

INSPECTION REPORT

SHORNE C of E (V C) PRIMARY SCHOOL

Shorne Gravesend Kent

LEA area: Kent

Unique reference number: 118594

Headteacher: Mr Robin Aldcroft

Reporting inspector: Mr Michael Miller
17556

Dates of inspection: 19 - 22 June 2000

Inspection number: 194435

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

© Crown copyright 2000

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:	Primary: Infant and Junior
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Cob Drive Shorne Nr Gravesend Kent
Postcode:	DA12 3DU
Telephone number:	01474 822312
Fax number:	01474 822312
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Gilda Curtis
Date of previous inspection:	14 - 17 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Miller	Registered inspector	Information technology	<p>What sort of school is it? The school's results and pupils' achievements. Pupils' spiritual, moral, social and cultural development. How well is the school is led and managed? What should the school do to improve further?</p>
		Art	
		Religious education	
Ann Bennett	Lay inspector		<p>Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?</p>
John Bald	Team inspector	English	<p>How well are pupils taught? How good are the curricular and other opportunities offered to pupils?</p>
Norma Myers	Team inspector	Mathematics	
		Geography	
		History	
		Music	
		Special educational needs	
Jeremy Collins	Team inspector	Under fives	
		Science	
		Design and technology	
		Physical education	
		Equal opportunities	

The inspection contractor was:

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

Tel: 01732 761010

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	7 - 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	
HOW HIGH ARE STANDARDS?	12 - 15
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17 - 19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19 - 20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20 - 21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21 - 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23 - 24
PART C: SCHOOL DATA AND INDICATORS	25 - 28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 - 45

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shorne School is a voluntary controlled Church of England Primary School for boys and girls aged four to eleven years. The school is of average size with 206 pupils on roll, 117 boys and 89 girls. It is a village school with a history dating back to the nineteenth century. Most pupils live either in the village of Shorne itself or nearby Chalk. Most children enter the school with standards that are above those expected for their age. Almost all pupils are from families originating in this country; fewer than two per cent are from other cultural backgrounds. The percentage of pupils entitled to free school meals is well below the national average. The percentage of pupils on the school's special educational needs register is broadly average. Three pupils have Statements of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is a good, effective and improving school. What the school does well clearly outweighs those areas where it can be improved. It has a very good ethos, reflecting respect for others. Its aims and values are reflected very well in its work. Teaching is good and pupils enjoy learning, enabling them to achieve above average standards by the end of Year 6. The school is well led and managed and provides good value for money.

What the school does well

- Teaching is good overall and some is very good or excellent. Arrangements for teaching literacy and numeracy are good.
- Standards in mathematics are well above average at the age of eleven.
- The headteacher and governors lead and manage the school well. They are committed to its improvement.
- Pupils' spiritual, moral, social and cultural development is very good.
- Pupils' have very good attitudes to work and to each other. They are enthusiastic about school. Attendance is very good.
- Pupils are very well prepared for the next stage of education.

What could be improved

- Consistency in the quality of teaching of pupils aged 5 to 7.
- Annual reports need to be clearer as to what pupils have to do next to improve.
- The quality of communications with, and information for, parents, particularly about pupils' progress.
- The content of the governors' annual report to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. The climate for learning was very good but standards and the quality of education required some improvement. There was potential for higher achievement in English, and in design and technology and art. Teaching was unsatisfactory in some 18 per cent of lessons, where it did not challenge pupils sufficiently well. The management and efficiency of the school also required some improvement.

The school has made good progress in addressing the weaknesses identified in the last inspection. Standards in lessons have risen. Planning is now in place for all subjects and the curriculum is good. The curriculum for children under five is now very good. Provision for information technology and design technology has been effectively extended and is now good. The percentage of unsatisfactory teaching has been more than halved and pupils are now being effectively challenged. Financial planning is now sound. Criticisms concerning pupils' multicultural education have been addressed well. The school's potential for further improvement is good.

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	A	A*	B	C	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	C	C	A	C	

In 1999, standards in reading and writing for pupils aged seven were well above average and standards in English for pupils aged eleven were above average nationally. However, standards were only average when compared with similar schools. School data analysis shows that pupil absence for the English test, where teacher assessment indicated potential higher attainment, had affected the 1999 results. In mathematics, standards in 1999 were well above average nationally for pupils aged seven and above average when compared with similar schools. Standards of pupils aged eleven have been consistently well above average. In science, standards in 1999 were well above average nationally for pupils aged eleven but average when compared with similar schools. Standards in science are being raised as a result of improvements in teachers' planning and increased opportunities for investigation work. Overall, taking all core subjects into account, standards have been consistently well above average in each year since the last inspection and above average in 1999 when compared with similar schools. The performance of both boys and girls has exceeded the national average for their age group.

The school has been working to agreed targets which are realistic and challenging. The National Literacy and Numeracy Strategies are being implemented well and they are at the heart of the work of the school. Literacy and numeracy skills are properly and effectively

applied across the range of subjects and this has a positive effect on standards of work and presentation. Pupils achieve well in relation to their prior attainment. Standards in work seen during the inspection are above average in mathematics for pupils aged seven and well above average for pupils aged eleven. In other subjects standards are above average except for music, where they are in line with expectations for pupils aged seven and eleven, and in religious education for pupils aged seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are polite, welcoming and keen to learn.
Behaviour, in and out of classrooms	Good. Pupils understand the school rules and can explain the consequences of their actions.
Personal development and relationships	Very good relationships with mutual respect between pupils who show increasing maturity as they progress through the school.
Attendance	Well above the national average. Attendance and punctuality contribute significantly to improving standards.

Pupils' attitudes and values, together with their personal development and relationships, are a strength of the school. The strong school ethos and good support from home mean that pupils have a very positive approach to their work and to each other.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. Teaching is excellent in 10 per cent of lessons, very good in 16 per cent and good in 36 per cent. Teaching is satisfactory in 30 per cent of lessons and unsatisfactory in 8 per cent. Teaching of pupils aged five to seven was satisfactory in a third of the lessons and good in nearly half. The only unsatisfactory teaching of this age group showed weaknesses in planning, subject knowledge or classroom management. The teaching of pupils aged seven to eleven was never less than satisfactory and was good or better in nearly three-quarters of the lessons seen. There is some outstanding teaching and learning in the reception class and with the older pupils in subjects including English, mathematics, science and art. Here, teaching is based on high levels of professional knowledge and understanding which is used to plan work, and which offers a high level of challenge for the pupils. Learning also benefits from the very good attitudes of the pupils. The teaching of literacy skills is never less than satisfactory and is sometimes excellent, particularly of pupils from seven to eleven. There is a similar picture for the teaching of numeracy skills except that there is some unsatisfactory teaching of some six-year-olds.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for all subjects of the National Curriculum and for religious education. All statutory requirements are met.
Provision for pupils with special educational needs	Good, particularly in adapting the curriculum to ensure that special needs pupils make progress. Classroom assistants significantly contribute to pupils' learning. The school identifies and supports gifted pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strength of the school. Spiritual, moral and social development is very good and cultural development is good. There is a strong Christian ethic and very good social integration. Pupils are positively encouraged to share their ideas about, and experiences of, life.
How well the school cares for its pupils	There is a good learning environment and good attention is paid to the health, safety and welfare of the pupils. Good records of pupils' academic progress are kept but annual reports are not clear enough on what pupils have to do to improve.

Parents are very strong in their support for the school and their contribution to pupils' learning is good. Many parents frequently meet with teachers on an informal basis. There is an open approach by the school to arranging such appointments. However, a third of parents responding to the questionnaire sent out before the inspection do not feel sufficiently well informed about how their child is getting on. This was a concern at the previous inspection which has still to be resolved and is an issue for the school. Reports need to include personal targets across the range of subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is effective leadership and management, a strong commitment to continued improvement and a good understanding of what the school needs to do to achieve this.
How well the governors fulfil their responsibilities	Effectively, they play an active part in school life and know the school well.
The school's evaluation of its performance	Appropriate targets are set and there is very good capacity for improvement, however, greater use could be made of the detailed information collected by the school on its performance.
The strategic use of resources	Financial planning and administration are sound. Resources are used well to support learning and raise standards, for example in information technology.

The school is well staffed to meet the needs of the curriculum, and all staff are committed to professional development. Accommodation is a serious concern; space is at a premium. There is no separate library to support independent learning and research work. Staff do well to minimise the impact on pupils' learning but cannot fully overcome the problem.

Since his appointment in January 2000, the new headteacher has gained the respect and

confidence of governors, staff, pupils and parents. Governors now understand financial matters better than they did and are aware of the need to seek the best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like the school • Behaviour is good • Teaching is good • The school expects pupils to work hard • The school is well led and managed • The school helps its pupils to become mature and responsible 	<ul style="list-style-type: none"> • Homework is not consistent and needs to be more varied • There is insufficient information on the progress pupils make • Some parents do not feel the school works closely enough with them • There is not a sufficiently interesting range of activities outside lessons

Inspectors' judgements support the parents' positive views about the school. Inspection findings show that the range of extra-curricular activities is good for a school of this size. The school has not done enough to improve the quality of information on pupils' progress but the new headteacher is taking steps to meet these concerns with a revised programme of reporting and parents' meetings from the start of the new academic year. An appropriate range of homework is set regularly but the school policy and approach to homework have not been made sufficiently clear to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 1999, standards in the National Curriculum tests for pupils aged eleven were above average in English and well above average in mathematics and science. However, standards in English were average when compared with similar schools. In mathematics standards for pupils aged eleven have been consistently well above average nationally and when compared with similar schools. In science, they were well above average nationally and this represents an improvement since the last inspection. When compared with similar schools, results in science are average. The combined results for all three core subjects show that standards in the National Curriculum tests, for pupils aged eleven, have been consistently well above average in each year since the last inspection. They were also above average in 1999 when compared with similar schools. The performance of both boys and girls exceeded the national average for their age group. When points scores are taken into account, on average, pupils are achieving standards some two terms ahead of the national average, with boys performing better than girls in all three core subjects. The proportion of pupils achieving the higher Level 5 was close to the average in English and well above average in mathematics and science. There has been a tendency for the school to under-estimate pupil performance in the teacher assessments when compared with the test results. The school has been working to, and continues to agree and set, realistic but challenging targets. For example, although the targets for the current Year 5 in English appear high when compared with the trend of performance in test results, some excellent teaching and personal target setting have meant that several pupils have already reached the Level 5 standard expected by the end of Year 6. The school is taking appropriate steps and advice to target these pupils for Level 6 and to enable them to achieve their potential.
2. In 1999, standards in the National Curriculum tests for pupils aged seven were well above average for reading, writing and mathematics. When compared with similar schools, standards were average in reading and writing and above average in mathematics. However, the proportion of pupils reaching the higher Level 3 was above average in reading and writing and well above for mathematics. The teacher assessments for pupils aged seven in 1999 showed a fairly close match with the test results. When points scores are taken into account, it shows that since the last inspection, on average, pupils are achieving standards a term ahead of the national average and there is a trend for improvement. At the age of seven, girls are achieving standards slightly higher than boys in reading and writing, but boys are performing better in mathematics.
3. The attainment of pupils on entry to the reception class is above national expectations and this is confirmed by baseline assessment. The school makes good use of the local authority assessment scheme. Most pupils under five have had pre-school or nursery experience. They make good progress towards achieving the expected levels of development for reception pupils. At the time of the inspection, towards the end of the academic year, pupils were undertaking National Curriculum work as there were only four pupils who had not yet reached their fifth birthday. All pupils are being prepared well for National Curriculum studies in Year 1.

