

INSPECTION REPORT

CHISLET CE PRIMARY SCHOOL

Chislet,
Canterbury

LEA area: Kent

Unique reference number: 118655

Headteacher: Edward Goodfellow

Reporting inspector: Grace Marriott
Rgl Number 3674

Dates of inspection: 13th – 15th February 2001

Inspection number: 194436

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary controlled
School category:	Primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Lane Chislet Canterbury Kent
Postcode:	CT3 4DU
Telephone number:	01227 860295
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Appropriate authority:	Governing Body
Name of chair of governors:	Revd R Coles
Date of previous inspection:	9 th – 10 th December 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3674	Grace Marriott	Registered inspector	Mathematics, Science, History, Information and Communication Technology, Music, Foundation Stage	The school's results and pupils' achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
19653	Libby Dickson	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
20760	Sheila Roberts	Team inspector	English, Art, Design and technology, Geography, Physical education, Religious education, Special educational needs Equal opportunities	How well does the school care for its pupils? How well is the school led and managed?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chislet Church of England (controlled) Primary School is a very small village school in Kent, north east of Canterbury and close to Herne Bay. The pupils come mainly from nearby villages, with some from further afield. There are currently 46 pupils on roll, with almost equal numbers of boys and girls, although this tends to fluctuate from year to year. In the last two years 11 pupils have transferred from other schools after the start of the school year. The pupils are organised into three classes, one for the Reception, Year 1 and Year 2, one for Years 3 and 4 and one for Years 5 and 6. No pupils have English as an additional language. The pupils come from a wide variety of backgrounds and about a quarter of them are entitled to free meals which is above average. 18 pupils are on the register of special educational needs which is well above average, but none has a statement. Pupils' attainment on entry has improved in recent years and they start school with knowledge, skills and understanding which are broadly average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Chislet is an improving school which is providing its pupils with a satisfactory education. Standards are rising and in Reception they are above average. In Key Stage 1 they are now at least average overall, although at Key Stage 2 they are still somewhat below average. Virtually all the teaching is at least satisfactory and much of it is good, particularly in Key Stage 1. The headteacher and governors provide satisfactory leadership and understand the need to continue to improve standards without loss of the family atmosphere and the caring Christian ethos. The school provides satisfactory value for money.

What the school does well

- Children are making good progress in the Reception and Key Stage 1 class and they are achieving good standards relative to their knowledge, skills and understanding when they started school
- The teaching in the Reception and Key Stage 1 class is good
- In Key Stage 2 the teaching of science, PE, art and geography was particularly good and about half the teaching in these classes was good
- In all classes the pupils enjoy coming to school and have good attitudes towards work; relationships are good
- Behaviour is good in lessons and around the school
- The learning support assistants give pupils very good support
- The provision for children who have behaviour difficulties is good, they have sensible targets and receive good support

What could be improved

- Standards in English and mathematics are below average in Key Stage 2
- The provision for information and communication technology (ICT) is unsatisfactory and this is affecting standards, particularly in Key Stage 2
- The individual education plans (IEPs) for pupils who have learning difficulties, particularly in reading, are not specific enough about how they could improve their skills
- The planning and assessing of work, though broadly satisfactory, is not consistent enough from one key stage to the next to ensure that targets are accurate and that pupils make the maximum progress
- The governors are supportive, but could be more rigorous in their scrutiny of the school's work and involved in development planning at an earlier stage

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has continued to improve since it was last inspected in December 1998. The quality of teaching is significantly better now than it was then. Relationships and pupils' attitudes to work have improved and are now good. Standards in Key Stage 1 have continued to improve, particularly in mathematics and there has been some improvement in Key Stage 2 though with fluctuations. The approach to whole-school planning, monitoring and evaluating is now systematic. The school improvement plan provides a detailed analysis of the school's current position and thus a more secure basis for future development than previous planning did. However not all current priorities appear in the plan. Staff development is closely tied to school and national priorities and teachers have prepared thoroughly for the changes to the National Curriculum.

This is not reflected in all the documentation but co-ordinators are working quickly towards having a scheme of work for each subject which sets out what pupils should learn each year, and gives guidance on teaching methods and assessment. Governors are playing a more active role, although they could be more rigorous still in holding the school to account.

STANDARDS

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

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

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

In Reception the children are on track to achieve better than average standards by the end of this year, particularly in the key areas of language, literacy and mathematics, and in their personal and social development. This represents good progress and achievement. In both Key Stage 1 and Key Stage 2 comparisons with other schools have to be made with extreme caution since the numbers taking the tests are so small that the performance of one to two children can have a disproportionate effect. The end of Key Stage 1 results in 2000 illustrate this very well. In writing all pupils did as well as their teacher had expected and the results were very good. In reading, one or two pupils did not perform as well as expected and results were well below average. The trend in reading, writing and mathematics is upwards, particularly so in mathematics where standards have improved considerably. The current Year 2 pupils are on track to achieve above average standards in reading, writing and mathematics. In science the results are average and this is consistent with the work seen in Year 2 during the inspection. In Key Stage 1 pupils have made good progress overall and are achieving particularly well in mathematics.

