

## INSPECTION REPORT

### **HAMSTREET PRIMARY SCHOOL**

Hamstreet, Ashford.

LEA area: Kent

Unique reference number: 118378

Headteacher: Mrs Jane Macey

Reporting inspector: John Ayerst  
3832

Date of inspection: 7<sup>th</sup>-10<sup>th</sup> Feb 2000

Inspection number: 193805

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Hamstreet, Nr. Ashford, Kent.
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Keith Page
Date of previous inspection:	14 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Ayerst	Registered inspector	Art	The characteristics of the school
		Music	The school's results and pupils' achievements
			How well pupils are taught
			Leadership and management of the school
Raymond Orchard	Lay inspector	Equal opportunities	The school's partnerships with parents
Terry Bailless	Team inspector	English	Curricular and other opportunities offered to pupils
		Design and technology	The school's care for its pupils
		Physical education	
Graham Todd	Team inspector	Mathematics	Pupils' attitudes, values and personal development
		Information and communications technology	
		Special educational needs	
Brenda Parsons	Team inspector	Science	
		Under 5s	
		Geography	
		History	
		Religious education	

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

### **Information About The School**

Hamstreet Primary School is a large school of 282 boys and girls of 4–11 years of age. The catchment is mixed, the school is set in a village, but it covers a very widespread rural community. Overall, the school covers a broadly average socio-economic area and the proportion of pupils eligible for free school meals is below average. Taken together, pupils' attainment on entry is similar to that found nationally. The school has a high proportion (28 per cent) of pupils on Stages 2 – 5 of the register for pupils with special educational needs and the numbers of pupils with Statements for Special Educational Needs is also high. Very few pupils are from minority ethnic backgrounds and none have English as an additional language.

### **How Good The School Is**

Hamstreet is an effective and improving school that makes good provision for its pupils. Standards of attainment are broadly average, but are rising year by year. The quality of teaching is good at both key stages and pupils make good progress, particularly in English, mathematics and science. Good provision is made for pupils with special educational needs. The headteacher, who has been in post for four school terms, provides very good leadership and she is well supported by staff and governors. The school provides good value for money.

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

- In most lessons the standards of teaching are good. There are examples of very good teaching in a number of subjects and particularly in English, mathematics and science.
- Standards of speaking and listening are high at both key stages.
- Investigative skills are well developed in science, mathematics and design and technology.
- The school makes very good use of assessment and of the monitoring of pupils' progress in English and mathematics.
- Pupils enjoy school and have very positive attitudes to learning, behaviour is very good.
- The school benefits from very good leadership, with a commitment to the promotion of high standards and school improvement.
- There is very good provision for extra-curricular activities.
- A very caring school, where pupils respect the feelings, values and attitudes of others.
- The spiritual, moral, social and cultural development of pupils is very well provided for.
- Attendance is good.

### **What could be improved**

- The quality of teaching is good, but inconsistent and there are variations to be seen in most subjects and both key stages.
- Standards in IT are below expectations because resources are too few to provide regular learning opportunities for all pupils.

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

### **How The School Has Improved Since Its Last Inspection**

Standards have risen consistently in English, mathematics and science over the last three years. All key issues from the last inspection have been addressed; the school now works to a plan for the National Curriculum, and the Locally Agreed Syllabus for religious education, to ensure coverage of the programmes of study and effective progression across the school. There are schemes of work for all subjects and good provision for mixed age classes. Assessment procedures are well developed and support planning and judgements about pupils' progress. All other issues from the last report have been addressed, except for some elements of information and communications technology.

The quality of teaching has improved overall, as has the quality of leadership by Governors, the senior team and subject co-ordinators. Classrooms are now better resourced and there has been successful implementation of the national literacy and numeracy strategies.

## Standards

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	B	C	well above average A B above average
mathematics	D	C	C	D	average C below average D
science	D	B	C	D	well below average E

The proportion of pupils achieving the national expectation of Level 4 or above in the latest tests, is above the national average for English, and in line with the average for mathematics and science. The numbers of pupils attaining higher levels is also close to the national average in English and mathematics, but is below average in science. In comparison with schools with a similar number of pupils eligible for free school meals, standards are in line with the average for English, but below average in mathematics and science. The high numbers of pupils with special educational needs, however, means that average test results are lower than in many similar schools.

Over the last three years there has been an improvement in the proportion of pupils achieving Level 4 or above. Consequently, the targets agreed with the Local Education Authority for English have already been exceeded and need revising for next year. There has been good improvement in mathematics, but the school failed to meet its challenging target this year. Indications are that the target for next year is more realistic and is likely to be met.

From the evidence of lessons seen and from their work, pupils' attainments in English are in line with expectations for the end of Key Stage 1 and above expectations for Key Stage 2. Standards in mathematics are in line with expectations for the end of both key stages. In science, attainment is above expectations for the end of Key Stage 1, and in line with them at the end of Key Stage 2. These findings broadly reflect the standards indicated in the test results when appropriate adjustments have been made for the large percentage of pupils with special educational needs, who usually make good progress.

In general, pupils' attainments on entry to the reception class are similar to that expected for their age, but a high proportion have underdeveloped social skills. During the year, pupils make good progress in all the six areas of learning and attainment is broadly in line with expectations by the time they reach five years of age.

Pupils continue to make good progress in English, mathematics and science as they move through the school and they achieve well in relation to their prior attainment. In other subjects, pupils mostly make satisfactory progress but there are shortcomings in information and communications technology because pupils have insufficient access to computers. In art, pupils make good progress and achieve above average standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school; they have very good attitudes towards learning and high standards of behaviour, which have a marked and positive effect on the good progress that they make.
Behaviour, in and out of	Standards of behaviour are very high. Lower attainers in particular work in a

classrooms	constructive climate with few distractions, which contributes to their good progress.
Personal development and relationships	Pupils' personal skills develop well and relationships between pupils and all adults are very good.
Partnership with parents	The school has forged good links with parents and carers that gives good support to pupils' personal development and attainment.
Attendance	Attendance is good.

Pupils' very good attitudes towards learning and high standards of behaviour have a marked and positive effect on the good progress that they make. Lower attainers in particular work in a constructive climate with few distractions, which contributes to their good progress.

### TEACHING AND LEARNING

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

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

The quality of teaching is mostly good, often very good and sometimes satisfactory, at both key stages, and for the under-fives. It is significantly improved since the last inspection. There is a very small amount, only 1 percent, of unsatisfactory teaching. During the inspection, teaching was satisfactory or better in 99 percent of lessons seen and in nearly two-thirds of lessons it was good or very good.

The introduction of the literacy and numeracy periods has brought a consistent approach to the teaching of those subjects. The good and very good teaching occurs mostly in English, mathematics and science at both key stages, but there were examples in most subjects. Standards of teaching are not consistent across all teachers in all subjects.

In good and very good lessons, assessment is used well to inform and support planning. The planning is thorough and matches tasks well to pupils' attainments. This enables pupils to work with confidence towards aims that they understand and that are both achievable and challenging. In good lessons, time is used well and teachers have high expectations. Lessons that are satisfactory have similar features, but lack the rigour of good lessons. Expectations of pupils' work are not so sharply focused. In most lessons, teachers have at least sufficient knowledge and understanding of the subject, but where this is weaker the quality of teaching is satisfactory rather than good.

In almost all lessons, teachers use a good range of strategies that matches well the content of the lesson and pupils' needs. Relationships, and the control and management of pupils are very good. The quality of questioning of pupils is often good and extends pupils' thinking by asking ever more searching questions. Homework is used well to extend pupils' understanding of their work and marking is usually of good quality. The quality of teaching for pupils with special educational needs in mainstream classes is good. Support assistants are well trained and give very effective help.

The quality of learning is good across the school. Pupils respond well to the challenge and support provided by the good quality of teaching. They listen attentively to instruction and, when given opportunity, readily take responsibility for their own learning. For example, in a very good music lesson for Year 5, pupils were working in independent groups to compose music to accompany a story. In mathematics lessons, pupils are frequently involved in rapid question and answers sessions to reinforce their mental arithmetic skills. In these lessons pupils show both enjoyment and a very high level of concentration.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good curricular provision. There is particular strength in the curriculum for the Under 5s and very good provision of extra-curricular activities.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs, who are very well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall very good. The school makes satisfactory provision for spiritual development and very good provision for pupils' moral, social and cultural development.
How well the school cares for its pupils	Good provision. Procedures for promoting and monitoring good behaviour are very good. The school recently introduced good and effective procedures for promoting academic development.

The school provides a broad and well balanced curriculum, which meets requirements for the subjects of the National Curriculum and for religious education. The curriculum for the pupils under five is appropriate, relevant and of good quality. There is a well planned programme for personal and social education that includes all the necessary components. Very good provision is made for pupils to extend their experiences in extra-curricular activities. Long, medium and short term planning is of good quality and the curriculum provides equality of access and opportunity for all pupils to make progress.

Arrangements for assessment have improved considerably since the last inspection and the school now monitors the academic and personal progress of its pupils well. Pupils are set personal targets that are frequently reviewed. Parents are informed; this is just one example of the good partnerships that exist between the school and its parents. Despite a widespread catchment area parents make a significant contribution to the life of the school. Communication with parents is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and, in the short time since her appointment, has set a clear educational direction for the school. The senior team and subject co-ordinators effectively monitor teaching, planning and pupils' work.
How well the governors fulfil their responsibilities	The governors are mindful of their responsibilities and fulfil their statutory duties satisfactorily. Some governors regularly visit the school.
The school's evaluation of its performance	The school is developing rigorous systems for evaluating its performance and uses assessment and other indicators well.
The strategic use of resources	Resources are used well to support the strategic development of the school.

