics and the school also has the use of the village tennis courts and sports field. Through the good range of activities and the opportunities to work and play with different adults and pupils from other schools, the subject makes a good contribution to pupils' social, moral and cultural education.

RELIGIOUS EDUCATION

169. Standards in religious education by the end of both key stages meet and often exceed the expectations of the locally agreed syllabus. Religious education was not included in the last Section 10 inspection so comparisons cannot be made with the standards at that time.
170. By the end of Key Stage 1, pupils are familiar with the features of the main Christian festivals such as Christmas and Easter. They also know about some of the festivals of other religions such as the Passover. Teachers actively encourage pupils to link their learning about religions with everyday life, for example through special foods eaten in the Jewish and Christian calendars, such as matzohs for Passover and pancakes before Lent. By the end of Key Stage 2, pupils know about places of worship, traditions and ceremonies within the different world religions and can reflect sensitively on the religious and moral issues about which they are taught. They understand the significance of the Last Supper and can relate their learning to their own experiences of true friendship and forgiveness.
171. Overall, there is good teaching of religious education. Teachers have secure subject knowledge. They plan lessons well and give much thought to the best ways of involving pupils in the topics under discussion. Teachers also promote pupils' speaking and listening and writing skills in religious education lessons. In the best lessons, teachers use resources well to deepen and extend pupils' understanding.
172. In a lesson for Year 2 pupils about the Last Supper, the teacher matched tasks well to pupils' writing abilities and teachers and support staff intervened effectively to ensure that pupils understood the task and were moving forward appropriately. In a lesson for Years 3 and 4, the teacher fully involved pupils in thinking about the stages of growing up in their own lives before going on to learn about Barmitzvah ceremonies for Jewish children. Good explanation and questioning by the teacher resulted in high levels of motivation and interest in the lesson. However, when asked to write a speech to be read at a Jewish coming of age ceremony, some pupils had difficulty in understanding the task. Resources were not used effectively in this instance to bring the topic to life by focusing the pupils' attention and enabling them to become more involved in the discussion.
173. In Year 5 and 6 teachers make good links between the planned provision for pupil's personal, social and health education and citizenship and the programme of religious education lessons. Pupils are provided with very good opportunities to reflect on how to develop good relationships and on what is right or wrong when considering moral issues. They did this effectively in the lesson on the Last Supper and the friendship shown by Jesus to Judas.
174. Across the school, teachers encourage pupils to explore issues in depth and to put forward their own views in a supportive atmosphere. Consequently they show good or very good attitudes and behaviour in all lessons. Pupils show respect and tolerance for other pupils' beliefs and share ideas cooperatively. They are proud of their own cultural traditions and show interest in and respect for the cultural traditions of others. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development is very good. Teachers use local community resources very well to support religious education, through regular and purposeful contributions from parents, the local church and other members of the community.

175. The co-ordinator manages the subject well and makes good use is made of the local resource centre to supplement the school's own resources. She is aware of the need to extend the school's own resources, particularly artefacts, to support the teaching of Hinduism, Islam and Judaism. Staff are very enthusiastic and positive about developing their own knowledge and understanding through courses and reading.