In the tests at the end of Key Stage 2 in 2000 the results were below average in English and well below average in mathematics and science and the school did not achieve its targets. As at Key Stage 1, the fact that a few pupils did not do as well as expected significantly affected results and comparisons are misleading. In English the trend in results has been upwards though not as fast as nationally but mathematics and science have fluctuated. In each year a number of pupils join the school during Key Stage 2 often with relatively low attainment which also affects the results quite significantly. In the current Year 6, in English the pupils are achieving at a satisfactory level for their ability and school is likely to achieve the targets set for this year, even though attainment is below average, particularly in creative and extended writing. In mathematics standards are below average overall, but this conceals a wide range of attainment. Most pupils have sound computational skills but a few lack confidence and cannot apply what they have learnt to unfamiliar situations. In science attainment is slightly below average, but the work showed reasonably good practical skills and a good understanding of the importance of accurate recording.

In art, geography, RE and design and technology standards are broadly average at the end of both key stages. In history, standards are average at the end of Key Stage 1 but below average in Key Stage 2 mainly because pupils are not working in enough depth. In ICT standards are satisfactory in Key Stage 1 though more use could still be made of ICT, but in Key Stage 2 standards are well below average, mainly because it is not being used enough in all classes. In music and PE not enough lessons could be seen during the inspection to make a secure judgement about standards

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They like coming to school.
Behaviour, in and out of classrooms	Behaviour is good, both in lessons and round the school
Personal development and	Relationships are good and pupils respond well to the opportunities

relationships	the school gives them
Attendance	Average

Pupils listen well when teachers set tasks or introduce new topics and respond well to any challenges set for them. Pupils respond well to the established routines. At breaktimes they play together well; they are lively but obedient and sensible when required to be so. A few pupils who have behaviour problems are well managed and generally do not affect other pupils' learning.

TEACHING AND LEARNING

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

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

96 per cent of the teaching observed was satisfactory or better, with half the lessons being good and just over a quarter very good. The only unsatisfactory lesson was in ICT in Key Stage 2. The best teaching is in the Key Stage 1 and Reception Class and as a result the pupils learn new skills quickly and make good progress. The evidence from pupils' work suggests that the teaching in the younger Key Stage 2 class is at least satisfactory and the lessons seen during the inspection were good, and about half of them were very good. The pupils responded well to the level of challenge and were making good progress. In the older Key Stage 2 class the teaching was satisfactory overall and good in some lessons, most notably geography, art and science.

In all lessons teachers share lesson objectives with the pupils. This helps pupils to understand what is expected of them and to see how well they are progressing. The partnership between teachers and learning support assistants is good and helps all pupils to learn well. In Key Stage 1 the teacher has a very good knowledge of the new National Curriculum. This is broadly true also in Key Stage 2, although here there are significant weaknesses in ICT where a lack of knowledge and confidence restricts its use and means that pupils are not developing the range of skills that they should. In both key stages the teachers understand the requirements of the literacy and numeracy strategies and plan appropriate work, though expectations for what pupils can achieve are higher in Key Stage 1 than in Key Stage 2.

Teachers manage behaviour well, taking every opportunity to underline their expectations by praising good work and behaviour. The only occasions when behaviour was less than good came at the end of very long sessions when concentration flagged. In these situations the teachers were flexible in their approach and modified their planning appropriately. The teaching of pupils with special educational needs is satisfactory and teachers set tasks at a suitable level to enable pupils to achieve the class learning objectives for each lesson. More able pupils are given suitable extension work. Day-to-day assessment is satisfactory in each class but there is not yet enough consistency across the school in the way in which teachers plan work or assess and record progress, to make tracking pupils' progress from year to year and setting targets as straightforward as they should be. Work is regularly marked but in Key Stage 2 it gives pupils relatively little guidance on how to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced in the foundation stage and Key Stage 1. It is reasonably broad in Key Stage 2 but not satisfactory in ICT
Provision for pupils with special educational needs	This is satisfactory overall and good in relation to helping children with behavioural problems
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a good aspect. Pupils learn the difference between right and wrong and work and play together well. Spiritual development is implicit in the school's aims and values. The school makes every effort to broaden pupils' cultural horizons, particularly through introducing pupils to other cultures.
How well the school cares	The care for pupils is good, particularly on an individual level. The monitoring of

for its pupils	academic progress is not as strong as monitoring of personal development
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The partnership between parents and the school is generally good. Parents are encouraged to become involved in their children's education. The curriculum for the Foundation Stage and Key Stage 1 is creating a rich environment for learning. The Key Stage 2 curriculum is narrower, with too few opportunities for creative or extended writing and ICT is not meeting National Curriculum requirements. The time given to literacy and numeracy is high but the extra time is not resulting in better quality work or higher standards.

The planning for special needs, although satisfactory overall is better in Key Stage 1 because the IEPs are specific, with targets clearly matched to the needs of the pupils. At Key Stage 2, the targets in the IEPs for a few pupils are not sharply enough focused on how to improve reading skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing satisfactory leadership. All staff share a commitment to school improvement.
How well the governors fulfil their responsibilities	Governors share the headteacher's vision for a school where all are valued and cared for. They are well informed, visit regularly and are very supportive, but not as rigorous as they could be in their questioning about achievements.
The school's evaluation of its performance	Monitoring of teaching and learning are now regular but expectations for attainment in Key Stage 2 could be higher.
The strategic use of resources	Financial planning is sound and expenditure is linked to school priorities, such as retaining a third class, and the employment of very good learning support assistants. The principles of "best value" are applied.

