

INSPECTION REPORT

SHOLDEN CE PRIMARY SCHOOL

Sholden, Deal

LEA area: East Kent

Unique reference number: 118749

Headteacher: Mrs S E McPhee

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 9 – 10 July 2001

Inspection number: 194040

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	London Road Sholden Deal Kent CT14 0AB
Telephone number:	01304 374852
Fax number:	01304 374852
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Sullivan
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17826	June Punnett	Registered inspector
11414	Ann Bennett	Lay inspector
27736	Jeremy Collins	Team inspector

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
Kent
TN15 0EG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	12 - 15
WHAT COULD BE IMPROVED	16 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sholden is a Church of England Primary School that educates boys and girls aged between four and eleven. It is situated in village north of Deal. The pupils who attend the school are drawn from the parishes of St Nicholas and St Leonards. The accommodation consists of an older building, with pupils housed in mobile classrooms situated on a rented field. There are 111 pupils on roll organised into four mixed age classes. There are a few more boys than girls at the school. The majority of pupils come from homes with favourable socio-economic circumstances. The school is smaller than many other primary schools and three per cent of pupils are eligible for free school meals. This is below the national average. There are no pupils with English as an additional language at the school and pupils are mostly of white British heritage. The school has about 16 per cent of pupils on its register of special educational needs, which is lower than that found nationally. One pupil has a statement of special educational need: this is below average. This year, pupils' attainment on entry is above average, but it varies from below to above average from year to year.

HOW GOOD THE SCHOOL IS

Sholden Church of England Primary School is a good school whose work is soundly underpinned by its Christian philosophy. The very good quality leadership, combined with excellent provision for special educational needs and the good quality of teaching throughout the school, especially in the upper stages of Key Stage 2, leads to well above average attainment by the time pupils are eleven years of age. This is a caring Christian community where all are valued. These qualities, alongside the very good systems put in place by the headteacher to monitor the school's performance, and the relationships with parents and the local community, mean that this school provides good value for money.

What the school does well

- Attainment in English, mathematics and science is well above average by the age of eleven.
- Pupils' attitudes to work, their personal development and the quality of relationships within the school promote a very good atmosphere in which to learn.
- The provision for pupils with special educational needs is excellent.
- The leadership and management of the school are very good.
- The school works effectively with parents who value the school highly and provide excellent support for their children's work.

What could be improved

- Standards in music across the school are not as high as they could be.
- The accommodation is unsuitable for physical education activities, classrooms are small and there is no medical room. The library is difficult to access.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in March 1997. Satisfactory developmental work in design and technology has been undertaken and standards now meet expectations by the age of seven. Schemes of work are present in all subjects and planning is better related to National Curriculum requirements. Assessment in the core subjects has improved substantially, and this is leading to higher standards in both

key stages. The quality of marking is now consistent across the school. The three year school development plan is now linked to long-term budget planning. The governors' policies for charging, staff grievance and curriculum complaints are in place, as is a policy for undertaking visits. These are good improvements that are having a positive impact on the standards at the school.

Pupils' standards in English, mathematics and science, by the age of 11, are much higher than they were in the last inspection. They have moved from average standards in English, mathematics and science in Year 6 to well above average levels now. Pupils' attainment in reading by Year 2 is also better and is now well above average. By the end of Year 2, pupils' attainment in writing and mathematics is not quite as good as it was in 1997, but accurately reflects the abilities of that group of pupils. The quality of teaching has improved further and there is now a greater proportion of very good or better teaching than before. In view of the good improvement in standards by the end of Year 6 and the very good leadership and management of the headteacher, this school has a good capacity to continue to improve.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	A
Mathematics	C	A	A	A
Science	A	C	B	B

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

Over the past three years, the school's results at Key Stage 2 have been average to well above the national average, although the rate of improvement is below that of other schools nationally. In relation to their prior attainment, pupils achieve what is expected, but no better. This inspection finds that pupils' achievements are very good in all three subjects, and best in science. Year 6 pupils' literacy skills are well above average, and they make good use of them in many other subjects. They read with enthusiasm, speak confidently and write imaginative stories and poems. In mathematics, pupils' numeracy skills are well above average, and many have a good feel for number. In science, they use the internet well to research projects and are particularly good at conducting investigations. The most recent national tests indicate that all Year 6 pupils reached the national standard in all three subjects. Pupils use computers well and skills are average by the end of Year 6. Although they sing very well, tunefully and with enthusiasm, aspects of pupils' musical education such as composing, appraising and listening to music are less well developed, and this is an area that the school has decided to improve. Religious education and collective worship is inspected by Section 23 inspectors, who issue a separate report.