4. Overall improvements in curriculum planning, which was identified as a weakness at the last inspection, and improvements to the quality of teaching are both having a positive impact on pupils' learning and standards of achievement. The school has appointed a teacher with responsibility for 'able pupils'. Criteria for the identification of 'gifted and talented' pupils have been established and their progress and achievement are properly monitored. All subject areas, with the exception of music, have been involved in this process. Pupils with special educational needs make good progress throughout the school. This is because their needs are properly assessed, using outside agencies where appropriate. The school then devotes both time and money to ensuring that these pupils receive the very best support possible, guided by clear and well-written individual education plans. At the last inspection, the teaching generally was criticised for failing to offer pupils sufficient challenge. This is certainly no longer the case. Inspectors found that good levels of challenge were being offered to pupils across the curriculum. For example, in an infant information technology lesson when pupils were taking apart a floppy disk, there was challenge in discovery and also in their being asked to explain how the disk worked. In the juniors, there is very good challenge through questioning, for example in English when pupils undertook dramatic readings of Dickens and subsequently wrote their own work in his style. Pupils are often challenged to explain their personal views and opinions, as in an excellent Year 6 art history lesson on Lowry.
5. In English, the National Literacy Strategy is being implemented well and it is at the heart of English work in the school. Overall, standards of literacy are better than those achieved in most schools. Pupils are given a good start in reception, with speaking and listening a particular strength. Standards continue above average for the infants and juniors. However, in infant classes there needs to be more consistency in the design of writing tasks. Standards in reading throughout the school are good. Some parents were concerned that pupils had too few opportunities to change the books taken to read at home and that some books were too 'easy'. Inspectors found that the home-school reading scheme is working well for the majority of pupils and that there are, in fact, good opportunities, particularly for older pupils, to change books regularly. However, some higher attaining six-year-olds do, on occasions, have to wait too long to change their books. The monitoring of reading is close and effective. However, their concerns are justified for some higher attaining pupils with more voracious reading appetites. In mathematics, there is effective implementation of the National Numeracy Strategy. In Reception, pupils show good mathematical understanding and make good progress through the infants where standards are above average. By the end of the junior years, standards in numeracy are well above average. Teachers have good expectations of the pupils. They also ensure that pupils' literacy and numeracy skills are properly and effectively applied across the range of subjects and this has a positive effect on standards of work and presentation.
6. At the time of the last inspection in 1997 overall standards required improvement and this has been achieved. In English, mathematics and science, standards for pupils aged seven in Year 2, at the end of Key Stage 1, and pupils aged eleven in Year 6, at the end of Key Stage 2, were in line with the national average at the last inspection. They are now above average and standards in mathematics for pupils aged eleven are well above average. Standards in information technology, geography, history and physical education were in line with the national average in 1997. They are now all above average for pupils aged seven and eleven. At the

last inspection standards in art, and design and technology were unsatisfactory. They are now above average for all pupils. Standards in music were in line with the national average and these standards have been maintained. At the last inspection, standards in religious education were in line with the requirements of the locally agreed syllabus for pupils aged seven, and above those expected for pupils aged eleven. These standards have also been maintained. Overall, the school has made good progress in raising levels of pupils' achievement.

Pupils' attitudes, values and personal development

7. The strong, positive school ethos and good support from home means that pupils have a very good attitude towards their work. Their attitudes appear even more positive than those reported at the last inspection. Pupils are completely comfortable in school; they know the routines of the day and can explain them when asked. At the beginning of the day, the youngest pupils organise their coats and bags then sit quietly and expectantly without fuss, during registration. Pupils of all ages are keen to learn and the older pupils take great care over the presentation of their project work.
8. Pupils behave very well in class in nearly all lessons. Behaviour was very good in lessons observed for those aged seven to eleven and those aged under five and good overall for those aged five to seven. Pupils managed to sustain their concentration, even in a very long literacy lesson, with everyone participating to the limit of their abilities. They respond very well to clear direction from their teacher, work hard without wasting time and take great pride in their successes. In a few lessons, when the pupils are unclear about what they have to do, they lose focus and the noise level rises to a distracting level, affecting their ability to learn. This is a particular issue in one class where there is a very high proportion of boys. As they progress through the school, pupils show an increasing maturity towards their work and feel well prepared for secondary school.
9. Behaviour around the school is good. Pupils play well together, using the good outside facilities at break and lunchtimes without any evidence of anti-social behaviour. They enjoy the free access to the field and playgrounds and understand the system of classes taking turns on the adventure equipment. They behave very well on formal occasions like assembly and within the tight confines of the hall at lunchtime. Pupils clearly understand the school rules and comply without fuss when checked, realising what they have done wrong. They find it easy to speak to their teacher and the headteacher and are confident of these adults' ability to resolve disputes. There is no bullying. Relationships are very good. There have been no exclusions since the time of the last inspection.
10. The youngest pupils are able to get on with work on their own and are beginning to learn how to share equipment with others. Pupils in Years 5 and 6 undertake topic work research and write much of it at home. They put effort and their own time into rehearsing their musical production. They happily undertake small duties around the school, such as setting up and operating the overhead projector for assembly and adjusting the hall lights so that the words on the screen are more clearly visible. There are very good relationships of mutual respect between the pupils. Pupils are kindly and trusting with each other. In a Year 1 class assembly, pupils felt confident enough to talk about things which had happened and were important to them. Relationships between pupils and teachers are very good and as a result pupils grow in confidence, as does their ability to talk to adults.

11. The high attendance rate, well above the national average, and pupils' punctual arrival for school contribute significantly to the high standards achieved.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching is good. It is excellent in 10 per cent of lessons, very good in 16 per cent and good in 36 per cent. Teaching is satisfactory in 30 per cent of lessons and unsatisfactory in 8 per cent. All class teachers were seen teaching good lessons and no poor teaching was observed during the inspection. Teaching of pupils aged five to seven, in Key Stage 1, was satisfactory in a third of the lessons and good in nearly half. The only unsatisfactory teaching was seen at this key stage. The teaching of pupils aged seven to eleven, in Key Stage 2, is never less than satisfactory and was good or better in nearly three-quarters of the lessons seen.
13. The teaching of literacy ranges in quality from satisfactory to excellent. It is satisfactory overall for pupils aged five to seven, with very good teaching of the youngest pupils in this age group. They are given a very effective introduction both to the technical aspects of reading and writing and to the enjoyment of books and of communication through writing. Teaching of six and seven-year-olds is satisfactory, with well-planned lessons and an effective home-school reading scheme. However, in some lessons, work is not effectively matched to the full range of learning needs in the class. This leads to inconsistencies in the learning of pupils of average and higher attainment, so that, for example, standards in reading are generally higher than in comparable schools, but those in writing are not. The teaching of literacy for pupils aged seven to eleven is mainly good and often very good or excellent.
14. The teaching of numeracy ranges in quality from unsatisfactory to excellent. Five-year-olds receive very good teaching which effectively extends their early understanding of number and the teaching of seven year olds is good. These are the main reasons for the school's good standards in number work at age seven. However, the learning of some six-year-olds is interrupted by some unsatisfactory teaching resulting from weaknesses in planning or specific subject knowledge which lead to ineffective learning tasks and some weaknesses in class management. Numeracy teaching for pupils aged seven to eleven is very good overall, with excellent teaching in Years 5 and 6 leading to a very high standard of work for pupils transferring to secondary school.
15. Teaching throughout the school is well matched to the learning needs of lower-attaining pupils and of those with special educational needs. These pupils concentrate well on their work and learn consistently well in response to carefully designed learning tasks. They are frequently supported by well briefed and effective teaching assistants. While there are no pupils in the school who speak English as an additional language, pupils from ethnic minorities are fully involved in all lessons and effectively taught, for example, through the selection of books for reading from a good range of cultural backgrounds. Most teaching provides good challenge to higher attaining pupils and to those of average attainment, but some teaching does not provide adequately for both groups. For example, some younger higher attaining pupils need earlier access to more demanding reading material while some pupils of average attainment find the work in some lessons difficult to understand. Pupils with special educational needs make good progress with their learning in all areas of the curriculum. Teachers are fully involved in writing

individual education plans, which clearly outline the way the curriculum is to be adapted to meet identified needs. Teachers are also skilled at briefing education assistants. The support provided by these dedicated assistants makes a very significant contribution to pupils' learning.

16. The overall quality of teaching is sound in music and good in all other subject areas. Very good to excellent teaching was seen in lessons with children under five, and for those who had just turned five; this teaching offers a varied and exciting introduction to school. It engages all of the children in their work and promotes very good learning in literacy, speaking and listening and number work, with excellent learning in science. There is outstanding teaching for pupils aged seven to eleven in a range of lessons including mathematics, English, science and art. This teaching is based on high levels of professional knowledge and understanding, used to plan work which frequently extends pupils' skills over a series of lessons. This leads, for example, to excellent learning and progress in vocabulary and writing style for ten-year-olds, and in art history and criticism work for eleven-year-olds. In mathematics, where excellent teaching is sustained over pupils' final two years at the school, the quality of teaching is leading to very high standards.
17. The good teaching is based on careful planning, good relationships and a good pace of work. This makes each lesson a satisfying and effective learning experience for pupils. Teachers use resources well and also use an interesting range of teaching techniques which give pupils variety in their work and promote interest in learning. Older pupils expressed strong appreciation of the range of teaching strategies used in their classes and of the efforts teachers make to engage and encourage them in their work. Work is consistently marked. Where the teaching is good or better, marking is often accompanied by good guidance and personal targets which are effectively followed up and lead to good progress. Where the teaching is satisfactory, marking gives little direct personal guidance and is less effectively followed up. Most of the teaching that is satisfactory is carefully planned and makes effective use of resources. However, there can be lapses of pace in some of these lessons and the learning tasks given to pupils are less finely tuned to the range of learning needs in the class. Consequently, the quality of learning, while satisfactory overall, is less consistent. Homework is used consistently, with some examples of good, open-ended homework for older pupils; this prepares them very well for secondary education. Older pupils said that homework contributed to their learning and was reasonable. Some parents, on the other hand, said that younger pupils needed to be able change their home-school reading books more frequently and this point was borne out by inspection evidence.
18. During the last inspection, the quality of teaching was sound overall, but there was unsatisfactory teaching in 18 per cent of lessons and much of the teaching that was satisfactory lacked vitality. Teaching during this inspection shows a good level of improvement, especially in the teaching of children under five and of mathematics for pupils aged seven to eleven. The proportion of unsatisfactory teaching has been reduced by more than half. The proportion of good teaching has increased substantially, with a significant proportion of very good and excellent teaching. Whilst the school still needs to address an element of unsatisfactory teaching for some six-year-olds, improvements in the remainder of its teaching have been a key factor in the improvement in standards and learning at the school since the last inspection. Developments in the co-ordination of teachers' work, and in assessment, have placed the school in a good position to improve the consistency of learning by extending the qualities of its most successful teaching to other

classes.