Staff are committed and hard working. Teachers have appropriate expertise to cover all subjects except for ICT. Support staff work as part of the team whether in class or providing administrative, catering or cleaning services. The Victorian school building provides satisfactory accommodation and is well used but the outdoor play facilities for under fives are not satisfactory. Resources are adequate to meet the needs of the National Curriculum though the ICT resources are limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress • Staff are approachable and keep parents well informed • Teaching is good and teachers have high expectations • The school is well managed 	<ul style="list-style-type: none"> • There were very few criticisms of the school but two parents felt that behaviour was not as good as it should be in Key Stage 2 • One parent had some concern about homework • One parent had some concern about extra-curricular activities.

Parents have a lot of confidence in the school. The inspection team shared the parents' positive views on Key Stage 1 but did not think that Key Stage 2 was as good. The inspection team thinks that the school has good strategies in place to deal with poor behaviour and pupils are not allowed to disrupt other children's education. The homework set is appropriate and extra-curricular activities are as good as could reasonably be expected in such a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment when they start school has been improving in recent years. The assessment of what the children currently in Reception knew, understood and could do when they joined the school showed that they were broadly average. They are now on track to achieve better than average standards by the end of this year in the key areas of language and mathematics and in their personal and social development. They enjoy books and stories and have learnt to read and write their own names and other simple words. They can count to at least ten and a few can count accurately in twos, they also read and write numbers to 10. They work and play together well, learning to take turns and share. The standard they are achieving show that they have made good progress since they started school.
2. The results in the national tests taken at the end of each key stage have to be treated with great caution because each pupil's results can amount to a very high percentage of the total. In Key Stage 1 in 2000 one pupil's results were twenty per cent of the total and in Key Stage 2 they were 8 per cent of the total. Comparisons with the national picture can therefore be misleading.
3. The variation in results is well illustrated by the 2000 Key Stage 1 results. The number of pupils achieving level 2 (which is the level most pupils are expected to achieve) in writing and mathematics was very high when compared with both the national results and those of schools with a similar proportion of pupils entitled to free school meals. A very high proportion of pupils achieved the higher Level 3 in mathematics. In reading however the results were well below average because pupils did not all achieve as well as expected. The trend in recent years in reading, writing and mathematics is upwards, particularly so in mathematics where pupils are doing much better than they were previously.
4. The current Year 2 pupils are on course to achieve above average standards in reading, writing and mathematics, which represents good achievement in terms of their ability. They read confidently and with enjoyment using phonics to help them with unfamiliar words. The most able readers are also reading with some expression. Their exercise books show that they have learnt to write in sentences and paragraphs using correct punctuation. The 'letter of apology' from Goldilocks showed that they know how to set out a letter correctly. In mathematics, almost all the pupils are achieving good standards relative to their ability and national standards. They can count, sort and order numbers to a hundred, counting accurately in twos, fives and tens. They add and subtract two digit numbers with reasonable accuracy. They also name and describe the main two-dimensional geometrical shapes in terms of the number of sides and angles. About half the group could recognise a right angle.
5. In the national tests at the end of Key Stage 2 the results for 2000 are well below the national expectations in English, mathematics and science. However, as at Key Stage 1, the results of one or two pupils had a very significant effect on the results and comparisons are misleading. At Key Stage 2 the English results are better than the mathematics and the science. Compared with other schools the results were average in English, below average in mathematics and science and below average overall.
6. In English the trend in results at Key Stage 2 in recent years has been upwards, although at a level below the national level, but mathematics and science have fluctuated

considerably. However in each year a number of pupils join the school during Key Stage 2 often with relatively low levels of attainment. The attainment of the current Year 6 in English is slightly below the national average, particularly in creative and extended writing. However these Year 6 pupils have made steady progress in spelling, punctuation and construction of complex sentences using dictionaries to check spellings and to find the meanings of words to extend their vocabulary. Handwriting is generally neat although several of the older boys write only in pencil. Their achievement overall is satisfactory. It is consistent with their ability and the standards they have reached previously.

7. In mathematics the work seen in Year 6 was below average overall, although it is consistent with their previous levels of work and reflects satisfactory progress. The overall standard conceals a wide range of attainment. About two thirds of the present group should reach Level 4 and one or two pupils are capable of reaching Level 5. The spread of attainment is wide. Most pupils have sound computational skills but a number lack confidence and find it difficult to apply what they know to other situations as for example when converting fractions to decimals.
8. In science the results at the end of Key Stage 1 are broadly average and this is consistent with the work seen in Year 2 during the inspection. It represents satisfactory achievement. The pupils were making careful observation of the growth of seeds and had understood the conditions plants need in order to grow successfully. They were beginning to use scientific terms such as germination accurately. In Year 6 the pupils' work showed that their attainment overall is below average, although the practical work they were doing on electrical circuits showed reasonably good skills and that they had a good understanding of the importance of accurate recording.
9. Girls have performed slightly better than boys in recent national tests but this reflects both their attainment on entry to the school and the higher proportion of boys with special needs. Pupils with special educational needs make satisfactory progress overall. When they are supported by the learning support assistants, they make good progress in achieving the learning objectives of the lesson. Pupils' needs are identified early and class teachers draw up individual educational plans with achievable targets. In both key stages targets related to behaviour are clear and very appropriate, as are learning targets in Key Stage 1. In some cases at Key Stage 2, the learning targets are not matched precisely enough to needs and the pupils are not achieving as much as they could. Progress is monitored throughout the school. Each pupil's targets and the level of support provided are reviewed termly and adjusted as required. The higher- achieving pupils in the school are regularly given extension work and in the mixed age classes the younger pupils are able to work at a higher level if they can cope with the more demanding work.
10. In art, geography, RE and design and technology the pupils are achieving standards which are broadly in line with national expectations at the end of both key stages. In history, standards are average at the end of Key Stage 1 but below average in Key Stage 2 mainly because pupils are not given the opportunity to work in real depth. In music and PE there was not enough evidence available during the inspection to make a secure judgement about standards.
11. In ICT standards are in line with expectations in Key Stage 1 where the pupils word process and use simple graphics programs. In Key Stage 2 pupils' achievement is unsatisfactory and standards are well below average, mainly because ICT is not being used systematically. The pupils word process but do not have the opportunity to use