There are sufficient numbers of teachers to teach the National Curriculum and religious education and they are well supported by learning support assistants. Accommodation is adequate and of good quality. Learning resources are sufficient in all areas except information and communication technology, where too few computers constrain progress. Best value principles are applied to the schools work, but they are not yet embodied in the schools' policies.

The leadership and management of Hamstreet are very strong. Progress in setting up management frameworks and systems for monitoring the schools' activities has been rapid since the new headteacher took up her post.

#### **Parents' And Carers' Views Of The School**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Parents are welcomed into the school.</li><li>• The school responds well to matters of concern.</li></ul>	<ul style="list-style-type: none"><li>• A few parents expressed concern about split year classes.</li><li>• A few parents raised the issue of challenge for higher attainers.</li></ul>

The inspectors agree with parents' positive comments. On matters of concern, after careful investigation the inspection team found good provision in both areas. The school takes great care in its planning to ensure good progress and avoid repetition in the split year classes. Numerous examples were seen of challenge to higher attainers and of provision made to extend their learning.

## **PART B: COMMENTARY**

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

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

1. In the 1999 national tests at the end of Key Stage 1, the proportion of pupils reaching the national standard of Level 2, was below average in English and mathematics. In the tests at the end of Key Stage 2, the percentage of pupils reaching Level 4 or higher, was above average in English, and average in mathematics and in science. The proportion reaching Level 5 was average in English and mathematics, but below average in science. In comparison with schools with a similar number of pupils eligible for free school meals, standards are in line with the average for English, but below average in mathematics and science. As a result of the high numbers of pupils with special educational needs, the school's average test scores are lower than in similar schools.
2. All results show steady improvement over the last three years. In particular, the proportion of pupils achieving Level 4 or above at Key Stage 2 has increased. Consequently, the targets agreed with the Local Education Authority for English have already been exceeded and need revising for next year. There has been good improvement in mathematics, but the school failed to meet its challenging target this year. Indications are that the target for next year is more realistic and is likely to be met.
3. From the evidence of lessons seen and from their work, most pupils' attainments in English are in line with expectations for the end of Key Stage 1 and above expectations for Key Stage 2. Standards in mathematics for the majority are in line with expectations for the end of both key stages. In science, attainment is above expectations for the end of Key Stage 1, and in line with them at the end of Key Stage 2. These findings broadly reflect the standards indicated in the test results when the large percentage of pupils with special educational needs has been taken into account.
4. Pupils make good progress overall in English, mathematics and science and achieve well in relation to their prior attainment. Progress is mostly satisfactory in other subjects, but there are shortcomings in information and communications technology. In art, pupils make good progress and achieve above average standards.
5. Skills in literacy and numeracy are developed and used well across the curriculum. There are sound links to promote literacy, in geography, history and religious education, for example, with some extended writing both in factual reports and more imaginative accounts of topics studied. The language of mathematics and science is also taught well, for example in discussions on the properties of three-dimensional shapes. Numeracy skills are applied well in others subjects such as science, design and technology and history.
6. In general, pupils' attainments on entry to the reception class are similar to that expected for their age, but a high proportion have underdeveloped social skills. During the year, they make good progress in all the six areas of learning and attainment is broadly in line with expectations by the time they reach five years of age. The reception class provides a good foundation for work across the curriculum at the start of Key Stage 1.
7. In English, pupils' display good speaking and listening skills. At Key Stage 1, most pupils speak clearly when answering the teachers' questions and they are keen to contribute to discussions. At Key Stage 2, pupils express sensible and logical views on a range of topics. They listen particularly well, with close attention to teachers and their peers.
8. Standards in reading are above national expectations throughout the school. At Key Stage 1, pupils develop a range of word attack skills, with a strong emphasis on phonic and word-recognition cues. Fluency increases during Key Stage 2 and most pupils read aloud with understanding and expression. Achievement in reading is high for all levels of attainment by the end of the Key Stage. Pupils across the school produce a range of written work, such as stories, descriptions, diaries, factual accounts and poems. They make satisfactory progress in writing at Key Stage 1 and good progress at Key Stage 2. By the end of Key Stage 2, some pupils write expressively and achieve high standards. Average attaining pupils could

work with more complex sentence structures accurately and use punctuation correctly. By Year 6, most pupils display good handwriting and presentation skills.

9. In Year 2 in mathematics, most pupils count reliably and have a sound understanding of place value relating to tens and units. They make good progress in mental arithmetic. Some pupils understand sequences and patterns in number. At the end of Key Stage 2, pupils use more complex mental arithmetic calculations and most can use their tables to ten effectively. Most add, subtract, multiply and divide numbers up to 10,000 with confidence and have good understanding of two and three-dimensional shapes. Higher attaining pupils in Year 6 reduce fractions to their lowest terms, express them as percentages and change fractions to decimals.
10. In science, pupils at the end of Key Stage 1, know that plants grow better in light than in dark and they begin to understand the effects of gravity. In Year 6, pupils understand that objects have weight because of the effects of gravity. Throughout Key Stage 2, pupils learn about different substances and their properties. For example, in Year 4, they understand how materials reflect light. In Year 5, pupils know how different materials affect the transmission of sound and they measure the differences. Pupils use scientific language well and they understand the principles of fair testing. Much of the work in science is practical and pupils develop good skills of investigation.
11. Teachers are working hard to improve standards in information and communication technology, but there are insufficient computers for pupils to get enough 'hands on' experience to develop their skills. As a result attainment and progress at both key stages by the substantial majority of pupils is below the national expectation. In most other subjects progress is satisfactory at both key stages. In art, however, progress is good and some high standards are achieved. This is mostly the result of the school's focus on the development of drawing and colour skills.
12. There are no significant differences between the performance of boys and girls over the years. All pupils are set realistic, individual targets, mostly relating to literacy and numeracy, and the targets are met well. Standards of attainment and pupils' progress have improved considerably since the last inspection. The majority of pupils with special educational needs are making good progress towards the targets set for them.

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

13. Pupils' attitudes to work are very good and are a strength of the school. School starts promptly and pupils settle quickly to their lessons in a quiet and orderly way. They show positive attitudes to their work and are keen to answer questions. Collaborative working in small groups is good and many pupils can sustain their concentration for long periods of time. They show sensitivity towards each other and older pupils look after younger pupils. Parents were very positive about the values and attitudes taught by the school and the inspectors substantiate their view.
14. Behaviour in the classroom and around the school at break and lunchtimes is very good. Behaviour was judged to be very good at the last inspection and remains so. It is underpinned by a good assertive discipline policy. There are clear guidelines on how to deal with bullying and any incidents of bullying are speedily and effectively dealt with. The majority of pupils feel safe and secure and enjoy coming to school. They are courteous to each other, staff and visitors. Relationships in the school are very good. There is a mutual respect between pupils and staff that is an essential element of the school's ethos and helps pupils to work with confidence.
15. Personal development is good. Pupils are given responsibility as soon as they enter the school; for example, the youngest pupils take registers to the office. There is a school council where pupils have the opportunity to state their opinions and influence new developments in the school. The school provides many opportunities for pupils to perform, speak or dance in front of an audience in assemblies, drama productions and music concerts. Older pupils exercise the responsibilities that they are given very effectively.
16. The good attitudes, very good behaviour and relationships displayed by pupils make a significant contribution to their achievements.

17. The pupils' attendance is good. Unauthorised absence is below the national average. This is similar to the last inspection. Pupils are generally punctual to school and lessons and assemblies start and finish on time.

### **How Well Are Pupils Taught?**

18. The quality of teaching is good overall, it is often very good and sometimes satisfactory, at both key stages, and for the under-fives. There is very little unsatisfactory teaching. It is significantly improved since the last inspection. During the inspection, teaching was satisfactory or better in 99 per cent of lessons seen, in 37 percent it was good and very good in 29 per cent. Teaching was unsatisfactory in only 1 percent of lessons.
19. Since the last inspection the introduction of the literacy and numeracy periods has brought a consistent approach to the teaching of those subjects. The lessons are well structured and have good pace and balance. The school made clear strategic plans to raise standards of literacy and numeracy, and has been successful in achieving them. The good and very good teaching occurs mostly in English, mathematics and science at both key stages, but there are examples in most subjects. Standards of teaching are not consistent, however, across all teachers in all subjects.
20. In good and very good lessons, assessment is used very well to inform and support planning. The planning is thorough and tasks match pupils' prior attainments well. In some very good lessons, learning aims are derived from detailed analysis of assessments that inform very thorough planning. This enables pupils to work with confidence towards aims that they understand and that are both achievable and challenging. This was particularly evident in a number of lessons in English, mathematics and science, where assessment is well developed. In good lessons, time is used well. Frequently, the lessons have good pace and rigour and teachers' high expectations are clear. At times the pace intentionally slows to allow pupils time for reflection to consolidate their learning.
21. In most lessons, learning aims are identified for different groups within the class and work prepared accordingly. This strategy is of particular importance for the successful maintenance of progress for pupils in the split year classes. In a very good mathematics lesson for Year 3 and 4 pupils, for example, a variety of different tasks were prepared, all linked to a common theme of weight in kilograms and grams. Pupils were responding to short, rapid questioning for mental mathematics. The questions were directed at pupils so as to match their attainment and age. Pupils clearly enjoyed the challenge and gained a strong sense of achievement. In almost all lessons, teachers use a good range of strategies that matches well the content of the lesson and pupils needs. The quality of learning is good across the school. Pupils respond well to the challenge and support provided by the good quality of teaching. They listen attentively to instruction and, when given opportunity, readily take responsibility for their own learning.
22. Lessons that are satisfactory have similar features, but lack the rigour of good lessons. Expectations of pupils' work are not so sharply focused. At times, the pace is pedestrian and assessment is used less effectively to plan the next stage of learning, particularly in subjects other than English, mathematics and science. In most lessons, teachers have at least sufficient knowledge and understanding of the subject, but where this is weaker the quality of teaching is often less than good. For example, in art lessons, where the teaching is imaginative and encouraging, some teachers have insufficient technical knowledge to help pupils develop their skills.
23. In all lessons, staff are caring and considerate of their pupils and relationships, and the control and management of pupils, are very good. The quality of questioning of pupils is often good and extends pupils' thinking by asking ever more searching questions. Homework is used well to extend pupils' understanding of their work and builds appropriately on work begun in lessons. Tasks are set according to a structured plan and they increase in difficulty, scope and time required as pupils advance through the school. Marking is usually of good quality. It often informs pupils what they have done well and tells them how to improve.
24. The quality of teaching for pupils with special educational needs in mainstream classes is good and well structured to meet their individual needs. Support assistants are well trained and work closely with the

teachers. They have clearly identified roles to support the individual needs of the pupils and give very effective help.