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

19. The last inspection report identified significant weaknesses in the curriculum for children under five and a lack of balance in the curriculum for pupils aged five to eleven. The school's policies for teaching and learning were not applied consistently. The school has made very good improvements in its curriculum since it was last inspected. The curriculum now has good breadth and balance, with good provision for all of the subjects of the National Curriculum and for religious education. The curriculum for children under five has been extensively revised, and is now very good, with interesting and exciting approaches to all the areas of learning contained in national guidelines. The national strategies for literacy and numeracy are contributing to rising standards, though both could be made still more effective through greater consistency in the quality of teaching. Provision for numeracy is very good, with particularly effective teaching in Years 5 and 6. Work in other subjects contributes very effectively to standards in numeracy. Older pupils' literacy skills enable them to read questions and frame solutions to problems quickly and accurately. Work in subjects other than English is making a significant contribution to raising standards in writing, though some of the best work in Years 3 to 5 is of recent origin and is not yet reflected in standards at eleven.
20. The school has good arrangements to co-ordinate teachers' work in the subjects of the National Curriculum, with very good co-ordination in mathematics and science. Co-ordination in English is satisfactory, but is not yet ensuring that the excellence of the school's best teaching in English is consistently reflected in all classes. Provision for information technology and for design and technology has been very effectively extended since the last inspection, and is now good. These developments have contributed to the pattern of rising standards in the school and to improvements in its teaching. The curriculum meets all statutory requirements.
21. The school makes effective provision for health education, including education on the misuse of drugs and for sex education. The school has very good relations with nursery and secondary schools. Older pupils expressed strong appreciation of the school's exceptionally good preparation for their transfer to secondary school. The school provides a good range of opportunities for learning outside the classroom, although these do not yet include provision for study support. It is strongly involved in the life of the community, both through the church and in its involvement with local organisations and events. There is a good programme of educational visits, culminating in a well-planned residential week for pupils in Year 6. Most pupils take part in educational sport and clubs. Older pupils are grateful for the work teachers and volunteers put into running these.
22. The curriculum for pupils with special educational needs is effective; these pupils are fully involved in all aspects of school life and are well supported by teachers, teaching assistants and other pupils. The school is particularly successful in the way it adapts the curriculum to ensure that pupils with special educational needs make the best possible progress. Teachers write clear and precise individual education plans, which give clear guidance about what is to be done. Good planning and resourcing ensure that all Statements of Special Education Need are fully implemented. The support that the school arranges for pupils with social needs is having a positive impact on their learning. New systems to promote the learning of higher attainers are helping to raise the consistency of challenge for these pupils.

The school is well placed to improve this work further by following it through in greater detail, for example in work with the highest attaining early readers.

23. Overall provision for pupils' spiritual, moral, social and cultural education is very good and a strength of the school. These dimensions are secure, are reflected in the ethos of the school and, in keeping with its denominational status, are firmly rooted in Christian values. The inspection did not cover acts of collective worship which were the subject of a separate, Section 23 diocesan inspection.
24. Provision for pupils' spiritual development is very good. There is a daily assembly and act of collective worship which provides a focus for school life and good opportunity for pupils to reflect on a range of themes. During the inspection this was 'The Fruits of the Spirit'. Teachers and visiting clergy dealt well with concepts such as peace and faithfulness. These were presented in an open, clear manner which was well communicated at an appropriate level to help pupils understand. There is a strong emphasis, through personal and Bible stories, on respect for God and each other which effectively reflects the school's main aims. Pupils are encouraged to participate and contribute their own personal thoughts and feelings. This approach encourages pupils to express themselves openly. There is a spiritual dimension to work in religious education, for example when the infants considered 'special things' which were important to them and through the collection of prayers written by Year 6 pupils. However, spirituality is also developed in other areas of the curriculum, for example in English poetry work with upper juniors, when the power of language provides good opportunities for reflection, or in a dynamic and dramatic approach to work on Dickens. 'Discovery' elements are to be seen in science and information technology. Life issues are dealt with effectively in science and personal and social education. Pupils' critical work in art enhances the development of aesthetic appreciation. There is, therefore, a positive awareness of spirituality in secular as well as religious contexts. Self-knowledge is encouraged and pupils are given the opportunity to share their ideas about life in a variety of situations.
25. The school's provision for moral development is very good. There is a strong moral code which is firmly set in the context of both Christian teaching and the school's behaviour policy. Sex education, drugs education and anti-racism are all properly placed in a moral context. The school's approach to moral development enables a responsible attitude to and understanding of 'fair play'. For example, one extremely hot lunchtime, games on the school field had to be stopped for the welfare of the pupils. There were no complaints and pupils spoken to were clearly able to explain why such action had been taken. The school's emphasis on respect for themselves and others enables pupils of all ages to develop an understanding of right from wrong and provides a clear framework for the development of moral values.
26. Pupils' social development is fostered well and provision is very good. Pupils are friendly, welcoming and polite and keen to talk about the school in positive terms. They are secure in being able to approach adults if they encounter problems. Relationships between staff and pupils are open and members of the school community smile at each other a great deal. There is good provision for a minority of pupils who may find it hard to socialise or work in groups with others. The school also makes good provision for eventualities such as bereavement counselling. Pupils support each other at playtimes as 'friendship partners'. Older pupils take responsibility, for example in preparing the hall and music for assemblies and in organising play and sporting equipment at lunchtimes. The school has an 'Eco-

committee' and pupils have taken part in a children's parliament. They are actively involved in charity fund raising for organisations such as Africa Aid. The annual school journey for Year 6 pupils also contributes well to their social development and their preparation for the next stage of education. The school plays an active part in the fabric of Shorne village life. Pupils take part in traditional events such as maypole dancing and help with stalls at fêtes. The school grows plants for the local cottage garden show and pupils enter all sorts of local competitions. There is involvement with senior citizens at harvest festival, and local people and the village historian contribute, for example, to pupils' history topic work.

27. Provision for the pupils' cultural education is good. The need to develop multicultural awareness was an issue at the last inspection. There is now a multicultural policy which is being effectively implemented and focused on extending provision and in this the school has made good progress. For example, it is making effective use of ethnic minority funding to extend specialist work on major world religions in religious education. Religious festivals such as Diwali are celebrated as well as the main Christian and Jewish festivals. There is a good programme for trips and visits to such places as an arts and outdoor pursuits centre in the New Forest, Rochester Cathedral, the Gravesend Gurdwara, Dover Castle and local nature reserves. There are visits from theatre groups for English and science. The school provides a good range of extra-curricular activities including sport, music and literary appreciation to help the pupils' cultural development. There is good pupil participation in these clubs. There is also a much appreciated annual school production incorporating English, drama, music and art activities on the part of pupils, staff and parents. The current production is 'Twelfth Night' and videos show the quality of previous productions such as 'The Wind in the Willows' and 'A Midsummer Night's Dream'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. There is a good level of provision for the welfare of pupils, a similar situation to that reported at the last inspection. The headteacher and staff provide a good and safe learning environment for the pupils. There are good arrangements for taking care of pupils who are injured or unwell at school. Systems for monitoring attendance are satisfactory, however, more regular monitoring needs to take place for the reporting of authorised and unauthorised absences to ensure that reasons for absence are clearly and accurately given. Child protection matters are well understood and the school's procedures comply with those agreed locally. Teachers take care to include guidance on safe working methods within lessons and governors pay good attention to health and safety matters. There are extensive play areas and an adequate number of drinking water fountains but pupils under five do not have a dedicated play area. Supervision of pupils at lunchtime is satisfactory.
29. Teachers know the pupils in their class well and, individually, keep good quality records of their academic achievements and personal development. However, in some subjects, a more co-ordinated, whole-school approach is needed. Teachers consistently praise and encourage good behaviour. In their teaching and support they prepare pupils well for transferring to secondary school, particularly through mathematics projects. There is some inconsistency in the use of marking in English and mathematics and teachers do not indicate clearly enough to pupils what they need to do to improve further.
30. There have been significant improvements since the time of the last inspection in

assessing pupils' work and these have contributed to raising standards, particularly in the core subjects. Much more detailed information is gathered but, except in mathematics, its analysis is often, as yet, at an early stage. Plans are in place for the use of the school's new information technology facilities for the more efficient analysis of such information and data. The new headteacher has begun to monitor the work of a sample of pupils from each class to give himself an overview. Teachers are making good use of their own assessments of previous work both to allocate pupils to differing groups and to provide work at an appropriate level of difficulty.