more sophisticated programs, graphics, data handling or to use computers for control and modelling.

12. The school has set targets for 2001 and 2002 based on knowledge of current pupils. The targets for 2002 are ambitious compared with this year but should be achievable since the current Year 5 are working at a better standard than Year 6 were at the same age.

Pupils' attitudes, values and personal development

13. Overall, pupils' attitudes to learning are good. In all the lessons seen their responses were sound or better, reflecting the improvement since the last inspection. They listen well when teachers are setting tasks or introducing new topics and respond well to any challenges set for them. During an art lesson in Years 5 and 6 pupils watched attentively while their teacher demonstrated how to paint a watercolour. They then began their own compositions, mixing their colours carefully and taking great care and pride in their work. When given the opportunity to work in pairs or small groups pupils react favourably, sharing ideas and equipment. In a history lesson on the Spanish Armada pupils in Years 3 and 4 were interested and attentive; worked well in pairs, helping each other with spelling and drawing on each other's knowledge. Younger pupils in Reception show good levels of concentration and motivation as in a design and technology lesson when they responded with obvious enjoyment to the task of making movable teddy bears, with even the youngest remaining focused on their work. At times a few older pupils are rather passive in their lessons, opting to remain silent rather than volunteer to answer or ask questions.
14. Behaviour is good. Pupils behave well in lessons, in and around the school and on the playground. They respond well to the established routines such as moving from the classroom to the playground, and from the playground into the hall for assembly. At breaktimes they play together well; they are lively but obedient and sensible when required to be so. During the inspection no incidents of bullying or rough play were observed. Pupils' good behaviour in lessons has a beneficial impact on their learning. The few pupils who have behavioural problems are well managed by staff and generally do not disrupt lessons or affect other pupils' learning. Two boys were excluded for fixed periods during the last year, which is around the national average.
15. There has been an improvement in the quality of relationships throughout the school since the last inspection, when they were described as 'sometimes strained'. Pupils are friendly to each other and are courteous to staff. They are open and friendly with visitors, volunteering information and offering to show their work. They show respect for their own and others' property and take an interest in others' achievements. At the weekly 'Sharing Assembly' they watched and listened attentively while several pupils from the lower junior class read out and showed their work.
16. Attendance is satisfactory overall. The school attendance figures for the past academic year were slightly below the national average, but here as in other areas the size of the school means that the absence of one child can have a disproportionate effect on the statistics. Registration sessions are brisk and efficient and registers are filled in neatly and correctly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The teaching is satisfactory overall. The evidence from pupils' work and from the observation of lessons indicates that the most consistently good teaching is in the Key Stage 1 and Reception Class. As a result the pupils make good progress. The evidence from pupils' books suggests that the teaching in the lower Key Stage 2 class is at least

satisfactory and in the lessons seen during the inspection the teaching was good and over half of it was very good. The pupils responded well to the level of challenge and were making good progress. In the upper Key Stage 2 class the teaching was satisfactory overall and good in some lessons, most notably geography, art and science. The Key Stage 2 pupils are making satisfactory progress overall. In all lessons teachers share lesson objectives with the pupils. This is a good feature of the teaching as it helps them to understand what is expected of them and to see how well they are progressing.