### **How Good Are The Curricular And Other Opportunities Offered To Pupils?**

25. The school provides good learning opportunities through a good, broad and well-balanced curriculum that meets current statutory requirements for the National Curriculum and the locally agreed syllabus Locally Agreed Syllabus for religious education. The programme for personal and social education includes sex education and drugs awareness. Additionally, French is taught across the curriculum, in accordance with guidelines for the Kent 'PILOTE' programme. The school provides equality of access to its curriculum and opportunity for all pupils to make progress.
26. The curriculum provided for the pupils under five is appropriate, relevant and of good quality. The scheme of work and the experiences provided focus well on the desirable outcomes for learning, and full account is taken of the National Curriculum as children progress towards it. This enables most children to attain the expected goals.
27. The previous inspection commented that, whilst teachers' short term planning was good, there was no whole school curriculum plan. Whole school planning for continuity and progression was poor and detailed schemes of work were not fully in place. Further, pupils in mixed age classes were not consistently presented with appropriately differentiated work on a daily basis. Action taken since the last inspection, together with the introduction of the national strategies for literacy and numeracy and the use of national guidance on the planning of work in other subjects, has led to significant improvements in the school's curriculum planning. This is having a positive effect on the quality of learning and on standards of attainment. Long term planning is good. It ensures coverage of all the required subjects and provides well for continuity and progress in pupils' learning. Policy statements for all subjects emphasise key skills that are to be developed.
28. Medium and short term planning is detailed and thorough, including matching work in many instances to pupils' different levels of attainment and rate of progress. This approach is particularly effective for those who have special educational needs. Planning in English has improved since the last inspection, and teachers are making good use of the framework of the National Literacy Strategy. Literacy skills are used well across the curriculum. Planning for numeracy is good and follows the framework of the new National Numeracy Strategy.
29. The school provides many opportunities for children to be involved in activities outside daily lessons. There is a very good range of extra-curricular activities provided for all age groups including among others football, netball, gymnastics, drama, art, computer, music and technology clubs. Most teachers run either an after-school or lunchtime club of some kind. There are also visits from theatre companies and other external speakers address assemblies and make presentations to pupils. Finally, there are regular visits to places of interest and residential visits for Year 6, with a focus on outdoor activities, and Year 5, where work is linked to environmental/science studies. All add breadth and interest to the curriculum and provide valuable experiences for pupils.
30. The provision for pupils with special educational needs is good throughout the school. All pupils have equal access to the curriculum and the majority are making good progress in English, mathematics and science, when measured against their prior knowledge and understanding of these subjects. In most classes, the curriculum is appropriately adapted and modified to take their learning difficulties into account. The school is implementing the Code of Practice effectively. All identified pupils have individual education plans with well thought out targets. Progress towards the targets can be easily measured.
31. Since the last inspection, the arrangements for developing pupils' spiritual, moral, social and cultural development have improved and the school now makes very good provision overall. It meets statutory requirements for the delivery of daily collective worship through a mixture of school assemblies and class worship.
32. Opportunities for spiritual development are good. They are promoted mostly through assemblies and religious education lessons, where pupils are encouraged to reflect on issues such as bullying and personal

responsibility. Appreciation of the natural world and responsibility for its care is promoted through activities in the school's environmental area, and during residential and day field study visits. Photographs of landscapes, together with books and artwork based on Hockney, show that pupils' appreciation of the diversity of the natural world is encouraged, while listening to music is a feature of assemblies and lunchtimes in the hall. Most pupils joined in with the Lord's Prayer at the end of a whole school assembly presented by Year 4 pupils, who explained the Lord's Prayer through short sketches and readings.

33. The school makes very good provision for pupils' moral and social development. There is an effective assertive behaviour policy and a strong promotion of good behaviour. Pupils are taught to understand the difference between right and wrong. Teachers provide good role models, treating children with respect and showing tolerance for their views. Approximately half of the pupils arrive in school with poor social skills, but rapidly learn how to co-operate with each other in group work and in the playground. Observation of pupils in lessons and in the playground demonstrates that pupils work and play effectively together.
34. The promotion of the pupils' cultural development is also very good. The school has links with a school in France and all pupils learn French. It is taught informally and is in daily use at such times as registration periods. Wall displays of artwork, such as Mendhi hand painting and a Chinese dragon textile collage showed that other cultures are studied as part of the curriculum. Drama relating to the Chinese New Year featured in an infant assembly, African music was used during physical education and an appreciation of other cultures was a strength in the geography lesson featuring Luxor in North Africa.
35. The contribution of the community to the pupils' learning is sound. Members of the local community visit the school and hear reading. The pupils are confident with a variety of adults who help them during the school day. There are good relationships with the local church and the vicar visits regularly. Pupils deliver harvest festival presents to local senior citizens. Money is regularly raised for charities and the school council decides on the recipients. Hamstreet Association raises money for projects and to buy equipment.
36. Overall, the school has sound relationship with partner institutions. Three children, from a nearby special school, visit the school on a weekly basis to integrate with pupils in a mainstream school. The school enjoys good relationships with local nursery schools, playgroups and the kindergarten. There are sound induction programmes that include home visits and pre school experiences. There are good pastoral links with the secondary schools but curricular links are not established. The school plays a full part in its local school cluster. The school is also fully involved in initial teacher training and the regular presence of trainee teachers brings a richness and diversity to pupils' experiences.

### **How Well Does The School Care For Its Pupils?**

37. The school provides good care for its pupils and helps them to take full advantage of the educational opportunities offered.
38. The previous inspection reported some areas of assessment of pupils' work that were unsatisfactory. Since the last inspection, there has been considerable development of assessment as a tool for teachers to use and procedures for assessment are now good. An appropriate policy sets out manageable, formalised and consistent procedures for day-to-day assessment, which are applied well throughout the range of subjects. Practice is particularly strong in the core subjects of English and mathematics, but end of unit tests in science need to be further developed to provide more detailed information. Assessment of skills in information and communication technology is still being developed and is not yet fully effective.
39. Teachers now review weekly lesson plans and assessments to identify issues for priority in their planning, for the class as a whole or for particular groups or individuals. These plans are monitored regularly by the headteacher and senior management team. Pupils' written work is also marked regularly and teachers provide written comments that frequently include detailed and helpful advice, evaluating the strengths and weaknesses identified. Learning objectives are shared with pupils and, from this year, all have their own personal targets for improvement in English and mathematics. These are discussed and monitored with their class teacher on a termly basis.

40. Baseline assessment procedures have now been introduced, which provide an accurate picture of what children can do on entry to the school, but these are not moderated against a national average. Kent reading tests are used during Year 4 and tests in reasoning are introduced in Years 3 and 5. The school also uses optional test materials in English and mathematics provided by the Qualifications and Curriculum Authority at the end of Years 3, 4 and 5. Information from these and from the end of key stage tests at ages seven and eleven is analysed well and helps the school to identify the strengths and weaknesses of year groups and of individual pupils. Where appropriate, this leads to changes in teaching strategies. Booster classes have been introduced successfully in Year 6, for example, to help prepare pupils for the national tests for eleven-year-olds. The identification and assessment procedures for pupils with special educational needs are good and records are well kept.
41. Overall, the school makes good use of its assessment information, with some very strong practices introduced in the core subjects over the past year. These have helped to focus the attention of both staff and pupils on targets to be addressed, contributing to higher standards of attainment.
42. Pastoral care has a high priority in the school and, as at the last inspection, is of very good quality. The pupils' personal development is nurtured at all times. The very good relationships create a positive atmosphere in which pupils learn effectively. Teachers and members of the support staff know their pupils well and use this knowledge effectively to help them make progress that is always at least sound and is often good. Members of the support staff are influential in helping lessons run smoothly. The procedures the school has for monitoring and improving attendance are good; they include good swift contact with the parents, regular audits and the services of the educational welfare officer as appropriate.
43. Procedures for monitoring and promoting the pupils' very good behaviour are very good. Teachers guide and support their pupils effectively, particularly if they need extra help. Lunchtime supervision by the support staff is effective. The incidence of bullying is low and pupils and parents are confident in reporting it, should the need arise.
44. There are good procedures for ensuring the pupils' well being and their health and safety. The requirements for child protection are met. The school is bright and welcoming and teachers work hard to create a good learning environment. The attitude to all pupils is one of real care and concern from all members of the school community.