31. Teachers are becoming successful in identifying and fostering the development of those pupils who are particularly gifted. Booster classes in English, mathematics and science have been used effectively to raise the standards of eleven-year-olds. Some class teachers have begun to use personal targets with pupils, for example those used in Year 5 and based on interim national curriculum tests. This has allowed two-thirds of the class to reach the nationally expected level in English a year early, and the whole class, including those with special educational needs, to be on course to do so by the end of Year 6. However, as yet, there is no whole-school approach to providing pupils with enough information or guidance to enable them to be consistent in setting their own targets for improvement. The school has very effective systems in place to assess and monitor the needs of pupils who may require extra support, in line with the Code of Practice for special educational needs. Timely and appropriate help is given. The effectiveness of the early identification of special needs and the quality of support given is a key factor in the improving learning profile across the school. The school rightly prides itself on the inclusive approach it has adopted to pupils with special educational needs, who are seen as an important and integral part of the whole school community.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. Parents show very strong support for the work of the school and their contribution to pupils' learning is good. Their children like school and they find strengths in the quality of teaching and the behaviour of the pupils. They are confident that their children are expected to do their best and are happy to approach the school over any concern. The impact of parents' involvement on the work of the school is good. However, a third of parents responding to the questionnaire sent out before the inspection do not feel sufficiently well informed about how their children are getting on. This was an issue at the last inspection and is still to be resolved. The new headteacher is aware of these concerns and is planning changes for the new academic year. A third of parents feel that the school does not provide enough activities outside lessons but inspectors disagree. A fifth of parents do not feel their children have the right amount of homework and a fifth also feel that the school does not work sufficiently closely with them. Inspectors find that the amount of homework is appropriate but that school policy is not always made sufficiently clear to parents. However, parents of pupils with special educational needs are fully involved in all review procedures. The majority of parents, rightly, have a very positive view of the provision the school makes for their children.
33. Improving communication with parents is an issue for the school to tackle. The school newsletters are a very useful vehicle for communicating policy issues, national initiatives and reminders. There are, for example, active volunteer parent representatives for each class who liaise with class teachers. However, parents are concerned primarily with their own children. They want greater contact with the

class teacher on an individual basis. Parents have only one formal consultation evening each year and written reports to parents do not convey the full picture. They are good in giving an idea of how the child is performing in relation to the class and to national expectations, but not in respect of their capabilities. Annual reports do not make clear what the pupil has to do next to improve. A lot more information is available in school than is communicated through the report, and as one parent put it, 'We are hungry for more information'. The majority parents are very good at supporting their children at home with reading and with project work. They are keen to know practical ways in which they can play their part throughout their child's educational life. They need to know the personal targets their children are working towards and to be able to support them.

34. Whilst the overall quality of information provided for parents is satisfactory, it is not always effective enough in reaching its target audience. The school could make greater use of new technology in the production and publication of its regular newsletters, such as the information letters sent by class teachers at the beginning of each term which detail what work will be done in school, or to inform parents and enlist their help with homework. However, some of these communications are, at present, individual letters, rather than having a common approach or corporate school image. An indication of the lack of clarity is the concern of some parents about restrictions on changing reading books. Some teachers could also use the individual pupil reading records more effectively to give clear guidance for parents on how to support reading in general and specific detail for their child, including instructions on when to change books.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. A new headteacher was appointed to the school at the start of the term before the inspection and he has developed a high profile around the school. He has quickly gained the respect, trust and confidence of the governors, staff, pupils and parents. Standards have been successfully raised overall since the last inspection in 1997. All key issues have been properly and successfully addressed and there has been good improvement. There is a strong commitment to continued improvement on the part of the governors and headteacher. Together, the staff and governors have a good understanding of the community which the school serves. They know the school well, understand how the school needs to be taken forward, and demonstrate the capacity to achieve this. This is in contrast with the situation at the time of the last inspection, when the school was judged to lack appropriate educational direction. Appropriate educational and management targets have been set, by the governors, for the headteacher and deputy headteacher. The headteacher and his deputy complement each other well and curriculum co-ordinators are clear about their roles and responsibilities. The school's aims are centred around its mission statement 'Respect, Perseverance and Achievement', which effectively reflects the school's strong Christian ethos. The day-to-day work of the school embodies these values very well.
36. The governing body fulfils its statutory duties very well overall. However, some required statements concerning improvement since the last inspection, the progress of pupils with special educational needs and attendance were omitted from the last governors' annual report to parents. Staff and governors work well together as a team and there are good, open levels of communication between the school and its management. Governors are often in school and take an active part in school life. As a result of a recent governors' visit, for example, targets have been set for the

development of religious education and the forging of closer links with the parish church. Staff training has consequently been undertaken in the use of the church as a valuable educational resource. The governors have ensured that effective arrangements for special educational needs and the National Literacy and Numeracy Strategies are in place. The special needs governor has established links with other schools, both within and outside the local authority area, as part of a forum for the exchange of ideas. The curriculum governor has drawn up a realistic programme for the monitoring and review of school planning and policies. Overall, the governing body shows a strong commitment to training, for example in performance management, to enable its members to carry out their monitoring responsibilities effectively. The governors are asking appropriate questions of the school and are effective in fulfilling their responsibilities.

37. At the last inspection, the costing of the school's development plan was not closely enough matched to the school's annual budget. Proper links are now being made and educational priorities, such as information technology, are being suitably supported through financial planning. Specific grant funding is used satisfactorily. Overall, school development planning is now sound. The new headteacher has taken time to consult with staff and evaluate the strengths and areas for development of the school. As a result, he has drawn up a broad, draft, three year plan which is appropriate to the school's needs. This now needs to be finalised and developed in detail.
38. The headteacher has set up effective procedures for the monitoring of teaching and the curriculum. At the last inspection, schemes of work were not fully in place. Current schemes now properly support learning. Planning for the implementation of the new National Curriculum 2000 orders is well advanced. Improvements to the teaching, through monitoring and lesson observation, are represented by the fact that a quarter of the teaching seen was judged to be very good or excellent whereas no teaching of that quality was seen at the last inspection. There are good arrangements for staff appraisal and professional development. The deputy headteacher has responsibility for the support of new teachers at the school. This programme is well managed and the headteacher has commented favourably on the support given to him personally as a new member of staff. The school's timetable is designed to allow co-ordinators non-teaching time to develop their role and to support and monitor teaching within their areas of responsibility. They use this time well.
39. The school is well staffed to meet the needs of its chosen curriculum. Teachers are suitably qualified professionally, through in-service training or through personal experience. Staff are committed to the school and positive in their approach to professional development. For example, all staff, including classroom assistants, have been involved in training to support information technology work in the school. Staff are hard working, support the management of the school well and have played an important part in raising standards.
40. Accommodation is a concern for the school. There are seven classes in a school which was originally built for four. Space is at a premium. Mobile classrooms are packed closely together and a dedicated play area for children under five was recently lost to accommodate the new information technology suite. Garden sheds have to be used for outside cloakroom space. A recent survey has confirmed that the school hall is now too small for the numbers of pupils on roll. However, the most serious problem for the school is the lack of dedicated library space. The library has

to be housed in the hall and this prevents its being used to support pupils' independent learning and research skills at lunchtimes and during the day, when the space has to be used for other purposes. The staff do well to minimise the adverse effects on pupils' learning but cannot fully overcome the problem. Display around the school is of good quality and enhances the learning of the pupils as well as celebrating their achievements.

41. Overall, the resources to support learning are satisfactory and they are used well. Resources for information technology have improved significantly with the recent establishment of the computer network room. There is an interesting range of reading books in the school library. The use of ethnic minority grant funding to provide a specialist religious education teacher to support the teaching of major world religions has improved the human resources for the subject. It also contributes to the school's improved multicultural provision.
42. Governors show a greater confidence in, and understanding of, financial matters than was indicated in the last report. Overall financial control is now satisfactory and there is appropriate use of computers for financial monitoring. Action has been taken on the recommendations of the latest auditor's report. However, whilst the governing body is aware of the need to seek the best value for money, and can explain why certain financial decisions were taken, these points do not always come through clearly enough in the official minutes of meetings. There is sometimes an insufficient record of what, in themselves, are well considered, practical financial decisions. However, one of the targets set by the governors for the new headteacher concerns the development of financial management; additional administrative support time is being provided for this. Governors are now able to identify recent improvements in the quality of information being provided for them and on which they base their decisions. Funds for special needs are well managed. The special needs co-ordinator works closely with all staff to ensure that funding is well targeted. Given the above-average standards which pupils are achieving, together with their very good attitudes, the improved quality of teaching and good quality leadership and management, the school has proved itself to be effective and is giving good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to build on the developing strengths of the school and improve provision further the governors, headteacher and staff should:
 - (1) Improve the consistency of quality in the teaching in Key Stage 1 by:
 - sharing the good practice and expertise existing elsewhere in the school, including within the key stage;
 - providing in-service training to enable teachers to update their professional knowledge in areas identified as being less secure;
 - providing appropriate support to enable lesson planning and classroom management techniques to become more effective.(Paragraphs: 5; 8; 12; 13; 14; 18; 61; 67; 92; 95; 101)

- (2) Strengthen the partnership with parents for the benefit of pupils by:
- giving more precise information about how well pupils are doing and what can improve through reports, consultation evenings and in communications about reading and homework;
 - developing the use of new technology in communications with parents to improve quality and clarity and to present a more effective, corporate image of the school.
- (Paragraphs: 32; 33; 34; 66)
- (3) Ensure the inclusion in the governors' annual report to parents of all required information, in particular:
- on progress since the last inspection;
 - on the progress of pupils with special educational needs and the success of the school's policy;
 - the required statistics on attendance.
- (Paragraph: 36)

Other issues which should be considered by the school

44. The following points should be considered by the school as areas for attention and development:
- (4) Make greater use of the good quality, detailed information and data the school gathers about its pupils in the analysis of whole-school performance and when setting targets for improvement.
(Paragraphs: 29; 30)
- (5) Ensure that attendance registers are more regularly and carefully monitored for the reporting of authorised and unauthorised absences and that reasons for absence are more clearly and accurately given.
(Paragraph: 28)
- (6) Improve arrangements for library use to enable pupils to undertake independent research better and to support independent learning.
(Paragraphs: 40; 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
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
10	16	36	30	8	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	206
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	3
Number of pupils on the school's special educational needs register	na	42

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	0
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	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	8	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	19	21
	Girls	8	8	7
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	93 (91)	90 (81)	93 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	21	19
	Girls	8	7	7
	Total	26	28	26
Percentage of pupils at NC level 2 or above	School	87 (90)	93 (90)	87 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	11	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	7	9	7
	Total	24	25	25
Percentage of pupils at NC level 4 or above	School	83 (86)	86 (72)	86 (76)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	14
	Girls	9	7	6
	Total	22	22	20
Percentage of pupils at NC level 4 or above	School	76 (72)	76 (66)	69 (69)
	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	2
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	173
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)	7.7
Number of pupils per qualified teacher	26.8
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	70

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	353080
Total expenditure	350454
Expenditure per pupil	1702
Balance brought forward from previous year	8047
Balance carried forward to next year	10673

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	105

Percentage of responses in each category					
	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	50	3	0	0
My child is making good progress in school.	33	54	9	1	3
Behaviour in the school is good.	44	54	1	0	1
My child gets the right amount of work to do at home.	18	61	19	1	1
The teaching is good.	43	55	1	0	1
I am kept well informed about how my child is getting on.	28	36	30	4	2
I would feel comfortable about approaching the school with questions or a problem.	53	39	6	1	1
The school expects my child to work hard and achieve his or her best.	50	44	3	0	3
The school works closely with parents.	30	45	17	3	6
The school is well led and managed.	38	53	0	0	9
The school is helping my child become mature and responsible.	38	55	2	0	5
The school provides an interesting range of activities outside lessons.	16	38	23	12	10

Other issues raised by parents

Other parents expressed concern about the information they received concerning the school's reading programme and the opportunities for pupils to change their reading books. These concerns were linked at the meeting with parents.