18. During the inspection 96 per cent of lessons observed were satisfactory or better and over 70 per cent were good. Only one lesson was less than satisfactory. The proportion of satisfactory and good teaching represents a significant improvement from the previous inspection, when one lesson in five was judged unsatisfactory. The recently agreed teaching and learning policy is based on sound principles and has helped to improve the quality of teaching which in turn is having a positive impact overall on learning and on standards.
19. The teaching of children in Reception is good. The class teacher has a very good knowledge of the early learning goals for children of this age and plans very well to see that they achieve these by the time they start Year 1. The planning ensures that the curriculum builds on what the children can do when they start school and that it is broad and balanced. The co-operation between the class teacher and the classroom assistant is very strong and the amount of individual attention the children receive ensures that they make good progress. During the inspection this was particularly evident in the numeracy sessions where the children made demonstrable progress in their ability to count to ten and a few pupils were counting in twos. Similarly in language and literacy work the children join in as much of the literacy hour as they can cope with and they are making good progress in the basic reading and writing skills. The children are given many opportunities to develop their social and creative skills through role play, music and art. The teacher makes every effort to ensure that the pupils develop physical skills through outdoor play but this is restricted by the lack of a separate play area for the youngest pupils.
20. In both key stages the teachers have a secure understanding of the requirements of the literacy and numeracy strategies and plan appropriate work, though expectations for what pupils can achieve are higher in Key Stage 1 than in Key Stage 2. In Key Stage 1 the teacher has very good knowledge of the new National Curriculum for this stage and plans work which will build on what pupils have already achieved and challenge them. The teacher explains work very clearly and uses questioning skilfully to establish exactly what pupils understand. In Key Stage 2 teachers have good knowledge in most subjects, but with significant weaknesses in ICT, where a lack of knowledge and confidence restricts its use and means that pupils are not developing the range of skills that they should. In the English, mathematics and RE lessons seen in the upper junior class the explanations were satisfactory but the structure did not always lead pupils logically through the work. The questioning was not as probing as in Key Stage 1 lessons.
21. In Key Stages 1 and 2 the staff have worked together to establish a two-year cycle of work to ensure that pupils in mixed age classes do not repeat work unnecessarily or miss topics. Class teachers use this for their half-termly planning. The quality of this is satisfactory but variable. A more uniform approach would ensure consistently higher expectations. In history for example the approach in Key Stage 2 is somewhat superficial and topics are not often covered in enough depth in either class. In science however, the planning enables the teacher in the upper Key Stage 2 class to develop knowledge, understanding and skills systematically and in depth. This was very evident in the work being done on electricity where pupils were making rapid progress in their understanding

of electrical circuits and how to record these using standard symbols, so that another person could assemble them.

22. Teachers in both key stages have few difficulties in managing their classes and use effective strategies to ensure that a few pupils who have behaviour difficulties are not allowed to disrupt the work of others. This is done well so that relationships are good. They make classroom routines very clear and use rewards and sanctions consistently and fairly. Teachers take every opportunity to underline their expectations by praising good work and behaviour. Little time is wasted at the start and end of lessons and pupils are expected to work hard and generally do so. The only occasions when behaviour was less than good came at the end of very long sessions when concentration flagged. In these situations the teachers were flexible in their approach and modified their planning appropriately, but it limited achievement.
23. Overall, the teaching of pupils with special educational needs is satisfactory and the pupils make satisfactory progress. Progress towards their targets is reviewed termly and updated. Class teachers draw up the individual education plans (IEPs) for pupils with special educational needs, and at Key Stage 1 the IEPs are specific, with appropriate targets clearly matched to the needs of the pupils. At Key Stage 2, in the case of a few pupils with poor reading skills, the targets identified are not focused clearly enough on how these skills will be improved. Teachers set tasks at a suitable level to enable pupils with special educational needs to achieve the class learning objectives for each lesson. The quality of support from the learning support assistants is good. High-achieving pupils are given appropriate extension work. Where teachers are grouping pupils by attainment they are given the chance to work with other pupils of a similar level of attainment irrespective of age.
24. Day-to-day assessment has also improved since the last inspection, though staff recognise that it could be improved still further. In Reception and Key Stage 1, the class teacher and learning support assistant work very closely together to ensure that the work builds on and re-inforces what children have already achieved. The records of progress are good, but not kept in the same format as in Key Stage 2. In the Key Stage 2 classes teachers keep satisfactory records of progress but again not in the same format in both classes. They are beginning to make more systematic use of information from tests to help in the planning of work. However there is not yet enough consistency across the school as a whole in the way in which teachers record progress, to make tracking of progress and target setting as straightforward as they should be. Work is regularly marked but in Key Stage 2 it gives pupils relatively little guidance on how to improve. Expectations for the presentation of work are not wholly consistent and badly presented work is not always challenged. Homework is set regularly and used effectively to support the work being done in class. Pupils understand what is expected of them and the work is discussed and marked as appropriate.

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

25. In both the Foundation Stage and Key Stage 1, the curriculum fully meets the requirements of the early learning goals for the youngest pupils and the National Curriculum in Key Stage 1. The classroom provide a rich educational environment in which pupils learn well and make good progress from the time they start school until they move up into the Lower Key Stage 2 class. In Key Stage 2 the curriculum meets the requirements of the National Curriculum except in the provision of ICT where the curriculum is not meeting requirements for data handling or for modelling and control and

barely meeting requirements for word processing. This limits what pupils can achieve. The school is providing religious education and a daily act of collective worship for all pupils. The new agreed syllabus for RE is being steadily implemented across the school.