#### **How Well Does The School Work In Partnership With Parents?**

45. The school has forged good links with parents and carers that gives good support to pupils' personal development and attainment. Ninety percent of the parents' questionnaires support this view.
46. The quality of information provided for parents is good. There are regular school and class newsletters that are valuable for highlighting school events and curricular matters and termly meetings to discuss pupils' progress. In addition there are curricular evenings, such as those to inform parents about education for the Under 5s and for literacy. Parents feel that the school gives them a clear understanding of what is taught. They appreciate the regular homework that is set throughout the school. A new policy was written last term after consultation with parents.
47. Annual reports fully meet legal requirements and are generally of good quality, but some sections of the reports tend to be descriptive rather than saying what the pupils know, understand and can do. Communication is a constant challenge to the school because of the wide catchment area. Displays of the school's activities have been placed in the villages, post offices and doctors' surgery. The success of this has contributed to the rising roll.
48. Parents have good opportunities to be involved in their child's learning, such as assemblies and the use of home/school books and homework diaries. They feel welcome in the school. A significant number regularly help in the classrooms and accompany school trips. There are very good relationships between teachers, support staff and parent helpers. Parents interviewed in the playground when collecting their children were very supportive of the school. The majority of parents of pupils identified as having special educational needs, however, are not involved enough in the review of their individual education plans.



49. There is a good range of educational visits that are embedded in the curriculum. These vary from shopping in Tesco to the French exchange. The residential visits to East Sussex and Ross on Wye are good examples. Visitors who come into the school to entertain and inform pupils, such as The Puppeteer Company and The Quantum Science Theatre, contribute to their personal development.

### **How Well Is The School Led And Managed?**

50. The quality of management and leadership is very good and has further improved since the last inspection. The headteacher, with strong support from the governors, provides very good leadership and, in the short time since her appointment, has set a clear educational direction for the school. The leadership is thoughtful, rigorous and very conscientious. The school is developing rigorous systems for evaluating its performance and uses assessment and other indicators well. The aims of the school are reflected well through its work and a very good and positive ethos recognises the need to raise standards, particularly in English, mathematics and science. The quality of leadership by Governors, the senior team and subject co-ordinators has improved overall since the last inspection. The governing body provides good, effective leadership, it is very supportive of the school and governors have clear knowledge of the strengths and weaknesses of the school. The governors are mindful of their responsibilities and fulfil their statutory duties satisfactorily, but could be more rigorous in monitoring the outcome of spending decisions by, for example, setting targets or success criteria in advance. Some governors regularly visit the school.
51. Relationships between staff are good and there is a strong sense of teamwork. The senior team and subject co-ordinators effectively monitor the curriculum, teaching, planning and pupils' work. As a result the quality of teaching is improving, but there is still room for improvement in some areas. The quality of curriculum leadership varies, but is mostly satisfactory. All subjects have curriculum policies and schemes of work, which are of good quality and form an effective framework for planning. Assessment arrangements and long and medium term planning are good.
52. Development planning is good. The school development plan is a comprehensive document; appropriate priorities are planned and costed, and success criteria are identified, but some proposals could be targeted in more detail. Overall, resources are used well to support development, but could be more effectively prioritised in the development plan. The plan is the outcome of widespread discussion with staff, governors and parents. A parent questionnaire was used last year and the results were fed into considerations for the current school development plan. Overall, the plan forms a useful tool for taking the school forward. The school consistently applies best value principles to its work, but these are not yet embedded in school policies.
53. The provision for pupils with special educational needs is well managed. The funding received by the school for identified pupils is spent wisely for its designated purpose; it is mostly used to fund good quality support staff. There is a good policy in place but this now requires updating to reflect changes in the provision. Sensibly, the school is planning to do this when the new Code of Practice is introduced. Statutory requirements for the pupils with statements are fully met.
54. The day-to-day administration of the school is good and makes effective use of new technology. The school is organised and orderly and pupils are safe and secure. Relationships between pupils and all adults in the school are very good and contribute to the purposeful working environment. All statutory requirements are met.
55. There are sufficient staff to teach the National Curriculum and religious education. The arrangements for in-service training are good. In the recent past priority for training has been given to English and mathematics to ensure the successful introduction of the national literacy and numeracy strategies. Overall, however, the provision for in-service training is designed to meet the priorities set out in the school's development plan and the identified needs of teachers. There is a present need to improve the level of computing skills for a number of teachers and the planning for this is in hand.
56. Staff appraisal is up to date and, combined with a staff development programme where individual needs and aspirations are identified, provides a useful tool for development and raising standards. There are satisfactory systems in place for the induction of new teachers and for supporting supply teachers. The school is a provider of initial teacher training, and students, who spend a considerable amount of time in

the school, bring breadth and richness to pupils' experiences. The learning support assistants, who have their own staff development programme, are very well organised and provide very valuable assistance for teachers.

57. Accommodation is of good quality and effectively supports the delivery of a broad and balanced curriculum for all pupils. There are four buildings on the site, which include two modern classroom blocks, an older building, with modern extension used for the two reception classes, a separate music room and two pre-fabricated buildings. All buildings are well cared for, tidy, clean and inviting, with good displays. One building has full disabled access.
58. The school is set in spacious, well-maintained school grounds. These include a sports field used for physical education and relaxation and hard playground area, providing separate spaces for different activities and quiet play. At playtime, the playground is crowded making it difficult to play ball games. A small, enclosed play area for younger pupils has been created with access from the reception classrooms. In addition, the school has developed an attractive outdoor learning area with tables and benches. There is a wildlife garden, pond and a sensory garden is being created. These environmental facilities mainly support learning in science and geography. The outdoor swimming pool is enjoyed by pupils during the summer months. There is a large well used school hall, which provides space for school assemblies, dance, drama, physical education, gymnastics club, school productions and school dinners.
59. There is a satisfactory range of well managed and well cared for learning resources in the school. These support effective delivery of the curriculum in all areas, except in information and communication technology, where there are insufficient numbers of computers and software. There is a wide range of class library books and the school has plans to further develop the library resources for both key stages. The school is appropriately equipped with a range of tape recorders, television, videos, sound system, stage lighting and interactive C.D., which are used well.
60. A wide range of resources has been purchased to support the implementation of the literacy and numeracy strategies, and science equipment required for practical investigations is good. Since the last inspection a collection of artefacts to support the teaching of history and religious education has been developed, but further resources are required in order to improve pupils' access to them. A wide range of musical instruments is available for music lessons.

#### **What Should The School Do To Improve Further?**

- To raise further the standards of work and the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:
- Disseminate the good teaching practices so that the quality of teaching is consistent in all lessons. Particularly in the provision of challenge and pace for all pupils and, where necessary, to improve teachers' subject specific knowledge and understanding.
- Improve the provision for information and communications technology by providing sufficient computers for pupils to have frequent access to them. Increase standards in information and communications technology by providing a curriculum that covers all aspects of the subject in all classes.
- In addition to the key issues above, plans to improve the following less important weakness should be implemented.
- Further develop resources for the library and improve its use.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	37	33	1	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)	-	282
Number of full-time pupils eligible for free school meals	-	23

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	-	83

#### 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	16
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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 Key Stage 1

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

Year	Boys	Girls	Total
1999	21	20	41

<b>National Curriculum</b>	<b>Test Results</b>	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	17	17	19
	Girls	14	14	14
	Total	31	31	33
Percentage at NC Level 2 or above	School	76 (60)	76 (63)	80 (73)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>	English	Mathematics	Science	
Number of pupils at NC Level 2 or Above	Boys	18	19	21
	Girls	14	14	17
	Total	32	33	38
Percentage at NC Level 2 or above	School	73 (64)	80 (70)	92 (85)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	24	18	42

<b>National Curriculum</b>	<b>Test Results</b>	English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	17	21
	Girls	16	12	15
	Total	35	29	36
Percentage at NC Level 4 or above	School	83 (66)	69 (51)	86 (78)
	National	70 (65)	69 (59)	78 (69)

<b>Teacher Assessments</b>	English	Mathematics	Science	
Number of pupils at NC Level 4 or Above	Boys	15	20	20
	Girls	14	13	11
	Total	29	33	31
Percentage at NC Level 4 or above	School	69 (65)	79 (70)	74 (68)
	National	68 (65)	69 (65)	75 (72)

*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	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	279
Any other minority ethnic group	0

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

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23.5
Average class size	28.2

**Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	193.5

***Exclusions in the last school year***

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

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

***Financial information***

Financial year	1998-99
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	£
Total income	440,966
Total expenditure	431,572
Expenditure per pupil	1499
Balance brought forward from previous year	4408

Balance carried forward to next year	13802
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***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	280
Number of questionnaires returned	109

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	6	0	0
My child is making good progress in school.	41	48	6	0	5
Behaviour in the school is good.	40	54	1	0	5
My child gets the right amount of work to do at home.	24	53	9	6	8
The teaching is good.	49	34	8	2	7
I am kept well informed about how my child is getting on.	40	39	17	0	4
I would feel comfortable about approaching the school with questions or a problem.	58	34	5	1	2
The school expects my child to work hard and achieve his or her best.	60	36	3	0	1
The school works closely with parents.	54	36	9	0	1
The school is well led and managed.	55	39	1	2	3
The school is helping my child become mature and responsible.	46	49	4	0	1
The school provides an interesting range of activities outside lessons.	36	41	10	0	13

### Parents' And Carers' Views Of The School

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Parents are welcomed into the school.</li><li>• The school responds well to matters of concern.</li></ul>	<ul style="list-style-type: none"><li>• A few parents expressed concern about split year classes.</li><li>• A few parents raised the issue of challenge for higher attainers.</li></ul>

The inspectors agree with parents' positive comments. On matters of concern, after careful investigation the inspection team found good provision in both areas. The school takes great care in its planning to ensure good progress and avoid repetition in the split year classes. Numerous examples were seen of challenge to higher attainers and of provision made to extend their learning.