In the Year 2 national tests in 2000, pupils' attainment in reading was well above average; it was above average in writing and average in mathematics. When compared with similar schools, standards in reading are well above average, and in writing and mathematics they

are below average. In science, teachers' assessments show that standards are well below average. However, the current inspection finds that standards are well above average in reading, average in writing, and below average in mathematics. Teachers' assessments in science in 2001 show that all pupils attained at Level 2 and above, which is very high. Their literacy and numeracy skills are good, and have benefited from the school's successful adoption of the National Literacy and Numeracy Strategies. Pupils have a good knowledge of computers, and use them well to support their work in English. Children in the Foundation Stage make good progress and are on course to attain or exceed the expected standards in all areas of learning by the age of five. More than half of the current reception class is working on the early stages of the National Curriculum. Children in Reception competently add two digits to ten and write numbers correctly. When writing, they write their own stories about 'The secret door'; handwriting is well formed and legible. Children speak confidently and have a good knowledge of the world around them. They move with grace and control in movement lessons. They have good creative skills, and mix and use colour confidently to paint animals.

Pupils with special educational needs make very good progress and achieve well by the age of eleven. They successfully attain the national standards in English, mathematics and science by the end of Year 6. More able pupils achieve appropriate high standards in all subjects except music. Their most recent scores in the national tests show that many pupils can complete complex mathematical investigations, due to the excellent teaching in this subject in Years 5/6. The school met its targets in 2000 and has exceeded them in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and are enthusiastic about learning. This is why they do so well. They enjoy lessons and work hard.
Behaviour, in and out of classrooms	The pupils show good behaviour and sensible attitudes to rules. They are kind and respectful to each other. There is no bullying or oppressive behaviour in the playground.
Personal development and relationships	Good. Pupils have a very good understanding of how to care and show consideration for each other. Pupils work well together. Relationships are very good between all members of the school community.
Attendance	Very good. Above the national average with little incidence of lateness.

The enthusiasm of pupils and their very good attitudes to work contribute greatly to the good ethos at the school. Pupils' good behaviour shows their good understanding of the school's code of conduct. Good attendance ensures that pupils' learning is not disrupted through absence.

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 good overall and promotes pupils' learning well. However, there are variations between classes. Of the 13 lessons seen, all were at least satisfactory, 46 per cent were good or better and 23 per cent were very good or excellent. All teachers have a good understanding of the teaching of basic skills of literacy and numeracy and, apart from music, have confidence in the subjects they teach. The teaching of the youngest children in the Foundation Stage is good and the children have the benefit of the support of a large number of adults and a small class unit, which enables them to receive a good start to their education. Staff are particularly good at developing children's independent learning skills, and they are soon able to organise their work and play. In the infant class, pupils build on their previous learning well, especially in literacy and numeracy, although aspects of art and music are less well developed. In the lower juniors, progress slows as lessons sometimes lack pace and vigour. The very good teaching in the upper juniors ensures that all pupils achieve well. In English, mathematics and science, many pupils are working beyond the levels expected of eleven-year-olds. The needs of all pupils are well met, including those with special educational needs and higher-attaining pupils. The quality of teaching for pupils with special educational needs is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision is good and assists the pupils to make good progress in the majority of subjects. The curriculum meets all statutory requirements. The curriculum for the under fives is rich in learning opportunities. The school has identified music for further development. There is a good selection of extra-curricular activities to extend pupils' knowledge, and these have a good effect on pupils' skills and successes in sport.
Provision for pupils with special educational needs	Excellent provision for pupils with special educational needs. Pupils have very clear targets and their very good progress is monitored extremely effectively.
Provision for pupils with English as an additional language	No pupils currently at the school speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are very close links with the Church and good opportunities for spiritual and moral development through literature and assemblies. The opportunities for pupils' personal development and for developing their initiative are good.
How well the school cares for its pupils	The school cares for its pupils very well. Good procedures are in place to assess pupils' progress in English, mathematics and science. It has very good procedures in place for promoting good behaviour and ensuring pupils' welfare.