26. The curriculum for the children in the Foundation Stage has a strong emphasis on developing the children's personal and social skills and their knowledge, skills and understanding of language, literacy and mathematics. The provision for purposeful play and talk is good, as are the opportunities for children to choose their own activities. The national strategies for literacy and numeracy are introduced progressively and successfully as the children are able to cope with them. The class teacher makes as much provision for outdoor play as possible, given the lack of a separate play area for the youngest pupils.
27. In Key Stages 1 and 2 the school has put considerable effort into implementing the national literacy and numeracy strategies. Teachers prepare thoroughly and this is helping to raise standards overall. However these sessions normally last over an hour and this is making it harder for teachers to retain pupils' attention at a high level for the whole lesson. On a few occasions concentration began to flag. The time given to literacy and numeracy is more than the recommended allocation and this is also affecting the time available for, and thus the amount that can be achieved in, other subjects.
28. The previous inspection report indicated that the skills and knowledge that pupils should be acquiring needed to be more precisely specified in the planning. Curriculum planning has become more rigorous, but there is more to be done. The planning in outline of a two-year cycle of work in each subject is an improvement, but more needs to be done to establish consistency of approach across the school and in all subjects. The class teachers are still planning each half term's work individually, using the national guidelines from the Qualifications and Curriculum Authority (QCA). This ensures that the content meets the National Curriculum requirements but does not necessarily ensure that the work in one class builds progressively on what has gone before. However the planned development in English, the planning of science across the school and the start that has been made in drafting a year-by-year scheme of work in PE all show a sound approach.
29. The school does as much as possible to exploit the resources of the local area to extend and enrich the curriculum. The links with the local community, particularly the links with the church, and the visits, which are organised, all make a strong contribution to pupils' learning. Teachers organise a variety of visits, for example to a synagogue and to Canterbury as well as geography field work in the local area. Years 5 and 6 pupils have the opportunity to take part in a residential visit at the end of the summer holidays. About three-quarters of the year group take part and it was clear from the photographs and records that not only had they enjoyed the outdoor and adventurous activities but they had also acquired new skills in ICT. The range of extra-curricular activities is adequate and despite its small size, the school manages to field football and netball teams to compete against local schools. The links with local secondary schools are good, and in the past have been used to supplement the school's own ICT provision. This link has not proved possible this year but the school would like to restart it as soon as possible.
30. The school's provision for personal, social and health education promotes an understanding of healthy living and includes sex education as appropriate and attention to drug misuse. The school is committed to ensuring that all pupils have equal access to the curriculum. Most work is planned at different levels of difficulty, including extension work for the high-achieving pupils. Pupils with special educational needs are taught in their own classrooms, where they are well supported by the learning support assistants. Teachers plan well for those pupils who have behavioural difficulties and this enables

pupils to participate fully in lessons without disrupting the education of others. At Key Stage 2 where the learning difficulties are related to academic work they plan tasks at a broadly suitable level overall, but these not always targeted enough at developing specific skills.

31. Provision for pupils' moral, social and cultural development is good. Spiritual development is sound and is promoted mainly through assemblies and religious education lessons. Assemblies develop a sense of community within the school. Pupils' achievements are valued by teachers and are celebrated through colourful displays of work and 'Sharing Assemblies' where success can be shared by the school. The 'pupil of the week' award recognises individual achievements. Religious education lessons provide pupils with a sound knowledge of Christian traditions as well as introducing them to those of other faiths. In some lessons pupils are encouraged to reflect on the wonders of the world around them, for example their sense of wonder when they observed and reflected on the germination and growth of seeds, but these opportunities for reflection are not a consistent feature of lessons.
32. Pupils' moral development is good. Staff set high expectations for pupils' behaviour to which they respond positively. Teachers provide good role models for pupils, reinforcing the values set by the school. They are reminded about being caring towards one another and in lessons they are expected to share materials and take turns. Older pupils are encouraged to look after younger ones. Pupils develop a clear understanding of right and wrong. Social development is well provided for. From an early age those of different age groups are encouraged to work and play together. Circle time sessions give them the opportunity to discuss matters which are important to them. Pupils are expected to take responsibility within the classroom and undertake a range of duties. There are some opportunities for older pupils to exercise responsibility in the school but these could be expanded.
33. The provision for pupils' cultural development is good. They learn to appreciate their own cultural traditions and values through taking part in the local country fair. In Years 5 and 6 they study the work of famous artists, and their cultural understanding is appropriately reinforced through visits to art galleries, theatres and Canterbury Cathedral. Religious education lessons make a good contribution to pupils' understanding of the culture and traditions of other countries. Music also introduces them to a range of cultures and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school takes good care of its pupils, and monitors personal development well. Teachers and support staff know the pupils well and provide a warm and caring environment to support their learning. Adults value every pupil as an individual and also encourage all of them to work co-operatively. The school's clear behaviour policy, with its rewards and sanctions, is consistently applied and is effective. Break and lunch times are very well supervised and there are very few incidents of bullying. Disruptive behaviour in the classroom is well managed by the teachers and the support assistants.
35. Staff are aware of pupils' strengths and weaknesses and support them in a purposeful way. There is a high expectation of good behaviour and pupils respond well to this. Circle time is a weekly feature of each class, when pupils are given time to discuss their anxieties and feelings. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection are good. There are effective procedures for monitoring and promoting good attendance. Parents are asked to

telephone on the first day of absence and if this does not happen, the school responds immediately.