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

45. Provision for children under five is good and gives a very secure foundation for learning within the National Curriculum. By the age of five, most pupils are achieving above nationally expected levels of development. This shows a marked improvement since the last inspection in teaching in all areas, especially in English, mathematics, design and technology and creative development.
46. Children under the age of five enter the reception class part-time either in the September or January term of the school year in which their fifth birthday falls. The younger children start on a part-time basis, only staying for the whole day when ready. At the time of the inspection, near the end of the school year, there were only four children under five, who formed about 7 per cent of the reception class. There is one early years specialist teacher, who has some teacher support, for example in music, and a part-time learning support assistant. The class teacher fulfils an effective and sympathetic role in settling the children into school. The attainment on entry of most children is above national expectations. All children are properly assessed when they join the school in the reception class. Children who have particular needs are identified quickly and appropriate action is taken. There is careful preparation with parents and the children, and discussion with pre-school teachers. This partnership with parents continues with a very secure team effort between home and school, especially in reading. In the reception class, children make very good progress. This results from the exceptionally skilled and perceptive teaching, which is very carefully structured and well organised.
47. Overall the teaching is good, and at times very good or excellent, when the class is taught by the early years specialist teacher. Thus the children learn very effectively across all the areas of learning and work in social harmony. There is an atmosphere of loving commitment in these lessons. The curriculum is planned with great care. There is an excellent balance between individual, group and class work. An exemplar of skilful management is found in the children's play, which has purpose and meaning. The strength of the planning provided by the teacher is at the centre of the very good provision. Assessment of the children's progress is good; the teacher keeps on-going records for each child throughout the year, which are compared with their original assessment on entry. The children's individual targets are reviewed and a final assessment is made at the end of the year before they move to Key Stage 1. The situation is similar for pupils with special educational needs, whose individual education programmes are regularly reviewed. Though the accommodation and resources are satisfactory, the school lacks a dedicated outside play area for the young children, which is restricting as regards physical development. Neither is there anywhere to store the large apparatus such as climbing frames and tricycles.

Personal development and relationships

48. Personal development and relationships are very good. Children's attitudes to learning are very good. They concentrate well and are very persistent, for example, in mathematical activities when sorting out the properties of different shapes. They settle quickly to their tasks and become absorbed, endeavouring to produce work of

high quality. They work and play happily together, as when a group was making up imaginary situations in the class 'café'. In the information technology group, the children shared the roamer cheerfully and were very appreciative of each other's efforts. Individually the children show they are capable of working constructively and purposefully. One child with specific needs in learning, whilst reading on his own, was able to make good progress through his reading book using phonics and turning back to picture cues seen earlier in the book. As a class they are very enthusiastic in discussions and listen very well to each other. They are generous with their applause at other's success. They are very quick to help the teacher and one another in clearing up after lessons. They show particular maturity in discussion and are able to listen well. They approach visitors very confidently and are keen to show and discuss their work. In assembly, five children were very much at ease in addressing the whole group and spoke up well as they showed the boats they were making. Teaching in this area is exemplary; the children imitate the excellent role models given by the adults.

Language and literacy

49. Provision in language and literacy is very good, as is the pupils' progress. Speaking and listening are particular strengths. The children listen attentively to each other in class discussion and keep track of the subject very well. They speak up so clearly that the need for the teacher to repeat what is said is very rare. The children express themselves very well on all the things they like about school. 'We like playing in the home corner but we've turned it into a café. We make the food and the giant gobbles it up. I made him burger, beans and chips'. Their conversation flows.

50. The writing they produce is of an extremely high quality. A significant number of children develop their ideas into a sequence of sentences; for example 'My brothers are twins. My Mum and Dad are 28 and 38. I am five'. They know how to use capital letters. The children can write their names clearly with good formation of upper and lower case letters. Progress in reading is very good. Home-school diaries are assiduously kept up to date. The children enjoy books and handle them with care. They know that print carries meaning and talk enthusiastically about the pictures. They successfully repeat stories read to them, retelling them in the correct sequence. Some children, particularly those with special educational needs, are beginning to use their knowledge of sounds to read simple words whilst others read simple text. A small number of children read with great fluency, accuracy and understanding. Teaching in this area is very good and is supported by very good planning which is informed by individual assessment records. The children are given every opportunity to express themselves clearly, and the teacher's skill in extending language is particularly evident in the whole-class reading sessions. When the children had to insert a hidden word into the text, they invariably chose the correct one, showing a very good understanding of the context. The skills in language and literacy are greatly enhanced by the array of different activities that present an ever-increasing challenge to the children.

Mathematics and numeracy

51. Provision is good in mathematics and there is effective teaching of number work. The teacher has a wide range of strategies to help children understand the importance of number, such as knowing how many children are present at school. The beginnings of the concept of subtraction are demonstrated by their ability to

relate it to the absences on the class register and to take different numbers from 30. They work well with a partner in subtracting sums between 1 - 10. Good use is made of the computer in dealing with shape; higher attaining children managed to construct a cube and identify the number of faces. Many of the children have a good knowledge of shape, and can identify cubes from other shapes. They can sort out the different properties of shape in discovering how they move on a sloping board, for example, showing that a ball or cylinder will roll, whilst a cube or cuboid will slide. The principle of addition is also well understood in counting and working with numbers 1 - 10. The children are given many opportunities to extend and apply their growing understanding of number and mathematics by playing with water and sand, counting objects and grouping toys together.

Understanding of the world

52. Provision here is good. By the age of five, the children have a wide understanding of the world. In their work on the theme of 'Water', for example, the children speak of oceans and how rain is formed. They learn about pond life from a good, purpose-made video of two different local ponds and are able to investigate and compare the life found in them. They show a good knowledge of mini-beasts and discuss the detailed pictures of dragonflies. They are able to find information by looking through the contents of a book. They also consider the dangers of water, and they know that different types of fabric absorb water at different rates. They are aware of the use of information technology and are able to control and program simple moves on the roamer. They can also access appropriate programs and enjoy making computer generated artwork. In their conversations, they show that they understand the need for school and the different opportunities for learning, such as counting and sand play.

Physical development

53. By the time children reach five, standards in fine motor control are good. Physical education is well provided for in the school and the children show a good awareness of space. Children join the school with a wide range of physical development. Knowing this, the teachers provide many opportunities to learn how to hold objects carefully, use them accurately, for example a pencil or a brush, and use simple tools, such as scissors, safely. They work well when using plasticine, rolling it and squeezing it into different shapes.

Creative development

54. Children have opportunities to play imaginatively and constructively in the home corner (café) and by taking roles in stories, dressing up for different parts. They display good observational skills and explore colour, texture and shape well in their artwork. They work very confidently in paint and collage and construct objects, for example boats, from junk materials. They can name primary colours. They are able to rise to very challenging tasks. For example, when asked to make things with plasticine using only cylindrical shapes, they showed a great deal of imagination. They produced spiders and one little girl made a snail coming out of its shell. Their pictures show recognisable forms, and patterns have structure and shape. They enjoy listening to music and singing rhymes and songs. In music lessons, they interpret themes well, for example relating the sounds they make to imagined changes in the weather. They recognise the names of the instruments they use. The teaching in creative development is good, as the children effectively learn skills

and good techniques and are able to develop their own ideas and imagination.

ENGLISH

55. Standards in English during the last inspection were in line with those seen in most schools. Standards at eleven have now improved and the overall standard of work seen during the inspection, including standards in literacy, was above average. In the 1999 national tests for eleven-year-olds, an above-average proportion of pupils reached the nationally expected standard, though the proportion exceeding this was in line with the average. Over the four years from 1996 to 1999, the school's results were well above national average levels in tests for eleven-year-olds. The results for 1999 are in line with those achieved by similar schools. Standards in national tests for seven-year-olds were above national average levels both in 1999 and in the four years from 1996 to 1999. The standard of seven-year-olds' work during the inspection was above that expected nationally overall, but its quality was not consistent. As most pupils begin work on the National Curriculum with above-average skills in English, the pattern of results at eleven meets the expected standard.
56. Pupils aged five to seven make a very good start in reading and writing whilst in the reception class. They make very good progress in speaking and listening in response to questioning from their teacher. This encourages them to develop and express clear personal views on stories they hear and read. By the time they are seven, almost all can read simple texts accurately and write short texts related to their work, with sound spelling and punctuation. However, the development of writing skills is limited by weaknesses in the design of writing tasks. These do not always provide a consistent pattern of development to enable pupils to compose text to a high standard. Only the highest attaining seven-year-olds regularly join their writing. Higher attaining pupils, and those with special educational needs, make good progress in reading, though some pupils of average attainment have limited skills in tackling unfamiliar words. Learning in speaking and listening is satisfactory but is prevented from being consistently good by the unsettled behaviour of some of the boys. The home-school reading scheme is generally effective and supported by notes in pupils' records written by teachers and some parents. The learning of some higher attaining six-year-olds, however, is limited by having to wait too long to change their books. Some of the highest attaining seven-year-olds are not moved on quickly enough to demanding fiction once they have finished the school's initial reading programme.
57. The quality of learning for pupils aged seven to eleven is good overall and has several very good and excellent features. Progress becomes very good when each section of the lesson contributes to its overall learning aims. When this approach is further developed, for example into a series of lessons in which pupils read and enact a text by Dickens, analyse his language and use his descriptive techniques to write their own story, the quality of learning becomes excellent. Where the elements of literacy lessons are not clearly linked to each other, the good pace of lessons ensures that learning remains satisfactory.