The curriculum for the under-fives takes good account of the early learning goals for children of this age.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives clear educational direction to the school and works tirelessly to raise standards. Her energy and commitment have led to an improved school with high standards. All staff subscribe to the school's aims and values and give the headteacher very good support.
How well the governors fulfil their responsibilities	Governors support the school well and have a good grasp of their responsibilities. All statutory requirements are met. Finances are managed efficiently, although somewhat too prudently, and the principles of best value are applied when considering purchases. Governors give good support to the headteacher and her staff. They are led well by a knowledgeable chairman.
The school's evaluation of its performance	Very good. The monitoring of the school's performance is well planned and an analysis of pupils' progress, their strengths and weaknesses and their national test results are examined by all staff to see where improvements can be made. Realistic targets have been set for improvement. The monitoring of teaching and learning by the headteacher is good and having a positive impact on raising standards across the school.
The strategic use of resources	Good use is made of all staff, time and of curriculum resources. The school makes the best use of its unsatisfactory accommodation. Staff are effectively deployed and managed. There is a good staff team at this school. The development plan is clear about its targets and how much they will cost. Prudent housekeeping means that the school is saving rather too much money to carry forward to next year and this is a good opportunity to finance some of the priorities in the development plan.

The headteacher is effective in managing the staff and curriculum. The accommodation is unsatisfactory, the hall can only safely accommodate about 15 children, yet 111 pupils attend assembly in it; there is no medical room, the library is difficult to access, and some of the classrooms are too small for the number of pupils on roll. The school's ethos is very strong and its aims are very well promoted through its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The sense of belonging to a family school, a deeply caring community.• Children like school.• High expectations for behaviour and academic work.• Well led and managed.• Teaching is good.	<ul style="list-style-type: none">• Parents made no significant criticisms of the school, although a small minority felt that the amount of homework was 'too much'.

Parents' comments in the questionnaire and at the parents' meeting were extremely positive. All views expressed, particularly that the school is a caring, family community, are strongly supported by the inspection team. The inspection finds that homework follows government recommendations.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English, mathematics and science is well above average by the age of eleven

1. When children enter the school, their initial assessments show that they are average or above average in all areas of their development. This varies from year to year depending on the intake of children. In the latest national assessment tests for eleven-year-olds, in 2001, pupils showed that they had made very good progress, and their scores were very high in English, mathematics and science. This is an improvement on the 2000 national test results, which showed that standards in English were well above those expected in all schools and similar schools. Standards in mathematics have been well above average since the 1999 tests. In relation to similar schools, standards were above average in the 2000 tests. In science, in the 2000 national tests attainment was above average in relation to other schools nationally and in comparison to similar schools. The proportion of pupils exceeding the national standard is very good in mathematics, 53 per cent, although the school is disappointed that more pupils did not obtain the higher levels in English, 21 per cent, and science, 37 per cent, this year. The judgements of the inspection confirm these test results, and the good improvement that pupils have made since the previous OFSTED inspection, when standards at age 11 were average in English, mathematics and science.
2. By the age of eleven, pupils' reading is well developed. The school sets high standards for pupils to attain in their reading from an early stage, and many read with lots of confidence and expression. This strong emphasis placed on developing pupils' reading skills results in above average standards by the age of seven. As they move through the school, pupils build on their earlier successes and use their literacy skills well in history, geography and design and technology.
3. Writing skills are taught well. Children in the reception class are taught to 'put tails' on their letters as soon as they are capable. In Year 1, pupils are encouraged to join their letters, leading to legible writing by the age of seven. Seven-year-olds write comprehensive news accounts using complex sentences and transfer their skills to other subjects; for example, in religious education when writing why Jews celebrate Hanukkah. Year 6 pupils write imaginative poems about clouds. *'I look out of the window, As a new cloud is born'*. They record well factual accounts of a visit to Madame Tussauds and give clear written instructions on 'How to Word Process'. Pupils use language well in creative writing. In a story about 'Midnight' the writer says, *'She is very strict. One of those ladies with a beaky nose'*. Presentation is very good, as are standards of spelling and handwriting. The school places great emphasis on the development of creative writing, and this leads to very good standards. Pupils with special educational needs reach the national standard in English by Year 6, due to very good support and teaching.
4. By Year 6, pupils' numeracy skills are very well developed. Higher-attaining pupils show the ability to make generalisations about capacity and are able to manipulate factors, multiples and triangular numbers accurately. Many pupils can mentally convert fractions to decimals and percentages and all pupils have a good knowledge of tables. Their work on investigations shows a very good understanding of mathematical reasoning. Pupils are also confident with geometry, and accurately

construct equilateral triangles using compasses. They have a very good knowledge of the properties of shapes and accurately construct the net of an octahedron. Mathematics is strong in this year group, pupils are not afraid 'to have a go' and their enthusiasm is the result of excellent teaching in the subject. The support given by the headteacher and classroom assistants to pupils with special educational needs has enabled them to reach the national standard in mathematics.