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

### **Areas of Learning For Children In The Foundation Stage**

61. The school makes good provision for the Under 5s in two reception classes; one with 23 children who started school in September 1999 and one with 20 children who with their teacher had been in school for only 12 days at the beginning of the inspection. These new pupils attend school for three days a week. There is no nursery class and children join the school at the beginning of the term of their fifth birthday. When pupils reach their fifth birthday, the school makes satisfactory provision for access to the National Curriculum.
62. Baseline assessment scores for this and previous years show that the children's overall attainment on entry to the reception class to be broadly in line with national expectations, with some weaknesses in literacy and numeracy, as well as social skills which are below average for approximately half of the pupils.
63. By the age of five, **social skills** of the children are very much improved and are in line with expectations. Teachers place a strong emphasis on co-operation and working together and overall the teaching of social development is satisfactory. Progress in all other areas of learning is satisfactory and, as they reach their fifth birthday, most pupils' attainment is in line with that expected for their age.
64. In **language and literacy**, children's attainment at the age of five is broadly in line with national expectations, there is however a wide range of ability across the two classes. All pupils make good progress in the light of their prior attainment and their language and literacy skills improve as their social skills and concentration become more developed. Teaching and children's attitudes to learning are good. They listen to short stories and enjoy them and are attentive in class sessions. The children are eager to answer questions, but some find difficulty in expressing themselves. Teachers respond positively and use word games to extend pupils' vocabulary. All of the pupils spoken to could explain what they were doing in their planned activity sessions and what they were trying to achieve. Some retell stories accurately and most seemed to show good attitudes to reading. Pupils handle books appropriately, know that the text relates to the story and some know what an author does. The children successfully develop a range of strategies for reading, slowly building up a knowledge of initial sounds and associating them with objects, such as 'q' and 'quilt' or 'queen'. Some pupils can write their name.
65. The children's attainment in **mathematics** by the age of five is broadly in line with national expectations. Pupils respond well to learning about numbers, through rhyme and song. They eagerly take part in practical exercises using concepts of more than and less than, when, at the beginning of the day they help to calculate the numbers for dinners and for buses. Nearly all pupils are confident in counting to ten and two higher attainers could take 5 from nineteen. There is a wide range of ability and attainment across the two classes. Full time pupils are beginning to understand how to use a number line, but some of the newest entrants are not yet ready to begin formal teaching in mathematics. Teaching is good and teachers use a wide range of resources and teaching styles appropriate for the age and ability of the pupils. These include flash cards with teddies, joining dots to make number shapes, plastic numbers and matching bricks to numbers. The Impact Maths homework programme is working well
66. In their **knowledge and understanding of the world**, the children's attainment by the age of five broadly meets expectations. Good teaching promotes positive attitudes in the children towards this aspect of their development. They talk confidently about their family experiences and, during the inspection, were excited by the school's forthcoming Millennium celebrations. They select appropriate materials and equipment for construction and make simple card houses, a house with miniature bricks and mortar and large scale. They



use technology satisfactorily to support their learning. Some use a computer mouse; they click and drag items on screen as well as effectively control the directional movements of a pixie.

67. Most children achieve a good standard of **physical development** by the time they are five. Teaching is good. Teachers showed a satisfactory understanding of children's physical development and are flexible in their approach. The good teaching encourages good attitudes towards this area of learning. Children enjoy moving around the hall in time to the beat of a drum, showing very good body control, co-ordination and balance. They move quickly avoiding collision and almost all children, even the very youngest can dress and undress themselves. At times however, the lack of social skills affected the involvement of some of the newest entry pupils. At the age of five, some pupils still have difficulty with their cutting skills. When the weather is good the children use a range of large wheeled toys in the enclosed area beside the reception classrooms.
68. In their **creative development**, the children attain some good standards in their artwork, with overall attainment meeting the national expectations. They use a range of materials including pencils and paints and confidently mix their own colours. They enthusiastically join in action songs and keep in time. There is insufficient evidence from the inspection, however, to judge the quality of teaching in this aspect.
69. Teaching of the Under fives is good overall and planning very good, but teachers are aware that planning will need to be revised to take account of the Early Learning Goals that will be required by September 2000. The two learning support assistants, who are knowledgeable, effective and know the children well, provide high quality support.
70. There are comprehensive teaching plans for the reception curriculum and a system for monitoring the strengths, weaknesses and progress of individual children. Teachers hold regular meetings to discuss teaching programmes, individual children and planned team teaching. There are plans to include the Reception class teachers in the Key Stage 1 team to ensure that the Year 1 teaching programme builds on the learning established in the Reception classes. At present assessment information available at the end of the reception year is not used well to inform planning in Year 1.
71. Since the last inspection, improvements have been made in assessment procedures and the monitoring of children's progress. Comprehensive teaching plans for the reception curriculum have been implemented, as well as a system for monitoring the strengths, weaknesses and progress of individual children. The school has maintained its very good links with pre school providers and a parent/ carer and child story session is now held on a Monday afternoon, in the school, for pre school children.

## **English**

72. In the 1999 tests at Key Stage 1, the results overall in English were broadly in line with national averages. In comparison with schools with a similar proportion of pupils entitled to free school meals, the pupils' overall performance in both reading and writing was below average. At the end of Key Stage 2 in 1999, test results show that the percentage of pupils reaching the expected level was above the national average. This represents an improvement on the previous year, when results at age 11 were in line with the average compared with schools nationally. The performance of pupils in English was broadly in line with the average in similar schools.
73. The results over three years from 1997 to 1999 at Key Stage 1 show levels of attainment in both reading and writing improving from well below average levels. The trend at Key Stage 2 in English shows a consistent rise from below average standards in 1997 to above average in 1999, a year when national figures themselves showed considerable improvement. At both key stages, results improved faster than national standards from 1998 to 1999. There are no significant differences between the results for boys and girls in English.
74. When pupils enter the reception class, their attainment is broadly that expected for children of their age. From observation and other inspection evidence they make sound progress and their achievement is in line with their prior attainment, but their progress in reading is good. Overall, attainment is in line with national expectations at the end of Key Stage 1. Most pupils made good progress during Key Stage 2. This is particularly true for lower attaining pupils, many of whom improve on their level of attainment at

the end of Key Stage 1. Pupils with special educational needs also make good progress in English. They are well supported by teachers and learning support assistants during lessons and in smaller teaching groups. The school provides effective additional literacy support, using national guidance materials, for those who have more difficulty in the subject. They clearly benefit from the help provided.

75. The school emphasises the importance of speaking and listening skills in English lessons and throughout the curriculum. Skills develop in discussion with the whole class, in groups and in presentations made to the class or in assemblies. Pupils listen carefully, contribute confidently and discussions are orderly and sensible. At Key Stage 1, most pupils speak clearly when answering the teachers' questions. At Key Stage 2, pupils have sound standards of speaking. Most express sensible and logical views on a range of topics. They listen particularly well, with close attention to their teachers and to their peers. In lessons observed during the inspection, there were few opportunities for pupils to take part in drama or free-ranging discussion with others as part of their work.
76. Standards in reading are above national expectations for the end of both key stages. In Key Stage 1, pupils work through a structured reading scheme. They use a range of word attack skills, with a strong emphasis on phonic and word-recognition cues. Pupils choose their own reading books from class libraries. Almost all pupils know a good range of terms relating to books and are able to read accurately by the end of the key stage, but with limited expression when reading aloud. At Key Stage 2, fluency increases. Most pupils are able to read aloud with understanding and appropriate expression. There is some effective work to develop analytical reading skills in line with expectations in the National Literacy Strategy. Some examples of good shared reading of a range of texts, were seen during the inspection. Pupils, of all levels of attainment achieve well in reading by the end of the key stage and pupils read across a wide range of material.
77. Standards in writing are in line with national expectations for the end of both key stages. In all years, pupils produce a range of written work of an appropriate standard, including stories, descriptions, diaries, factual accounts and poems. Imaginative and original expression is encouraged, but there is also an appropriate emphasis on technical aspects of punctuation, spelling and sentence structure. Fewer examples of shared writing were seen in the literacy hours observed. Some very good work on writing skills was seen in developing a whole class rhyming poem in Year 2 and in re-moulding the parable of 'The Good Samaritan', using a modern setting, in Year 3. At the end of Key Stage 1, most pupils write simple sentences, correctly demarcated with full stops and capital letters. Original writing by higher attainers could be extended and developed in more detail, however. At the end of Key Stage 2, most pupils organise their work effectively. Higher attaining pupils write expressively and achieve high standards. For pupils of average attainment, technical accuracy is sometimes lacking, particularly in the command of more complex sentence structures and the correct use of punctuation within sentences. Spelling is also a weakness for middle and lower attaining pupils. All pupils respond well to opportunities to produce more extended, creative writing. There is a structured programme for handwriting in place. By Year 6, most pupils make very good progress in developing clear handwriting and presentation skills.
78. Appropriate opportunities to develop the use of information and communication technology were seen in all English lessons and pupils use a range of programmes to reinforce language skills. In Year 6, pupils compose and send E-mail messages. There are, however, too few computers to allow frequent access and opportunities for pupils to word process and redraft their work on computer are limited.
79. Good progress in English has been made since the last inspection report. Standards of academic attainment have improved consistently at each key stage. Planning for the subject is comprehensive and up to date. Assessment procedures and the monitoring of pupils' academic progress in English are both very good. In particular, good practice in self-assessment and target setting at pupil level has been introduced, which has helped to focus the efforts of pupils and staff alike.
80. The standard of teaching is good, with some examples of very good teaching and some satisfactory teaching at both key stages. All of the teaching is at least satisfactory. Lessons are well planned with clear objectives, matched to pupils' different levels of attainment. Good reference is made to learning in other subjects; for example, in a very good poetry lesson pupils were using knowledge gained in a music lesson to recognise meter and pulse. Pupils are managed very well and praise is used positively to support high levels of discipline. In a very good lesson with Year 4 pupils, for example, good relationships were

established in a rigorous lesson that was demanding, but was conducted with a humour that pupils responded positively to and that supported effective learning. Teachers use appropriate teaching methods and draw on an effective, detailed scheme of work based firmly upon the framework for the National Literacy Strategy. This is supplemented by the school's own scheme, which uses commercial textbooks for extended literacy activities. Teachers set homework and mark work regularly, making helpful comments to highlight pupils' strengths and weaknesses. Assessment of pupils' progress in the subject is very good. The results of assessment are used, through evaluation of weekly lesson plans, to help in the future planning of work and to develop strategies for improvement. Last year, for example, booster classes were introduced to good effect in Year 6 to help pupils prepare for the end of key stage tests. Pupils evaluate their own work and achievements and play an active part in setting and understanding their own targets for further progress.