58. Pupils with special educational needs receive good teaching in English, both through carefully adapted work and through individual support from teachers and teaching assistants. Some make outstanding progress, including a ten-year-old pupil with a Statement of Special Educational Need, who is in a good position to reach the standard expected of eleven-year-olds thanks to the excellent teaching he has received and to his own hard work. Younger pupils benefit from a good and attractive selection of books from a variety of cultures and older pupils benefit from the good standards of teaching for pupils aged seven to eleven.
59. Pupils are encouraged to write independently in all subjects and this makes a most effective contribution to progress and standards in literacy. In some lessons, and in some homework tasks, reading non-fiction helps improve reading skills, but this is not consistent. Although the school is in the early stages of using information technology in teaching writing, its work in this area is effective.
60. These patterns in pupils' learning closely reflect the quality of teaching. Teaching of pupils aged five to seven is satisfactory overall, and with very good teaching for five year olds. The teaching of pupils aged seven to eleven is good overall and very good to excellent in half the lessons. Teachers plan work on the basis of the National Literacy Strategy, modifying it effectively in some lessons to meet specific teaching aims. This planning ensures a consistent approach and, where the teaching is good or better, the tasks for pupils are well designed and carefully matched to their learning needs. Where teaching is satisfactory rather than good, these tasks are broadly effective but need further adjustment to enable all pupils in the class to make good progress. For example, the study of a demanding nonsense poem extended the vocabulary of higher attaining seven-year-old pupils, but was too difficult for those of average and lower attainment. Teachers of pupils aged seven to eleven sustain a good to excellent pace of work in all lessons and expect pupils to work to the highest standard of which they are capable. There are, however, lapses in the pace of work and sometimes in behaviour among pupils aged five to seven. Teachers' approach to these is satisfactory, but does not always prevent them from interfering with learning. Teachers make good use of information from assessment in teaching reading to pupils aged five to seven and in all aspects of their work with pupils aged seven to eleven. Work is marked regularly. Where the teaching is good or better, marking provides a good balance of guidance and correction, with excellent use of personal targets for ten-year-olds. The quality of marking and the use of targets is, however, not consistent between classes.
61. The school's arrangements for co-ordinating work in English ensure basic consistency in approach and are satisfactory. For example, a consistent approach to spelling homework results in steady progress throughout the school and teachers consistently compare their own assessments of progress with the results of national tests. Co-ordination, however, has not yet succeeded in applying the strengths of the school's best teaching consistently in all classes. Work in English is enhanced by good teaching of drama, a drama club, and visits from theatre groups. Overall, improvement in English since the last inspection has been satisfactory and the high standards currently being reached by ten-year-olds, in response to the excellent teaching they have received, suggest that the school is well placed to make further improvements when they move into Year 6.

MATHEMATICS

62. Standards in mathematics are well above the national average. Pupils start school with good mathematical understanding and by the time they are seven, standards are above average. Learning in the juniors is rapid so that by the time pupils are eleven, standards are well above average. This is a significant improvement on the findings at the time of the last inspection, mainly because teachers have effectively raised their expectations of what pupils can achieve. A key feature in this success has been the focus on planning and provision for consistently high levels of challenge for more able pupils. The result has been that achievement has risen for pupils of all levels of ability.
63. In the 1999 national tests for seven-year-olds, results show that the proportion of pupils reaching the expected level was above average but that the proportion of pupils reaching higher standards was well above average. Results were also above average when compared to similar schools. Over the last four years, the trend has been one of rising, above average standards. By the time pupils are eleven, 1999 national test results show standards well above average. They have been at this consistently high level for the last four years. Boys and girls do equally well. When compared to similar schools, pupils at Shorne are also well above the nationally expected levels. Inspection findings reflect this good picture from national tests.
64. A very good start to children's learning is made in reception, especially, for example, when working with patterns made by numbers. For example, pairs of pupils sharing twenty fingers, quickly demonstrated secure learning of number bonds to twenty. Teachers throughout the school set high standards for mental mathematics and use the format of the numeracy hour most effectively. In Year 1, pupils quickly work out how much 10 times 5p is worth. By Year 2, pupils employ a good range of strategies to enhance mental calculations, for example, recognising on a 100 square the diagonal pattern made when adding nine. Older pupils are constantly challenged to increase the speed and effort which they put into mental calculations and as a result learning is good. The effective way teachers constantly update strategies for enhancing mental learning keeps pupils on their toes, never quite knowing what is coming next. By the time they are eleven, pupils demonstrate good mental skills in converting decimals to fractions or percentages. In both infants and juniors, the confidence gained through the wide and challenging range of learning opportunities, enabled through good planning, is pivotal to the achievements of pupils and the good progress they make.
65. Achievement in the four rules of number is always above average; teachers keep good records of tests and know exactly what pupils know and understand and what the next step in their learning should be. As a result of good mental skills, allied to above average learning about basic number strategies, pupils take that extra step in their learning and become good investigative mathematicians. By the time they are eleven, pupils can select from a range of data collected about Shorne school, confidently choosing methods to interrogate and interpret data and to evaluate results. Achievement is well above average. For example, one pupil chose data on playground activities. Through frequency tables, line graphs and pie charts he investigated the mean, mode and median very effectively. But he took the extra step by reflecting on how his statistical findings linked to his direct observation of what actually happens. 'They say they all play on the climbing frame but you don't see many people using it'. Good mathematical skills effectively support learning in

other curriculum areas. For example, in history, Year 5 pupils successfully investigated employment in Victorian times by producing a range of graphs, using computers. The school could improve the methods used in marking books so that pupils of all ages really know how they are doing and what they should be working at to help their learning. Targets are clearly set for pupils with special educational needs and also more able pupils. Both these groups are making good progress but not all pupils have a clear picture of where they are in mathematics. Homework is set but the expectations of the school, in terms of time and quantity for each age group, are not always clearly communicated to pupils or parents.

66. The quality of teaching is good overall in the infants, including the reception class. In the juniors teaching was very good or excellent in half the lessons observed. A flying start is made in reception where the teacher makes full use of all assessments to target areas of weakness and develop areas of strength in pupils' learning. Teaching in Year 1 does not build consistently on this good start. Teachers generally know what has to be done and match tasks well to pupils' abilities. However, in Year 1, they do not explain clearly enough to pupils, in sufficiently simple terms, what they have to do in order to learn from set tasks. Strategies for managing the whole class, so that the teacher can focus on a particular group, are limited. This results in some unsatisfactory teaching and learning. Teaching in the rest of the school is good and often very good. All teachers make regular and effective assessments of progress and use these to plan a mathematical curriculum, well adapted to individual needs. For example, in a very good Year 5 lesson, the teacher made good curriculum modifications in light of her clear assessment that an able mathematician had a weakness in dealing with reflective symmetry. Teachers work well as a team with learning support assistants and this good approach has been extremely important in raising pupils' achievements. Teachers work hard and their very positive approach to mathematics pays dividends in terms of pupils' learning and progress.
67. The co-ordinator states correctly that this is a 'mathsy' school. Her outstanding leadership and management of the subject have been of prime importance in raising standards initially, and keeping them high, by constantly looking for ways to improve. Despite well above average results in national tests, nobody here is resting on any laurels. Extensive resources are made by staff themselves so that they can be reviewed and renewed without concern over the cost. Training is undertaken, the most recent publications about mathematics scanned and ideas, such as 'childspeak' targets, trialled. All this is clearly focused on improving pupils' learning. Pupils are exceptionally well prepared for the next stage in their education.

SCIENCE

68. Standards in science are above average among pupils aged seven, in Year 2, and eleven, in Year 6. Attainment in national tests for pupils at the age of eleven in 1999 was well above the national average and was just above the average for similar schools. Attainment at the age of seven is also above average. The teachers' assessments were significantly lower than the test results but the co-ordinator indicated that teachers are not always confident in their predictions. Pupils, including those with special needs, make good progress in science. There is a significant improvement on the last inspection when attainment was satisfactory.
69. Many opportunities for investigation are now available to pupils, who consistently

demonstrate very good ability in this form of enquiry. At the age of seven, pupils are able to predict properly whether a seed will grow in differing soils. In Year 1, pupils can predict which materials will conduct electricity and carry out investigations to test their predictions by completing electrical circuits. They show a good understanding of the requirements of a fair test.

70. By the age of eleven, pupils know the requirements for a healthy diet and understand the digestive system. Their diagrams of the functions of the heart are detailed, well annotated and indicate good understanding. They can conduct good experiments into the phases of the moon as it orbits the earth. They know that some materials dissolve in water whilst others do not and that some changes to materials are irreversible. They understand the principles of complete and incomplete electrical circuits. Pupils can record their results using bar charts and graphs. High attainers are appropriately challenged, being required to develop increasing depth in their conclusions.
71. The quality of teaching and learning is good overall throughout the school. The teaching seen ranged from satisfactory to excellent. Where the teaching was of high quality there was more challenge. For example, in Year 4, pupils had to research and design a pond and evaluate their findings as to its suitability. This led on to further and more complex questions regarding the balance of the habitat. The quality of teaching and learning of pupils with special educational needs is also good. Teachers plan their lessons very well to ensure that pupils consider a wide range of scientific facts and concepts. This is a significant factor in contributing to the improvements in science standards at the end of the infant and junior years. All teachers now put greater emphasis on the practical aspects of science and this promotes good progress.
72. The teachers have high expectations of pupils' achievement and this is mirrored in the emphasis on accurate research using different sources of information to complement the pupils' ideas. This was evident in the Year 4 lesson, mentioned above, where the pupils had to produce their ideas on designing a pond for the school. All the lessons are interesting to the pupils and move at a pace that keeps them fully involved in what they are required to do. Pupils' attitudes to the subject are very good and this in itself has a positive impact on the quality of learning.
73. Work is regularly marked. In Years 5 and 6, marking is good as it suggests to pupils ways in which to improve their work. All teachers use questioning well at the beginning of lessons to establish pupils' levels of understanding and to consolidate previous learning. Lessons always end with a good evaluation to assess what progress the pupils have made.
74. Co-ordination is of very high quality. The policy, which addresses the needs of all pupils effectively, is being renewed to be in line with the new National Curriculum 2000 requirements. The curriculum is good. This is reflected in the good quality of the scheme of work, now being reviewed, which is a joint effort by all the staff. The co-ordinator has a clear commitment to the raising of standards overall in the subject and is very concerned that planning is improved even more to raise the attainment of pupils with special educational needs. There is good on-going assessment, based on the school's policy, where future planning is informed and pupils are involved in their own self-assessment. The quality of teaching is regularly monitored. Accommodation for the teaching of science throughout the school is satisfactory and resources are appropriate. The use of classrooms in lessons is

well organised to facilitate learning. The teaching staff are secure in their knowledge of science and how it should be taught. Science makes a good contribution to personal development because pupils discover for themselves the workings of nature, which give rise to awe and wonder. The teaching and learning of the subject involve co-operation and collaboration and help to develop social relationships.