5. In science, Year 6 pupils' skills and knowledge are very well developed. All pupils this year reached the nationally expected levels for eleven-year-olds and 37 per cent well beyond this. Pupils have a very good knowledge of the human body, living things and parts of a flower. They know how micro-organisms can be harmful as well as beneficial. Pupils show a very good understanding of the principles behind insect and wind pollination. They set up experiments to measure pulse rates and explore the amounts of sugar and fats in a variety of foods. Pupils' work on solids, liquids and gases shows a good awareness of how substances change, and the different reactions to heating and cooling. Pupils are beginning to think like scientists and are becoming questioning learners. Their recording is well organised and this helps them to follow an experiment through to its conclusion, and to evaluate their findings.

Pupils' attitudes to work, their personal development and the quality of relationships within the school promote a very good atmosphere in which to learn

6. Pupils' very good attitudes remain a strength of the school, as at the last inspection. This reinforces the views of the parents at the pre-inspection meeting, when pupils' attitudes, behaviour and values were described as strengths of the school, and responses to the parent questionnaires in which 100 per cent of parents agreed with the statement that behaviour is good. The attitudes and values promoted by the school have strong parental support. Pupils are enthusiastic about learning, they concentrate well during lessons and show helpful, caring attitudes towards each other when working in groups. Pupils throughout the school understand the purpose of schooling, they concentrate well in lessons and work hard to achieve their best. They settle to their places quickly at the start of lessons and are keen to learn. When pupils move around the school, especially when entering and leaving the school hall, their conduct is impeccable, and they know what is expected of them. Pupils are well mannered and polite, yet full of natural confidence and enthusiasm for school. In the playground areas, pupils show consideration for the needs of the younger pupils and undertake their responsibilities as monitors very well. Personal relationships are very good between pupils and with adults. Pupils take responsibility for younger children during the lunchtime and during playtime sessions. The adults are very good role models for pupils. Good opportunities exist through assemblies and lessons for pupils' personal development. The school has effective procedures in place to deal with bullying should it occur. Attendance is above the national average.

The provision for pupils with special educational needs is excellent

7. The last inspection found the provision for pupils with special educational needs to be good. It has improved significantly and is now judged as being excellent, due to the impact that the provision makes on the progress that pupils make. The co-ordinator for special needs is the headteacher, giving full support to all the pupils on the register. Some of this support is class based but at other times pupils are given one-to-one support on a regular basis. The quality of support is very good and has resulted in the Year 6 pupils being removed from the register and attaining the national expectation in the national tests for eleven-year-olds. The co-ordinator is

very knowledgeable and works well with class teachers and classroom assistants to help pupils attain their individual targets. All pupils with special educational needs are targeted for extra support to enable them to succeed in the national tests.

8. Individual education plans are reviewed regularly to facilitate the movement of pupils, who have made significant progress, off the register. There are excellent targets in the individual education plans that are well gauged to address pupils' difficulties and are all achievable within a given time span. Pupils show very good progress as on-going assessment is very clear and precise, and leads into their next steps in learning. This offers pupils appropriate challenge and, therefore, they move forward. There is a very good system in place where parents are invited to talk about the child's difficulties prior to the pupil being placed on the special needs register. Parents are regularly included in the review of individual education plans and kept fully informed of pupils' progress. There are very good links with outside agencies, including the educational psychologist, nurse and teacher for dyslexia. Pupils with special educational needs are very well included in all school activities and parents speak highly of the school's provision.