81. Lessons that are less effective, often lack pace, expectations are not expressed clearly enough and activities are not pitched at the right level for the attainment of the pupils. In particular, higher attaining pupils at both key stages, are not sufficiently stretched, especially when they are involved in group work. Group work is not organised well enough in some classes in Key Stage 1, so that time is wasted.
82. Overall, the quality of learning is good and pupils respond well to their work in English. At Key Stage 1, most pupils are keen to co-operate and participate. They concentrate on tasks and work well with each other. In group work, a minority, who require a very clear and structured approach, sometimes become restless and waste time. At Key Stage 2, pupils have consistently positive attitudes and contribute well to lessons.
83. There are two subject co-ordinators for English, one for each key stage, who lead the subject well. They are both knowledgeable and committed to raising standards in the subject. The co-ordinators give a good lead to curriculum development and to supporting and monitoring the work of colleagues. There are updated policies for teaching central aspects of the subject, which are well implemented. Curriculum evenings for parents on the National Literacy Strategy have also been held. Resources are adequate for delivery of the National Curriculum and in general help promote sound standards in the subject. Library resources have been developed recently, but need further development in both the amount and the variety of books. The school recognises this and has identified the need in the school development plan.
84. The school is working effectively to implement the National Literacy Strategy and to promote literacy across the curriculum. There are sound links, for example with geography, history and religious education and some good examples of extended writing both in factual reports and more imaginative accounts of topics studied. In design and technology, pupils are encouraged to use language sensitively and precisely in their evaluation of topics and work undertaken. The language of mathematics is also taught well, for example in discussions on the properties of three-dimensional shapes. In mathematics and science lessons, there is an appropriate emphasis on the correct use and spelling of technical vocabulary. Overall, teaching across the curriculum promotes sound standards of literacy throughout the school.

## **Mathematics**

85. In the 1999 tests at Key Stage 1, the proportion of pupils reaching the national expectation of Level 2, was below the national average, but the numbers achieving the higher Level 3 was well above average. At Key Stage 2, pupils' attainment in the 1999 national tests was broadly in-line with the national average. Taking the three years since the last inspection, these results show a steady improvement in attainment from well below the national average in 1996, to the point where most pupils are now achieving the national average by the end of Key Stage 2. When these results are compared with similar schools nationally, they are broadly average at Key Stage 1 and below average at Key Stage 2. However, the school is working with a large number of pupils with special educational needs and therefore the comparison does not reflect the value added by the school to achieve these standards. At the end of Key Stage 2 over the period 1996 – 1999, the boys' performance was close to the national average and the performance of girls was slightly below the national average. Overall, however, the results obtained by girls are improving and in 1999 they were attaining standards close to the national average at Key Stage 2.
86. The inspection confirmed the above results and found attainment to be around the national average at both key stages, with higher-attaining pupils responding well to challenging work. Most pupils, including those

with special educational needs, make good progress as they move through the school and achievement is high in relation to prior attainment. Pupils with special educational needs are taught and supported well.

87. By the end of Key Stage 1, most pupils count reliably and understand place value relating to tens and units. Pupils enjoy the daily mental arithmetic sessions, they like the healthy competition and the opportunity to display their knowledge of such things as ordering numbers, addition, subtraction and tables. This aspect of their work is progressing very well. Pupils perform simple mental mathematical calculations involving money. Higher attainers are confident with addition and subtraction to a hundred plus. Pupils are gradually developing an understanding of different two and three-dimensional shapes and are beginning to discover sequences and patterns in number. Good examples were seen of pupils learning to tell the time in Year 1. Other pupils in Year 2, were working with money to understand the relationship between different coins, whilst others were mentally applying their mathematical skills and adding up pence in denominations of five and ten. By Year 2, pupils develop a satisfactory mathematical language. At the end of Key Stage 2, pupils use more complex mental arithmetic calculations and most use their tables to ten effectively to aid this process. Pupils have a good understanding of different two and three-dimensional shapes and their properties, and most understand the axis of symmetry. The majority are confident with the addition, subtraction, multiplication and division of numbers up to 10,000. They understand tallying and are beginning to interpret graphs and learn about scales. Higher attaining pupils in Year 6 reduce fractions to their lowest terms, express them as percentages and change fractions to decimals with reasonable accuracy. Pupils' books show that National Curriculum requirements are being fully covered. Language skills are developed well in mathematics and pupils acquire a good mathematical vocabulary. However, there is little evidence of information and communications technology being used on a regular basis.
88. Numeracy skills are applied well in others subjects. Good examples of this are the recording of temperatures using pictograms, the use of tables in science for recording, using accurate measurements in design and technology when making moving toys and weighing different objects in science when studying gravity. The pupils' apply their sound mental arithmetic skills to help them understand chronology in history.
89. The teaching of mathematics, and the quality of pupils' learning, is good overall. Teaching was very good in thirty per cent of lessons seen during the inspection, good in fifty per cent, satisfactory in ten per cent and unsatisfactory in ten per cent. Features of the best teaching are: very good planning; the high expectations of most teachers; good questioning of pupils to reinforce learning objectives and assess what pupils have learned; challenge for higher-attaining pupils and work which is well matched to the ability of pupils with special educational needs. Pupils react well to the demands made of them and their learning is focused and rigorous. For example, in a lesson on mental arithmetic for Year 3 and 4 pupils, the pace was rapid and the challenge rigorous and pupils responded with excitement as they answered the quick questioning accurately. In most classes, work is well marked with constructive comments in pupils' books. In the very small amount of unsatisfactory teaching observed, the management of pupils was weak, resulting in time being wasted and pupils not staying on task.
90. Pupils' response is nearly always good and at times very good. They work well individually and when asked, collaborate well in smaller groups. The majority of pupils enjoy mathematics, they are interested in their work and eager to learn. Some sustain their concentration for long periods of time. Most pupils are polite and willing to explain their work. Presentation of their written work is satisfactory overall and good by the end of Key Stage 2.
91. Mathematics is very well co-ordinated. The school has responded well to the National Numeracy Strategy and teachers and pupils have taken to it enthusiastically. Whole class teaching is having a very positive effect on raising the level of attainment. Since the last inspection the school has developed a good scheme of work and ensured that the planning and work given to pupils is closely aligned to the National Curriculum levels of attainment. Assessment is very good and the close analysis of test results, the impact of setting in the junior part of the school and the monitoring of progress and teaching is helping to raise standards. Homework is set regularly in mathematics and has a positive effect on pupils' progress.

## Science

92. Teacher assessments at the end of Key Stage 1 indicate that standards are above the national average and are broadly in line with standards in similar schools. At the end of Key Stage 2, standards achieved in the National Curriculum tests are broadly in line with the national average, but below average when compared with similar schools. Since the last inspection, standards in Key Stage 1 have improved, while in Key Stage 2 the standards in the national tests are similar. Pupils' attainments during the inspection broadly reflect the test results.
93. By the end of Key Stage 1, pupils know about life and living processes. In a mixed Year 1 and 2 lesson, pupils knew the names of the external parts of plants and conditions needed for growth. Younger pupils also know about light, darkness and shadows. Most understand the concept of a fair test and show a very good understanding of why seed growth varies according to its location on windowsill or in a cupboard. An understanding of daylight and darkness was shown in a Year 1 wall display of artwork based on practical science activities with shadows in the playground and with torches and candles in the classroom. Almost all pupils use knowledge from previous lessons to inform current study. They draw and label plants from their investigation and talk about and write reasoned explanations for differences in seed growth.
94. By the age of 11, all pupils know about a wide range of scientific topics, which include the properties of light and sound, filtration, magnetism, gravity and forces, the human body (its major organs and systems), healthy eating and electricity. Year 6 pupils have refined their concepts of fair testing, they are aware of the need to be careful with apparatus, the importance of recording information accurately and the need to work co-operatively in this practical subject.
95. All pupils, including those with special educational needs, make good progress in science as they move through the school and they achieve well in relation to their prior attainment, particularly in the development of investigative skills. The younger pupils can predict what happens when light from a torch is shone on different materials. Pupils understand the properties of the reflective materials and the value of their use on bicycles and on safety waistcoats. In a Year 3/4 lesson on refraction, pupils showed an understanding of its apparent effect on water in a swimming pool and the need for care to be taken when entering the water. Pupils set up practical investigations efficiently. For example, Year 5 pupils were muffling sound with different materials and Year 4 pupils were separating liquids from solids. All pupils show a good command of scientific language. Pupils in Year 3 correctly use terms such as, 'fair test', 'transparent', 'opaque', 'translucent'; and in Year 4 pupils confidently talk about 'filter', 'dissolve' and 'solution'. Pupils responded well to requests to bring in materials from home, such as flour, soil, tea, coffee talc and sand, for use in the lesson.
96. Attitudes towards learning in science are very good. Pupils show a real interest in learning and in all lessons enjoy the high level of practical scientific investigative activity. Pupils work effectively in groups while investigating materials and discuss predicted outcomes. For example in some experiments on sound, when they were using different materials to muffle sound. Some of the displays are interactive and pupils use the materials in their own time. For example, pupils from years 3 and 4 were enthusiastically engaged in experimenting with torches, reflectors and mirrors during the wet break following an engaging lesson on reflection of light.
97. The quality of teaching in science is very good, particularly in the very good teaching of investigation. Planning is of good quality and provides well for the mixed year classes, ensuring that there was no overlap of topics as pupils moved through the school. In many lessons teachers plan different tasks for the different levels of attainment in the group and they provide effective support for all pupils. The work samples showed a high standard of written work reflecting high expectations from teaching staff throughout this year. Scientific language is promoted well, as demonstrated in a practical investigation into filtration. Classrooms are very well organised, which contributes to the good pace of the lessons and the ease with which pupils progress in their practical work. Wall and table displays are used well to support learning. The quality of teaching has markedly improved since the last inspection, but the improvements have not yet had time to impact on standards. Literacy and numeracy skills are well supported in science. Pupils use number well and accurately in their work and they develop a good scientific vocabulary.