36. Systems for monitoring academic progress of pupils are satisfactory. The information gained from assessing what pupils know understand and can do when they start school is used to plan work. Their progress in Key Stage 1 is being carefully tracked, based on the initial assessments in the foundation stage and on end of key stage test results. This is however, not consistent throughout the school. Pupils are assessed each year in English and mathematics at Key Stage 2, but the use made of assessment to plan the curriculum, is still too varied. The monitoring of pupils' academic progress has improved since the previous inspection, but the information gained from this is not evaluated systematically and is not used at Key Stage 2. This lack of consistency limits teachers' ability to track progress carefully, and makes it harder for co-ordinators to identify the strengths and weaknesses in the different subjects. There are areas of good practice, for example, in the Lower Key Stage 2 class, each pupil had a weekly target displayed on the class notice board and also on their tables. These are reviewed each Friday. This was an effective strategy to focus pupils on improving their performance, but it was only happening in one class.
37. The school gives high priority to meeting the needs of pupils with special educational needs. Special needs are identified quickly, throughout the school, and they given very good general support but their individual education plans are not always specific enough about teaching strategies. Pupils who are very able are also identified and appropriate extension work is set.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents have positive views of the school. Those who attended the pre-inspection meeting and completed questionnaires are very supportive. They say their children enjoy school and they themselves feel able to approach the school with any concerns. Because of the small size and family atmosphere of the school they feel that teachers know their children well. They have very good contact with staff, and this ensures that any problems arising are dealt with quickly. One parent commented that poor behaviour was disrupting other children's education, but the inspection findings did not endorse this opinion.
39. There are good procedures for introducing pupils to school life. They and their parents visit for three afternoons in the summer term before joining the school, and are invited to take part in a 'Teddy Bears Picnic'. A small number of parents help in the school through supporting learning in the classroom or helping on trips or with extra-curricular activities, and a parent helps with the after-school netball club. The active Parent Teacher Association makes a good contribution to the life of the school. The association holds regular fund-raising events such as a 'Wine and Wisdom' evening and craft fair; last year it funded the school visit to the Millennium Dome. The attendance is good at parents' consultation evenings which are held twice a year. Support for other events, such as the information evening on numeracy, tends to be modest. Most parents support their children's learning at home through listening to reading, and the contact book is generally used well as a tool of communication between home and school.
40. The quality of information for parents is satisfactory. The prospectus and governors' annual report, although not as attractively presented as some schools, contain sufficient information about the school. Annual academic reports on pupils' progress are personal to each child, and give a useful indication of effort and attainment in each subject, though generally do not include specific targets for improvement. Parents of pupils with special

educational needs are fully involved in the reviews of their child's progress. Parents and teachers meet each term to discuss progress. Regular newsletters keep parents well informed about what is happening in the school and they also receive communications from the Parent-Teacher Association.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and management of the school have continued to improve since the last inspection. The headteacher provides satisfactory leadership and management and delegation is appropriate for the size of the school. Staff development has been a priority which has been partially addressed by the recruitment and training of new staff. The school is in the process of implementing many initiatives, including the setting of performance targets for headteacher and staff. These are reviewed annually. At present, the headteacher does not have a relevant job description and those for the staff are not yet finalised which means that targets cannot be linked to these.
42. All staff share a commitment to school improvement and motivation is good. Monitoring of teaching by the headteacher and core subject co-ordinators now takes place on a regular basis and is a useful contribution to staff development. Whole school curriculum planning has been partially addressed, but needs further development to ensure equality of opportunity for all pupils. The monitoring of pupils' academic progress has improved since the last inspection, but assessment and record keeping to track pupils' progress are not yet wholly satisfactory. Evaluation of assessment information is not consistent throughout the school. It has begun well in Key Stage 1, but is not fully in place at Key Stage 2. It is crucial to the academic development of the pupils that this process, coupled with more rigorous joint planning, is consistent throughout the school and fully implemented as soon as possible.
43. The headteacher's vision of the school as one where all pupils are valued and cared for is an almost tangible aspect of the school and is clearly shared by parents and governors. The raising of standards, and prioritising the means to achieve this, while recognised as important, are less clearly identified.
44. The national literacy and numeracy strategies have been successfully implemented and are mostly well managed throughout the school. The time allocation for these is over-long, which can lead to a less vigorous pace in some classes, resulting in some pupils becoming restless. Provision for special educational needs is generally well managed and co-ordinated. Individual education plans are reviewed termly and all relevant adults are involved. However, in the case of some pupils with poor reading skills the co-ordinator should ensure a closer match of targets to learning needs. The management of support staff is very good, and as a result they are highly effective in lessons.
45. The school improvement plan, which was drawn up by the headteacher and discussed and approved by the governors, provides a satisfactory starting point for school development. It includes a detailed description of the school's current position, and rather less on strategic directions and targets for the long term. The uncertainty of future pupil numbers, and the budgetary implications which accompany that, are reasons given for lack of longer-term planning. There are many areas for development not included in the plan, which prevent it from being a good support for strategic planning for the future development of the school. The key areas of joint curriculum planning, assessment, recording and subject monitoring are not included in the school improvement plan's targets. Implementation or review of curriculum initiatives, such as the newly revised locally agreed syllabus for RE, or updating of policies, such as the policy for design and

technology, are also not part of the school improvement plan. The plan does not show a clear link between staff professional development and the school's priorities for raising standards, though this is taking place in practice.