ART

75. Standards in art were below those seen in most schools at the time of the last inspection and progress was unsatisfactory. There has been good improvement and the standards now being achieved by pupils aged seven, in Year 2, and aged eleven, in Year 6, are above average. Art is being well used to enhance other subjects of the curriculum, whether through class display or individual illustration work in pupils' exercise or project books.
76. There is now a consistency of approach which shows that key artwork skills and techniques are being well developed from Reception through to Year 6. For example, in a good lesson in Year 1, pupils were being given the opportunity to use oil paints. They are learning to handle them well and to mix the paints properly to make various shades of blue. There is proper attention to health and safety. Pupils care for and use of brushes is better than normally found in Year 1. The lesson was also well supported by a display of the teacher's own oil painting equipment, and samples of her work were used effectively for demonstration purposes. In Year 2, there is good design work based on the style of Mackintosh and, in Years 3 and 4, observational skills are being well developed through, for example, sketches of the school buildings and of plants. Here, proper attention is being paid to tonal, textural and mark-making elements. A lesson involving three-dimensional work was seen in Year 5 where pupils were making clay containers 'To hold a Wish'. Their preparation work for this project, in sketchbooks, is of good quality, showing a breadth of ideas and background study. The incised and applied designs on this pottery illustrate a secure understanding and use of pattern. In Year 6, some excellent standards were achieved in an art history lesson on the work of Lowry. Here pupils were able to give clear personal interpretations of the work when studying good quality reproductions and postcards of his paintings. When questioned, pupils were able to talk about the work of a range of artists such as Monet, Kandinsky, Dali, Van Gogh, Picasso and Breughel. They can describe examples of major artists' work and discuss what they like or do not like about them. Their critical and analytical skills are being well developed. For example, one girl, talking about a typical Lowry 'Street Scene', provided some excellent analysis by picking out a single figure of a woman. She clearly explained her own perception as to why the artist had placed the figure at a particular street corner and had used a splash of colour on her blouse to contrast with other figures in the work.
77. Teaching and learning of pupils aged five to seven and seven to eleven is good. This also represents a significant improvement since the last inspection when both were judged to be unsatisfactory overall. Pupils with special educational needs are enabled to make good progress, and good levels of creative challenge are offered to pupils of all abilities. Improvements have been brought about through the work of the co-ordinator in developing a proper scheme of work for the subject. Teachers with a particular interest or expertise in the subject give good support and advice to non-specialist colleagues. However, the use of sketchbooks and the keeping of portfolios of pupils' work are not yet consistent across the school and this is an area

for further development. Overall, lessons are well planned, explanations of work are clear, teachers communicate well with the pupils and discussion is encouraged. Consequently, pupils' interest is maintained; they are helped to think through artistic problems for themselves and learning is enhanced. The subject contributes well to enabling pupils to develop freedom in creative thought and imagination. Pupils value their artwork, and what their teachers have to offer, and appreciate each other's efforts. In this respect, art makes a positive contribution to the main aims of the school, reflecting respect and perseverance, and the school's Art Days, for example, help to celebrate pupil achievement in the subject.

DESIGN AND TECHNOLOGY

78. Standards of attainment of pupils aged seven, in Year 2, and aged 11, in Year 6, are above average. Although little teaching could be observed during the inspection, this judgement is based upon analysis of planning, previous work and discussions with teachers and pupils. Pupils develop their making skills well and gain a good understanding of the design process. They evaluate their products and use the outcomes to improve their designs. At the time of the last inspection, the subject did not have a high profile in the school. This is not now the case. There has been good improvement in every area and especially in the management of the subject.
79. In the infant years, pupils show a good understanding of the design elements, particularly in evaluating their products after testing, improving and refining the artefacts. There was a clear example of this in Year 2 where, in the making of wheeled chassis, pupils modified axles and the spacing of the wheels. Pupils in Year 1 have much experience of many of the techniques used in the making of artefacts and display these to good effect in the classroom.
80. In the juniors, pupils in Year 6 show good subject knowledge. In their rocket making, which has strong cross-curricular links with science, they made very good progress. They worked out which method of propulsion is best, pneumatics or hydraulics. They also refined the fins of the rockets to get the best aerodynamic effect. The planning was of high quality and the products reflect this. In Year 5, where there is also much cross-curricular activity, pupils made a Victorian sampler. They generated their ideas from books, magazines and multi-media sources. They made books, with excellent results, and showed great care in preparing their work for the presentation of their Greek history studies.
81. Teaching and learning are good at both key stages. The knowledge, understanding and good planning of teachers are reflected in the pupils' good work. Expectations are high. The challenge was noteworthy in Year 6 when the pupils had to devise a seal for their rockets for the loading of the fuel (air) and to maintain the payload before their lift off. All pupils make good progress, including those with special educational needs who receive additional support when necessary. The pupils' attitudes to design and technology are very good, resulting from the teachers' growing confidence in planning for this subject; this has a good impact on learning.
82. Co-ordination in design and technology is good and offers good leadership, which drives the progress in the subject. The management of the subject has improved considerably since the last inspection. The co-ordinator is committed to improving further the quality of attainment. She has written a good policy and, in consultation with other teachers, has devised a broad curriculum which is well developed for

continuity and progression through the scheme of work. Teaching is monitored on a regular basis. Assessment has proved effective, as it has been used to eradicate duplication in the planning. Design and technology has many cross-curricular links, with history and science in particular. In information technology, pupils in Year 1 deconstructed a disk to examine its various elements. The subject makes a good contribution to personal development, promoting feelings of self-esteem on the completion of a task and involving pupils in many collaborative and social activities which require sharing of ideas and equipment. Accommodation and resources are satisfactory.

GEOGRAPHY

83. Standards are above average at the age of seven, in Year 2, and also at eleven, in Year 6. Since the last report standards in geography have improved. As a result of the overall improvement in literacy and numeracy skills, teachers plan a wide range of challenging activities in geography. For example, in Year 3, weather investigations were fully exemplified by detailed graphs showing rainfall. Good literacy skills in Year 6 supported preparation for a debate on land use in the New Forest.
84. The learning and progress of infants are well linked to topic themes. Teachers clearly understand how to link learning to the interests of the age range. Pupils learned that animals and people have different types of home. Year 1 carried out clear evaluations of houses, well supported by developing literacy skills. One pupil wrote, 'Living in a cottage would be very nice with animals with you'. Year 2 began to learn effectively about their own area and made good progress in comparing it with Tewkesbury. The focus on leisure facilities motivated these pupils to pay full attention to the good range of maps used. As a result of skilful questioning by their teacher, pupils' make rapid progress in their learning about land use. For example, they deduced that people build near water, 'for drinking and washing things'. This active approach, fully involving pupils in a range of tasks, enables rapid learning and progress in the juniors. Year 4 pupils critically evaluated the outdoor play facilities available at Shorne School, giving their opinions about potential improvements in land use. They worked very well together in small groups, listening to the opinions of others before making a final decision. Good lesson planning created good learning opportunities. Pupils added their own dimension in respect of costing when evaluating the possible use of astro-turf. This provides evidence of well-used mathematical skills. This practical approach, within well-defined learning parameters, is also a key feature in the good preparation Year 6 made for a debate on land use in the New Forest. They were very motivated by the task, because it linked well with their residential trip and secondly, because an air of mystery was created by secrecy over the role-play characters they would assume. Achievements were high. A pupil with special needs acting the part of a tourist stated, 'I could prevent litter and try to restore ecological harmony'. With good support he then wrote that statement. All pupils with special educational needs make good progress. More able pupils are also offered challenging work and their learning and progress are good.
85. The quality of teaching is good and has a direct relationship to the good learning of pupils. The school has good resources, including a weather station, which teachers use well. Clear assessments of literacy and numeracy skills, together with a good understanding of subject requirements for geography, result in well-focused learning tasks. With a minimum of fuss teachers place pupils in the best possible situation to

make good learning and progress. For example, before the evaluative 'walk-about' by Year 4, skilful grouping by their teacher created good learning opportunities for all. Teachers plan and work closely with the effective team of support staff, to enhance pupils' learning. The leadership and management of the subject are good and have a very positive impact on the standards reached by pupils.

HISTORY

86. Standards are above average, by both the ages of seven and eleven. This is an improvement since the last report, when standards were average. As standards in literacy and numeracy have risen, teachers have made effective use of pupils' learning to support and raise standards of historical enquiry and their ability to interpret history.
87. From their earliest days in school, pupils make progress in learning that time passing results in change. Reception pupils effectively identify changes in behaviour at the seaside. Year 1 handle and evaluate Victorian washing resources, comparing them with those available today. Effective use of resources enables Year 2 pupils to feel what it was like for Roman children to write on wax tablets. Good planning creates lively learning. As a result, a pupil with special needs quickly made a link between Roman wax, Victorian slates and present day paper and pencil. Learning and progress continue at this good rate throughout Key Stage 2. Pupils in Year 4 wrote in the character of the first Queen Elizabeth, 'I will not marry. I am married to England'. The range of activities planned increases pupils' motivation and hence learning, most successfully. Year 5 wrote a parish magazine article about developments at Shorne School since Victorian times. They used a wide range of sources to gain information. A local resident gave them a first hand account of past times; they watched a good video, consulted a range of books and statistics and selected and organised information with enthusiasm and originality. In Year 6, pupils conducted interviews with grandparents, consulted the Internet and used a range of books and journals for a project on Britain since the 1930's. Achievement is well above average, showing originality in style and in choice of reference points judged to be crucial turning points in history. Pupils with special educational needs and those identified as more able, make good progress.
88. The quality of teaching is good at both key stages. Teachers know their pupils well and plan lessons which will motivate and enthuse through active participation. History lessons are very much 'hands on', fully involving pupils of all abilities. This approach is a key feature in the improvement in standards in the subject. Young historians are sometimes grouped according to their literacy ability. Through sound assessment of historical learning and progress, most teachers are aware that there are pupils who see the connections in history but cannot always put them into clearly written text. As a result, teachers appropriately include mixed ability grouping for some lessons. The subject is well led and resources are effectively supplemented by good use of local lending facilities.