The leadership and management of the school are very good

9. The previous inspection found leadership and management to be a strength and this remains the case. The school's aims relate to respect for individuals and the provision of good education within a Christian context, and a welcome for parents and carers. The aims of the school are reflected in its everyday life and they make a strong contribution to the standards achieved and to the good ethos of this small school.
10. The success in leadership and management is attributable to informal relationships and formal analysis of the school's strengths and weaknesses by the headteacher. The headteacher leads by example in working hard and rigorously for the school. She offers dynamic and energetic leadership, and is committed to raising standards and improving the school environment. She is very well supported by all staff, governors and parents. As a result, the school is described by a parent as '*a streamlined academic school with a caring, family side*'. Inspection evidence supports this view. Fifty of the 51 parents who responded to the pre-inspection questionnaire agreed that the school was well led and managed. In addition to a 0.5 teaching commitment, the headteacher is also the co-ordinator for special educational needs, the provision of which is excellent. The school has a clear sense of educational direction and the staff and parents understand this. The staff are hardworking and committed to the school. They are well managed and make a good contribution to the management of the school through the shared Christian values that are reflected in their work. The monitoring of curriculum areas has been successfully undertaken by the headteacher, who has also formally monitored the quality of teaching in all classes. Teachers are given the opportunity to watch other co-ordinators teach and this helps them gain confidence in subjects where they feel less secure. Teachers with foundation subject responsibilities have less opportunity to monitor the teaching of their subjects and this is an area being considered by the school. Targets are set for individual pupils and these help to drive standards forward. The interests of the pupils are at the heart of everything this school does, and it is due to the very good leadership of the headteacher that it achieves as well as it does in all aspects of pupils' development.
11. The governing body is effective and fulfils its statutory responsibilities. Governors are well involved in the work of the school and contribute successfully to the school's ethos and success. The relationship between the governing body and the school is

good. The budget is satisfactorily managed and planned to support the priorities in the school development plan. However, a rather large carry forward figure has accumulated due to additional government funding, and there is now a good opportunity for the governors to consider how best to spend money to support developments in the school development plan. Funds allocated for staff training and for pupils with special educational needs are spent well. The school office is welcoming and efficient. The accommodation, although unsatisfactory, is bright and well maintained. Resources for learning are satisfactory overall, with some shortages in music.

The school works effectively with parents who value the school highly and provide excellent support for their children's work

12. 'Parents are very positive about the school'. This was the judgement of the previous inspection and it remains the case. One hundred per cent of the parents' questionnaires said their child liked school and was making good progress. Parents said at the meeting that they *'would vote with their feet if they weren't absolutely satisfied with the school'*. They feel that the small size of the school is important and value the fact that everyone knows each other. Parents receive good informal information from the school, although there is a lack of information in the newsletters and annual reports that parents receive. The school communicates incidents by telephone and parents appreciate this level of care. The parents of pupils with special educational needs speak highly of the school's response to their children's difficulties and parental involvement in the consultation process. Inspection findings fully support these views. The headteacher and staff know the pupils well as individuals and parents also appreciate the school's concern for the welfare of their children. Parents consider that the school has a common-sense approach to problems; an example of this was allowing a potentially diabetic pupil to have a break-time biscuit, although biscuits are not allowed in school. Parents considered this had been handled sensitively and very sensibly.
13. The vast majority of parents who responded to the questionnaire supports the school's approach to homework, although 14 per cent are not happy with the amount expected. A very small minority of parents, two per cent, feels that there are given insufficient information about their child's progress and that the school works insufficiently closely with parents. The vast majority of parents considers the school to be well led and managed and supports the attitudes and values that the school promotes. The parents actively raise funds for the school and some are able to give their time to work in classrooms. The school values parents' contributions. Overall, parents' views are very positive about the school. *'We just hope the next school will be as good'*. Another said, *'I couldn't be more pleased with the school, the teachers, the teaching, the activities and most of all the head. My opinion is that a school is what a head makes it and without her, Sholden School wouldn't be the success it is'*. This school is over subscribed and highly regarded in the local area. Parents also consider that the school has improved enormously in recent years, children have a sense of achievement, the ethos has changed and they have lots of praise for the out of school activities. *'This is a real community school'*.

WHAT COULD BE IMPROVED

Standards in music across the school are not as high as they could be

14. The previous inspection report judged that pupils' attainment was in line with that expected for their ages. The current inspection finds that, although the quality of singing is good, attainment is below that expected in other aspects of music for pupils' ages across the school. It was not possible to directly observe music lessons during the inspection, so the judgement is based on a video of the music in-service training during the Spring term, talking with pupils, the co-ordinator and the headteacher, and listening to the pupils sing in assemblies. Some Year 6 pupils also performed songs they sang at the school's fete.
15. Opportunities for pupils to compose or develop an appreciation of the works of famous composers are limited and this remains a weak aspect of the subject. During assemblies, pupils sing to taped music or unaccompanied as there is no member of staff able to play an instrument. There is currently no school choir. Pupils generally enjoy singing. There are no opportunities for pupils to have instrumental music tuition provided by the local authority and, although the school used to run a recorder club, this is no longer the case. A few parents would like their children to have this opportunity. Music is not central to the life of Sholden School and opportunities are lost to draw to pupils' attention the different styles of music and different composers in assemblies. There is no musical ensemble to share music with the rest of the school and many enriching opportunities are lost. When the choir is in place, they sing at St Nicholas Church harvest festival and the school is invited to various church services. Currently, music is making an insufficient contribution to pupils' spiritual and cultural development.
16. Music is timetabled each week. There is a policy in place, but no adopted scheme of work and generally staff lack confidence in teaching music. There are sufficient musical instruments, but these are stored inadequately and give an impression of being un-cared for. The range of tapes and CD's from British and other cultures would benefit from being extended. This was also the case during the previous inspection. There is a percussion box for the infant class; other classes use the box from the hall. The co-ordinator ensures that music takes place in the infant class. She is keen and enthusiastic about the subject but lacks sufficient knowledge about how to co-ordinate it effectively across two key stages. At present, she receives no non-contact time to monitor teaching or to support less confident colleagues in developing their skills in the subject.