98. Since the last inspection new schemes of work have been implemented and teacher assessment is used to inform lesson planning. To support further development, national test data needs to be analysed and used to inform school improvement plans and work from all year groups needs to be seen more regularly, in order to monitor progress. The science co-ordinator, who is only in school one day a week, provides good support to teachers in both key stages. Science resources are sufficient and apparatus well cared for across the school.

## **Art**

99. Pupils' progress varies from class to class, but overall, they make good progress in art at both key stages. In most classes, pupils work hard to develop their skills of drawing and colouring and by the end of Key Stage 2, the work is of good quality. Throughout Key Stage 1, pupils draw with increasing confidence, they use and mix colour effectively and, by Year 2 show good attention to detail. Pupils represent their ideas successfully in visual forms in a variety of media and in two and three dimensions. They have a good knowledge and understanding of artists' work and incorporate the styles into their own work. Often, the end result is the outcome of careful planning in sketchbooks. For example, a three-dimensional study in Year 5 was observed, where pupils drew sketches of good quality from observation, before working in clay. Pupils with special educational needs are well supported and also make good progress.

100. Pupils' progress in art has improved since the last inspection largely due to the consistent teaching of basic skills and the planning for progress. As reported at that time, resources in the subject are appropriate and support work in a good range of media. The quality of the display of artwork throughout the school is good.

101. The quality of teaching in art varies from class to class and is dependent on the skills and knowledge of the teacher. Overall, teaching is satisfactory at both key stages, but there are some examples of very good teaching. Assessment in art is satisfactory and provides teachers with sufficient information for planning. The content of lessons is well planned and learning aims are clear. All pupils work to the same aims, which are adapted as teachers support individuals during the lesson. This arrangement works satisfactorily, but some teachers at both key stages have insufficient expertise to support the development of specific art skills. Relationships are good; teachers provide positive support and pupils are valued. The pace of lessons is usually satisfactory but at times is left to pupils to determine. Very good lessons are characterised by the good use of assessment to inform planning and to provide rigour and high expectations of pupils. Pupils respond well to all art lessons and particularly well to the very good lessons. Behaviour is good and pupils concentrate well on their work. Tasks set in the subject give pupils good opportunities to make artistic decisions.

102. The subject is led well. The art curriculum is broad and balanced and includes some work with computers, but this could be further developed. Monitoring of the subject is satisfactory and the co-ordinator is aware of strengths and weaknesses in the schools' provision. Recent priority for development has, however, needed to be on literacy and numeracy across the school so that opportunities to address professional needs in art have been limited.

## **Design and technology**

103. As in the last inspection, most pupils make satisfactory progress in design and technology at both key stages. At Key Stage 1 pupils use construction kits. They measure, mark out, cut and shape a variety of materials. During the inspection, pupils in both Years 1 and 2 were working on the same project - making model playground equipment. They discussed the most suitable materials to use for their models and were aware of the design issues involved in making the models strong enough to stand unsupported. In group and individual work, pupils tested out ideas and applied the advice given by teachers and learning support assistants. The pupils using the construction kits made good progress in making climbing frames, swings and other equipment. Some pupils chose to use paper and card, this was less successful because they were unsure of the principles involved in creating and joining together appropriate shapes. The best examples were effectively displayed on a painted map of a playground.

104. At Key Stage 2, pupils design and make a wider range of more challenging products. These include musical instruments and toys that move, using a cam mechanism. In an introductory lesson on the design of a musical instrument, Year 6 pupils showed a good understanding of different stages in the design process. They were able to outline plans for research, design, experimentation and evaluation. A good range of ideas for different types of instrument was forthcoming. Pupils from the same class were also able to talk intelligently about a display of moving toys, which they had made, using a cam to create up and down movements. The class as a whole had contributed to an impressive larger project to show a spaceman walking on the surface of the moon, which was on display near the main entrance to the school. Pupils also investigate and evaluate products in order to develop an understanding of quality. In a Year 5 lesson, the class showed great interest and enthusiasm in tasting and evaluating a range of different breads. They had earlier visited a local supermarket to investigate the process of commercial bread making. Almost all pupils make at least satisfactory progress throughout the key stage, and some make good progress. They are beginning to clarify their design ideas and suggest appropriate criteria for determining success. They can evaluate what needs to be done to improve upon first attempts. Finished products show that most of the pupils make sound progress in working with increasing accuracy when marking out, measuring and shaping materials to fit their purposes. Most of the pupils with special educational needs make sound progress with the support of teachers and learning support assistants in planning and implementing designs.
105. Teaching in the subject is mostly satisfactory, but there is also some very good teaching. Planning, across both key stages, is a strength of the teaching. It provides a good level of continuity and progression in what pupils learn. Weaknesses in this respect, which were identified in the previous inspection report, have clearly been remedied. There is an effective, detailed scheme of work, which is supplemented by national exemplar materials. Some examples of work set for older pupils indicate that teachers have good expectations of what pupils can do. Teachers value pupils work and speak positively about their finished products, which motivates pupils to do well in the subject. The work is displayed throughout the school and provides encouragement for pupils who take pride in their achievements. At Key Stage 1, teachers use extra adult support well and they organise a wide range of practical activities effectively. Pupils are usefully occupied throughout the lessons. Overall, the quality of learning is good.
106. The great majority of pupils have very good attitudes to learning. In the lessons observed at Key Stage 1, for example, the pupils persevered well with tasks set by either by their teacher or themselves. They share equipment and support each other well. Pupils listen carefully to teachers and other adults who offer support and they follow instructions. In lessons at Key Stage 2, pupils are absorbed in the tasks set and they work hard to complete their work.
107. The co-ordinator for the subject is newly appointed this year. She is given time to monitor standards of teaching and learning, and provides effective support for colleagues in developing the subject further. There are no significant weaknesses in the teaching, but she wishes to ensure that all teachers are fully confident in handling a range of tools and in techniques for using new materials. Resources for the subject are satisfactory. A design and technology club meets regularly one evening a week after school and provides opportunities for pupils to extend their skills and interests in the subject. Pupils' development in literacy and numeracy is well supported and there are some good examples of pupils using mental arithmetic in the design process.

## **Geography**

108. Opportunities to see geography lessons were limited during the inspection to Years 5 and 6. Pupils' written work indicates, however, that pupils are making satisfactory progress through both key stages and in some classes, very good progress. Overall, pupils' achievement is in line with their prior attainment, which is similar to the findings of the last inspection. At Key Stage 1, work samples from a project on Katie Morag Island, show good map skills, particularly in the use of symbols and keys. In a lesson seen for a Year 5 class, pupils knew about and understood issues concerned with the management of water, following a study of Luxor in Egypt. Some of the pupils extended the study by finding more information from the Internet, while others used case study material from a number of developing countries. Older pupils often show good literacy skills in geography with some extended writing in factual reports and imaginative accounts of topics studied.

109. It is not possible to make an overall judgement about the quality of teaching, but some very good teaching was seen. In the lessons observed, teachers demonstrated good knowledge and understanding of the subject and they, and pupils, used geographical language well. They made skilful use of key questions to encourage very detailed and well-reasoned answers from senior pupils. Much of the pupils' written work is based on the use of work sheets, which do not always target well the different levels of attainment in the class. Very little evidence of the use of graphs and statistics was seen in the work. The quality of learning is good and pupils respond well to geography, they enjoy discovering information about other places and their work is well presented and always completed. Behaviour is very good.

110. The annual residential field study course to Corsica Hall for Year 5 pupils is providing very good opportunities for pupils to consolidate their geographical knowledge and understanding, as are local fieldwork activities to local farms and the village. Geography is taught on a rolling programme with history, but overall, sufficient time is allocated.

111. Since the last inspection the management of the subject has been developed well. The subject co-ordinator monitors pupils' work and teaching in the subject effectively. Recently, a portfolio of work samples has been collected and there are plans to further develop assessment to improve the information about pupils' attainment and progress. Resources for geography are sufficient and are managed well, with suitable resource books for both key stages stored in classrooms and in the libraries. Wall and table displays are of good quality throughout the school.

## **History**

112. It was possible to see only two lessons during the inspection, for Years 5 and 6. From these and from written work it is evident that, as in the last inspection, pupils make satisfactory progress through both key stages and their achievement is in line with expectations. Pupils understand the value of first hand historical evidence, research and accuracy and they develop a good subject vocabulary. They know about the times of the Egyptians and the Tudors and they understand the issues involved in developing good health practices to counter the adverse conditions in the Crimean war. In pupils' written work, there are few examples of extended writing for the more able pupils, but when it is present, it is good and literacy skills are evident in some imaginative, descriptive writing. Overall, pupils work hard to achieve well in the subject and show an interest in historical knowledge. Work is well presented.