INFORMATION TECHNOLOGY

89. At the time of the last inspection, the attainment of pupils aged five to seven was in line with national expectations, but there was insufficient evidence to make a judgement about pupils aged seven to eleven. Since that inspection, the resources in information technology have improved significantly culminating in the recent provision of a specialist network room where whole-class teaching of the subject can take place. All classes are timetabled for two sessions each week in the new information technology suite. Good and developing use is made of this facility which is helping to raise standards in the subject.
90. The attainment of pupils aged seven, in Year 2, and eleven, in Year 6, is now above average. By the end of the infant years, pupils are familiar with a computer desktop screen and can locate and open programs independently, and with confidence, using on-screen icons. In a Year 1 lesson, pupils were provided with old floppy disks to take apart and explore. This led to interest and excitement in discovery and, in response to the teacher's questions, pupils were able to offer good explanations as to how a floppy disk works and to identify where information is stored. By Year 2, there are good advances in text handling for all pupils, for example in their use of a range of fonts. Display and other evidence also show increasing confidence in learning in their use of word processing, in a variety of graphical work and in the design of simple questionnaire surveys. In the junior years, information technology is being increasingly well used to enhance work in other subjects, such as history. By Year 6, pupils are making good use of their experience with computers both in school and at home. They use peripherals such as a keyboard and mouse confidently and well. Pupils show good knowledge of and familiarity with program menus. In one lesson using a spreadsheet program, pupils were, for example, independently choosing appropriate formats for text in columns, using word-wrap if necessary and changing the colour of cells containing headings or titles to add interest and clarity to their presentation. Another group was weighing up the advantages and disadvantages of constructing their analysis work on paper or on computer. This led to a good range of written arguments, on-screen analysis and discussion amongst pupils.
91. Teaching and learning of specialist information technology for pupils aged five to seven are mainly good. However, there are some weaknesses in the use of information technology in other subjects; for example, in a Year 1 mathematics lesson when planning was not sufficiently well thought out and the use of a word-processing program for numeracy work inappropriate. Pupils became confused and learning and behaviour were affected. However, other information technology lessons in Years 1 and 2 were well managed and ran smoothly. Teachers and classroom assistants work well together and good questioning helps to reinforce and develop learning. A variety of activities are provided to enable pupils of all abilities to achieve well in the subject. Teaching and learning for pupils aged seven to eleven are mainly good and sometimes very good. Planning is detailed and well linked to National Curriculum requirements. Teachers communicate very well with pupils and lessons are well organised and provide good levels of challenge. The teaching approach ensures good pace and sequencing of tasks to maintain momentum in the work. There is often a good focus on literacy with an emphasis on the use of correct computing language and terminology. Pupils are generally stimulated by the teaching, which encourages them to solve computing problems and to experiment with programs. In one Year 6 lesson, clear targets were set,

written on the board and, at the end, pupils challenged to 'prove' what they had learnt by explaining to the teacher as if she were a beginner.

92. The co-ordinator for information technology has worked hard with her colleagues in setting up the school's new network facilities. All staff, including classroom support assistants, have had in-service training which has helped increase professional expertise in the subject. A scheme of work, which had not been developed at the time of the last inspection, is now in place. However, although individual class teachers maintain information technology records of pupil progress and computer use, there is, as yet, no detailed whole-school approach. Monitoring and assessment are areas which the co-ordinator is just starting to address. There are no computers in the school library as, due to accommodation difficulties, this has to be housed in the hall. This restricts independent learning opportunities for pupils, for example at lunchtimes or after school. Planning for the use of the computer network room to allow pupils independent research opportunities and Internet use is a further area for development.

MUSIC

93. Pupils demonstrate sound standards in music, both at the ages of seven and eleven. Standards have been maintained at this level since the last inspection.
94. Reception pupils know the names of a range of percussion instruments and have a clear appreciation of the way ideas can be communicated through varying sounds, for example, the chime of Indian bells suggesting sunshine. Pupils' learning about the way music gets louder and softer was well linked to rain patterns and very effectively supported by good teacher demonstration. Pupils in Year 2 are confident in the way they select instruments to represent different sounds. They are supported by good literacy skills as they carefully identify, in written form, the sounds they hope to represent. Achievement and progress in composing in groups are limited by the noise level in rehearsal, resulting from some weaknesses in teacher organisation. This makes it difficult for pupils to hear their developing musical patterns, and learning is consequently affected. By the time pupils are in Year 4, they have a good grasp of the way percussion instruments are used to interpret moods and ideas. One group of pupils effectively used ideas from 'Pictures at an Exhibition' to inform their own composition. Their playing was very carefully appraised by the rest of the class. For example, one pupils said, 'They really sounded tired as they walked'. Year 6 sing with good tone and clear diction which gives bite to their intention to show emotions such as anger through their singing performance. Good links were made with literacy, as they rehearsed their musical performance for 'Twelfth Night'. Pupils with special educational needs make sound learning progress, in line with the overall learning pattern. No clear criteria have yet been set for identifying gifted and more able pupils in music.
95. Teaching and learning are mainly sound at both key stages. All lessons are taken by a part-time specialist teacher, who is also the co-ordinator. She has written a sound policy and schemes of work, making good links with topic themes. On a single day each week, she teaches music to the whole school and takes choir and hymn practice. Although the school has made well-planned efforts to keep the subject fully on the timetable, there are limited opportunities, outside of singing in assembly, for whole school involvement in raising standards in music. However, the curriculum is enhanced by the sound opportunity individual pupils have to take part in a good range of extra-curricular activities. These include opportunities to learn a

range of instruments, such as violin, guitar, cello and keyboards. Pupils in the infants can choose to take part in a weekly extra-curricular 'kindermusic' session, which involves lively experience with a range of musical instruments. Forty-three pupils attend the choir. They rehearse weekly, developing a good repertoire of familiar songs. They regularly take part in church services and school assemblies and have been invited to entertain at a local retirement home.

PHYSICAL EDUCATION

96. Standards in physical education of pupils aged seven, at the end of Key Stage 1, and aged eleven, at the end of Key Stage 2, are above average. The school has improved its standards since the last inspection by the addition of many extra-curricular activities of good quality. These include football, netball, rounders, dance and drama. Year 6 now have a week-long residential visit to a centre for outdoor pursuits in the New Forest. The activities include canoeing, raft building, rope climbing, orienteering and archery. The school participates in district competitions in a number of sports, and swimming is now on the curriculum.
97. Pupils in the infant years, when playing and practising games, are successful in controlling a large ball with feet and hands when travelling. They have good spatial awareness and move around safely and sensibly. In another lesson when using a smaller ball, they passed the ball from hand to hand, with good co-ordination and balance, using different postures. In a game where they had to duck down after throwing the ball to the leader of the game, they responded well to the challenge in speed of thought and movement. In yet another ball game they played, where thought and co-ordination were paramount, the challenge was even greater.
98. In the juniors, pupils learn to bowl accurately to a number of targets and prove very successful in throwing a ball and bean bag accurately, judging distance well. They work co-operatively as a group in games and relays and are very aware of spatial relationships. They display good hand and eye co-ordination and make progress by the end of the lesson. Despite the excitement engendered in one lesson by the high wind, the pupils behaved in a controlled and mature way and worked to a high standard.
99. Progress and achievement are generally good both for infants and for juniors. Pupils respond enthusiastically and are keen to improve their skills. They listen carefully to instructions and this leads to good learning. Pupils with special educational needs are fully integrated into lessons.
100. The quality of teaching and learning is good overall. Though there was an unsatisfactory lesson in Year 1, where the planning was limited and insecure, planning is generally good and designed to give pupils full access to the National Curriculum. Plans contain a good balance of activities to develop and consolidate pupils' skills. Good warm-up sessions allow the pupils to progress safely to energetic activities. Good individual lesson plans have clear objectives which are shared with the pupils so that they are aware of their own progress. The teaching shows good control and management. The pupils respond to this with good commitment to all the activities and a will to succeed in improving their skills. They enjoy the games and show a good competitive spirit.
101. The quality of leadership and management of the subject is good. The co-ordinator is very experienced and has very good knowledge and expertise. There is a new

policy. The new scheme of work is being based on the changes in the National Curriculum 2000 and all staff are involved in discussions leading to its completion. There is good monitoring of pupils' abilities so that high and low attainers are identified in order to improve skills. Assessment informs future planning and is in line with the school's own policy on assessment. Physical education contributes well to the personal development of the pupils, especially where they are unable to shine in other spheres. It enhances self-esteem and encourages fair play and sportsmanship. In team games it leads to good social development and collaborative skills. Accommodation outside is satisfactory and there is a well-kept field. Inside the provision is poor, as the hall is too small for any energetic activity for a large class and it doubles up as a library and access to other areas of the school. Resources are adequate but storage space is very limited.

RELIGIOUS EDUCATION

102. The attainment of pupils aged seven, in Year 2, is in line with the requirements of the locally agreed syllabus and, in keeping with the school's denominational status, the diocesan requirements. The attainment of pupils aged eleven, in Year 6, is above these requirements. In this, standards have been maintained since the last inspection. Statutory requirements for the teaching of religious education are met.
103. In Year 1, for example, pupils show satisfactory knowledge of an appropriate range of Bible stories such as the plagues of Egypt. They can describe some of these and know about the role of Moses in leading the Israelites. In thinking about 'special things', they considered what the Israelites would have had to leave behind them at the Exodus and there was some good work identifying things they, personally, would have chosen to pack in their own 'special suitcases' for such a journey. This made a very good contribution to their spiritual development as many of the objects chosen related to people or living things and were valued because of their associations. For example, one pupil chose a toy specifically because it had been given by his grandmother, and another the bed of a deceased pet dog whom the family had loved. Pupils felt free to talk about such associations and this reflects the open approach of the school concerning respect for others. In response to a key issue from the last inspection concerning multicultural provision, the school has obtained funding to provide a specialist local authority teacher to enhance pupils' learning of other major world religions such as Judaism, Sikhism, Hinduism and Islam. In one such lesson in Year 2, pupils were able to consider 'special foods' related to the Passover and sound work resulted in the creation of their own menus for a kosher meal for a Jewish friend.
104. In the junior years, for example in Year 3, pupils can identify most of the Ten Commandments and, through discussion and groupwork, sort them into two groups concerned with relationships with God and with each other, giving appropriate reasons for their choices. Learning was enhanced by some very good teaching which linked pupils' previous work on their own 'Rules for Life' with Christ's 'Great Commandment' of the New Testament. The school is also making good use of the specialist teacher, a practising Sikh, to enhance pupil learning in Year 5 on Guru Nanak (the founder of Sikhism) and the importance of the Gurdwara (Sikh temple) in the everyday life of a Sikh. In preparation for a visit to a local temple, pupils acquired new learning, for example about the Langar (or 'Guru's kitchen'), the food prepared there and the principles of equality observed in a Gurdwara.
105. Overall, teaching and learning are sound in the infants and good in the juniors.

Again, standards have been maintained since the last inspection. Pupils with special educational needs make sound progress. Lessons are generally well organised and paced with clear explanations from teachers. However, there needs to be greater emphasis on the marking of work to give pupils a clear idea as to how they can improve. Whilst this is often well done through questioning and teachers' oral comments in class, much of the religious education work in books is simply ticked. Much of the work produced by pupils records information *about* religion rather than what they have learnt *from* religion. This factual work, extended writing and pupil display work, for example on the life of Guru Nanak, is of good quality and reflects the standards of literacy skills at the school. However, what pupils learn *from* religion is often the basis for discussion work and does not get recorded.

106. The co-ordination of religious education is sound. However, the monitoring of pupil work in the subject is made difficult by the use of combined science, humanities and religious education workbooks for the older pupils. The work in religious education is broken up amongst other topic studies and does not provide clear continuity for the development of pupils' work. This is unsatisfactory and an issue the school needs to address. What can be achieved when work is put together, for example, can be seen in Year 6 where pupils have produced a 'Book of Prayers' for the Millennium. This is a thoughtful and considered collection of work and illustrates pupils' positive approach to the subject.