The accommodation is unsuitable for physical education activities, classrooms are small and there is no medical room. The library is difficult to access

17. The school makes good use of a difficult site. This judgement is the same as that of the previous inspection. Since then, a new temporary classroom has been erected and improvements made to the external environment. The Friend's of Sholden School have been instrumental in raising funds and helping the school to create the millennium garden area. This is an attractive and well-used resource. However, with the junior classes having 32 plus pupils on roll, the temporary mobiles are too small. It is only because of the very good classroom organisation and management of pupils by teachers, and pupils' good behaviour, that classes manage as well as they do.

18. The hall is not large enough for assemblies, lunch or physical education activities. This has resulted in the school having to take junior pupils off-site to a local sports centre for weekly physical education lessons. There are obvious disadvantages in this; the time spent in travelling could be better spent on other National Curriculum activities, and the restriction with the hall affects the infants as well. This situation is clearly unsatisfactory, as it was at the time of the previous inspection.
19. There is no medical room if staff or pupils are sick; currently they lie down in the staff room. The very small library is extremely difficult to access. An exit door has been provided to the outside play area for the Reception class, but the site is lacking a gate and as such is not yet a secure area for young children. The storage of rubbish bins in this small play area is unsatisfactory and a potential health hazard. Overall, the accommodation does pose many challenges for the governors and the school. In spite of its limitations, staff manage exceedingly well and make the best of what is available. However, improvements are required to enable pupils to fully access all areas of the National Curriculum effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school has identified music for further improvement in its own planning. In order to improve the provision further and build upon the standards achieved, the headteacher and governing body should:

- (1) Raise standards in music across the school by:

- building on the in-service training already undertaken;
- raising teacher's skills and knowledge in the subject;
- putting in place a scheme of work;
- developing the systematic and regular use of instruments;
- making the instruments more readily available to staff and pupils;
- giving music a higher profile in the life of the school during assemblies and in enhancing work in other curriculum areas;
- developing the role of the co-ordinator to enable her to support less confident staff, assisting with planning and monitoring of teaching in the subject.

(paragraphs 14, 15, 16)

- (2) Investigate how the school could provide a larger hall to make better use of National Curriculum time, improve the library and provide pupils and staff with a medical room.

(paragraphs 17, 18, 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	15	46	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	na	111
Number of full-time pupils eligible for free school meals	na	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	na	1
Number of pupils on the school's special educational needs register	na	18

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	15	15	17
Percentage of pupils at NC level 2 or above	School	88 (93)	88 (100)	100 (100)
	National	83 (82)	84.(83)	90.(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	16	14
Percentage of pupils at NC level 2 or above	School	88 (93)	94 (100)	82 (80)
	National	84 (82]	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	14	15	17
Percentage of pupils at NC level 4 or above	School	82 (73)	88 (93)	100 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	13	16
Percentage of pupils at NC level 4 or above	School	71 (87)	76 (87)	94 (87)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	111
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	22.2:1
Average class size	31.1:1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	67.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	2203604
Total expenditure	233369
Expenditure per pupil	2029
Balance brought forward from previous year	14320
Balance carried forward to next year	19743

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	12	0	0	0
My child is making good progress in school.	82	18	0	0	0
Behaviour in the school is good.	80	20	0	0	0
My child gets the right amount of work to do at home.	63	24	10	4	0
The teaching is good.	86	12	2	0	0
I am kept well informed about how my child is getting on.	71	27	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	32	0	2	0
The school expects my child to work hard and achieve his or her best.	86	12	0	0	2
The school works closely with parents.	78	20	0	2	0
The school is well led and managed.	96	2	2	0	0
The school is helping my child become mature and responsible.	84	14	0	2	0
The school provides an interesting range of activities outside lessons.	75	20	0	0	3