113. There are too few indicators to be able to make an overall judgement about the quality of teaching and learning in history, but teachers show good subject knowledge and understanding. Both of the lessons observed were introduced well and pupils responded in an interested way to clear questioning. There was a good working atmosphere in both lessons and good pace sustained pupils' interest. Some of the work samples about Egyptians and Tudors showed an over reliance on worksheets, which are not targeted well on different pupils' needs.

114. The co-ordinator has plans in place. The policy ensures a satisfactory coverage of the National Curriculum. The co-ordinator has developed a satisfactory resource bank for the subject but there are still some projects in the scheme of work where resources need to be further developed. The school organises a wide range of appropriate visits and visitors to school, but these are not yet included in the written planning documents in enough detail. At present there is insufficient planning for information and communication technology in history, so that pupils do get enough opportunities to develop and use their skills.

## **Information Technology**

115. The development of information and communication technology is currently a major focus for the school. Teachers are working hard and are committed to raising standards of attainment but, as yet, there are insufficient computers for pupils to get 'hands on' experience with sufficient frequency to develop their skills consistently. Attainment and progress at both key stages, by the substantial majority of pupils, is below the national expectation, which was the situation at the time of the last inspection.



116. By the end of Key Stage 2, most pupils load, save and print their work. They use paint programs for artwork and some integrate text and graphics. There is evidence of data handling in some classes; for example, pupils use pictograms to keep a log of weather patterns. Pupils create bar charts about the types of transport used when travelling to school, but most are reliant upon the help of a classroom assistant to do this. In mathematics, pupils explore a symmetrical picture, whilst others program the 'Roamer' to travel backwards and forwards along the axis of symmetry. Pupils learn that the Internet is a useful tool to use when looking for information and that it can be used to send e-mail messages. Two classes in the school are starting to correspond with schools in Canada and the United States of America. Pupils are beginning to use the CD-ROMs for research; a good example of this was observed in a geography lesson when pupils searched for information about bacteria. The new digital cameras and scanners are being used effectively to record pupils' achievements. The above are isolated examples of good practice observed during the inspection, the school acknowledges that there are weaknesses in the curriculum such as modelling, control and monitoring. When pupils leave for secondary school at the end of Key Stage 2, the majority will not be competent users of information and communications technology.
117. Insufficient teaching was observed during the inspection to make an overall judgement about the quality of teaching. Where teaching was observed it was mostly satisfactory. The impact of recent training can be seen in the increased confidence of some teachers. Further training is planned this year for teachers and support assistants in control technology, modelling and monitoring, which are the areas identified as needing most support. When pupils have the opportunity to use computers they respond well and work co-operatively together in pairs and larger groups. Pupils enjoy using computers and concentrate well. Most pupils listen carefully to their teachers and follow instructions well. They treat the equipment sensibly and their behaviour is very good. Overall, the quality of learning is sound.
118. There is a sound policy and scheme of work and some progress is being made in linking work with the planning in the different subjects. The quality of learning, however and standards of work in the different subjects, varies from good to unsatisfactory from class to class and from subject to subject at both key stages. Overall, information and communication technology is not yet firmly established as an integral part of the school's curriculum. Currently, insufficient time is allocated for the development and monitoring of this subject and the assessment and evaluation of pupils' progress and development of their skills. The money received from the National Grid for Learning has been well spent and the multimedia computers, Internet, digital cameras and scanners are providing exciting new learning opportunities for pupils. The quality of the resources has improved since the last inspection, but not the number of computers. The ratio of pupils to computers is far too high. Pupils have insufficient access to computers and this is preventing them from developing their skills.

## **Music**

119. The standards that pupils achieve vary from class to class, but overall, pupils, including those with special educational needs, make satisfactory progress in music. In Year 2, pupils understand pulse and clap simple rhythms in common time, they relate symbols to sound well. In Year 6, composing skills are well developed and pupils have a good understanding of timbre, tempo and musical form. This enables them to produce sensitive and thoughtful compositions that are performed with confidence. Musical skills, such as those of pitch and rhythm, are less well developed. Most of the rhythmic work seen during the inspection, for example, was limited to repetition of the pulse.
120. As they move through the school, pupils have frequent opportunities to sing in hymn practices. The singing is accurate and clearly enjoyed, but it is mostly limited to unison singing. In both lessons and in assemblies, there are frequent opportunities for pupils to listen to music. The quality of listening is good, pupils listen attentively and discuss what they have heard in some detail. In some good composition lessons, pupils listened to music to give them ideas on structure for their own work. The use of symbol to represent sound is consistently developed through Key Stage 2. In Year 5, for example, pupils use graphic scores to organise their work. Opportunities for pupils to use traditional notation were not seen, however, other than for the pupils who play instruments.
121. Pupils' progress in music is broadly similar to the situation at the previous inspection. The policy for the subject is well established and provides a good framework for teachers' planning. As in the last report, resources for music are good and the music room continues to be a valuable resource for the school. The

provision for pupils to listen to music is, however, constrained by the lack of a good audio system with a suitably sized amplifier. At present teachers use portable cassette recorders.

122. The quality of teaching is mostly satisfactory and sometimes very good, but teachers' skills and understanding of the subject varies widely. Overall, however, the content of lessons is well planned and aims and expectations are clear and appropriate. Consequently, the quality of learning is good. Pupils work with commitment to tasks, which they understand and expect to achieve. For example, in a very good music lesson for Year 5, pupils were working successfully in independent groups to compose music to accompany a story. Good and very good lessons have pace and rigour, so that pupils make good use of the time in practical music making. Teachers use appropriate strategies that give pupils frequent opportunities to make musical decisions and to be responsible for their work. Relationships, and behaviour, are good; pupils are interested in music and keep well to the tasks set for them.
123. The school makes good curriculum provision for the subject and the subject is led well by the subject co-ordinator. There are occasional timetable clashes each week, which constrain the use of resources and accommodation. Pupils have good opportunities to sing, to play recorders and other instruments in extra-curricular activities for music. In addition, about twenty pupils have instrumental lessons on orchestral instruments, which is a good number for this size of primary school.

### **Physical Education**

124. Most pupils make satisfactory progress in physical education throughout both key stages. In some individual lessons, many pupils make good progress. This is similar to the findings of the previous inspection.
125. At Key Stage 1, pupils develop satisfactory skills in dance, games and gymnastic activities. During the summer they also develop swimming skills in the school's own outdoor pool. In their work in the subject, pupils share ideas with their teachers to help improve performance and put forward constructive ideas to evaluate the work of others. In one lesson observed, for example, pupils successfully explored dance steps and clapping rhythms with their teacher and then they combined them in simple sequences of movements. They were able to interpret the music effectively and express themselves well.
126. At Key Stage 2, sound progress in core physical education activities continues, with the addition of athletics, outdoor and adventurous activities; each introduced at selected times during the key stage. At the time of the inspection, a number of classes were focusing on the development of dance skills. Pupils practise improvised dance with interest and without being self-conscious. They co-operate well in groups and use a range of different movements to interpret music imaginatively. They respond well to the high level of responsibility given to them to develop ideas. The movement is expressive and appropriate to the theme. During Key Stage 2, there are also opportunities for pupils to develop skills in football, rugby, netball and hockey. In the summer, rounders, cricket and short tennis are played. There is equal access for boys and girls to all of these sports. An annual Sports Day is held for athletics, and pupils also participate each year in a local schools' swimming gala. The school does not currently keep systematic records of the number of pupils at Key Stage 2 who reach the expected standard of swimming 25 metres, however.
127. The quality of the teaching was good in lessons seen at both Key Stages 1 and 2. The main strengths of teaching lie in the successful matching of activities to pupils' needs. Teachers also provide pupils with opportunities to reflect upon what they learn and how they might improve their performance. Pupils understand objectives of their activities and strive for better performances. Teachers have good subject knowledge. Lessons are planned well and usually effectively paced. Pupils respond well to the subject and their attitudes and behaviour are very good. The quality of learning is good. Pupils are enthusiastic, listen carefully to instructions and have regard for safety when using apparatus. They collaborate when necessary and strive hard to improve their skills and performance. Pupils with special educational needs are supported well in lessons.
128. As at the time of the last inspection, the school provides a very good range of opportunities in physical activities for pupils after school. Pupils take part in clubs for football, netball and gymnastics. There is

also coaching by a professional footballer on one evening a week. These are all of good quality, they are popular and well attended. Teams are formed for inter-house and inter-school football and netball. The school also entered county competitions for a 'Quick Cricket' tournament and a 'Youth Games Festival' for gymnastics last year. A skipping workshop and a 'Get Fit, Kids' day were also organised in the last twelve months.

### **Religious Education**

129. Opportunities to see lessons in religious education were limited during the inspection, but pupils' written work shows that their attainment is in line with the expectations of the Locally Agreed Syllabus for the end of both key stages and pupils make satisfactory progress as they move through the school. Pupils know and understand issues raised about Christianity and other religions. For example, during a lesson on Buddhism, pupils in Year 6 reflected upon its beliefs and practices and were able to share their group's views through presentations and drama. Pupils in Year 2 produced a class drama on the story of the feeding of the five thousand.
130. The three lessons seen and the written work indicate that since the last inspection the quality of teaching has improved. Some very good teaching was seen; the quality of questioning and discussion was of a particularly good standard. Topics are introduced in an interesting way, pupils listen carefully and show considerable interest. Pupils in the Year 2 class were fully engaged in their production the miracle of the 'feeding of the five thousand', and they moved around the classroom as a 'crowd' with ease and confidence. Opportunities are taken to reflect on moral issues and values at both key stages.
131. The co-ordinator has attended In-Service training on the new Kent Agreed Syllabus and has used the termly one-day release opportunity to monitor teaching. She has ensured that the stock of artefacts on Islam and Judaism has been improved since the last inspection and planning is appropriate.