46. The work of the governing body is satisfactory. Governors share the vision of the headteacher for a school where all feel valued and cared for. Governors are regular visitors to the school and are very supportive. They monitor lessons and are well informed about school developments but could be more rigorous in their questioning about results and achievements. Statutory duties are met, including performance management for teachers, although there is still no agreed job description for the headteacher, or other teachers.
47. Financial planning is sound and expenditure is linked to school priorities, such as retaining a third class, and the employment of the very good learning support assistants. Good use is made of specific grants, such as money for booster classes after the Spring half-term, and a specific grant to collaborate with another local school, to improve the standard of writing for Years 2 and 6. The principles of "best value" are applied to major developments. Office administration is good and efficient, but the use of new technology is very limited.
48. All staff are committed and hard-working. The staff expertise is appropriate to cover all aspects of the curriculum, including special educational needs, but with the exception of ICT. The learning assistants provide very good support and are well deployed. Similarly the administrative, catering and cleaning staff provide a very good service for the school. The overall quality of this Victorian school building is satisfactory. Outdoor play areas are well maintained and of an adequate size, but with inadequate, outdoor play facilities for the Reception group. Resources are sufficient to meet the needs of the National Curriculum though the ICT resources are limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher, and staff should work together to

- (1) Raise standards in ICT across the school but particularly in Key Stage 2 where they are currently unsatisfactory by
 - Staff training to ensure that all staff feel confident and competent to teach ICT to the level required
 - Integrating ICT into the lesson planning for all subjects to maximise the opportunities to use of computers and ensure that all aspects of the National Curriculum are taught
 - Drawing up a resource development plan for ICT to improve the availability of both hardware and software

(Paragraphs 18,23,45,66,76,77,85,96,99)

- (2) Raise the standards in Key Stage 2 particularly in English and mathematics by
 - raising teacher's expectations of what pupils can achieve
 - providing more opportunities for creative and extended writing to enable pupils to apply their skills
 - ensuring that explanations are clear and work is always logically structured to enable pupils to make links with previous work and become more confident
 - using marking of work to provide pupils with more guidance on how to achieve better standards
 - shortening the time allocate to literacy and numeracy to increase the pace of work, make it more focused and release time for other subjects

(Paragraphs 6,7,10,15,18,22,24,41, 62,64,65,66,71,73,75)

- (3) Improve the achievement of pupils who have learning difficulties, particularly in reading, by ensuring that the IEPs focus sharply on the specific skills such as improving phonic knowledge

(Paragraphs 9,21,28,41)

- (4) Ensure consistency in the approach to planning and assessing work to make setting targets and the tracking of pupils' achievement both easier and more effective in raising standards

(Paragraphs 22,25,26,34,39, 66,77)

- (5) Enable governors to take a more rigorous approach to evaluating standards and achievement over time and increase their involvement in strategic planning at an earlier stage.

(Paragraph 43)

In addition the governors should consider including the following less significant issue in the action plan

- (1) increasing the opportunities for older pupils to take responsibility and develop initiative

(Paragraph 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	48	20	4	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)	N/A	46
Number of full-time pupils known to be eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	18

English as an additional language

	N/A	No of pupils
Number of pupils with English as an additional language	N/A	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	N/A	15
Pupils who left the school other than at the usual time of leaving	N/A	01

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000			12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-----	-----	-----
	Girls	-----	-----	-----
	Total	8	7	8
Percentage of pupils at NC level 4 or above	School	67(50)	58(67)	67(100)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-----	-----	-----
	Girls	-----	-----	-----
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	75(50)	83(67)	83(n/a)
	National	70(68)	72(69)	80(75)

Percentages in brackets refer to 1999.

At Key Stage 1 the results are not published because there were fewer than 10 pupils in the year group. At Key Stage 2 results are published for the whole school without a breakdown for boys and girls because there were fewer than 10 pupils in each category. An explanation and commentary on the results can be found in the MAIN FINDINGS under STANDARDS and in paragraphs 3 to 8 of THE COMMENTARY (Part B)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	46
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.1
Number of pupils per qualified teacher	15
Average class size	15

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	40

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	129071
Total expenditure	133303
Expenditure per pupil	2612
Balance brought forward from previous year	14200
Balance carried forward to next year	9968

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	46
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	89	11	0	0	0
My child is making good progress in school.	61	39	0	0	0
Behaviour in the school is good.	33	56	6	6	0
My child gets the right amount of work to do at home.	56	33	6	0	0
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	61	28	6	0	6
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	50	39	6	0	6
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	50	50	0	0	0
The school provides an interesting range of activities outside lessons.	22	61	6	0	6

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

49. The children join the school in the September of the year in which they are five. They attend part-time initially and then full time when they are able to cope intellectually, emotionally, socially and physically with a full day. The work in the Reception class is securely planned around the nationally recommended early learning goals. The teaching in all of the areas is good. The class teacher has a very clear view of what she wants to achieve and is well supported by an experienced learning support assistant. They work exceptionally well as a team. A range of well-structured, stimulating activities, skilful questioning and discussion to extend their understanding, and opportunities for independent play give the children a very secure foundation for their future education.

Personal, social and emotional development

50. The children have many opportunities to develop good social skills and to develop in confidence and maturity. They regularly work happily as a group of six, in smaller groups and individually. They learn to take turns and to share equipment and toys amicably when working and playing. The teacher and the learning support assistant encourage the children to make sensible choices about what they want to do. They mix well with the others in the class and are stimulated by seeing what the older children are doing and can achieve. This was very evident in their mathematical work where several of them had learnt to count in twos because they had heard older children doing this.

Communication, language and literacy

51. The children have good speaking and listening skills. The class teacher and learning support assistant encourage them through skilful questioning to talk confidently on a variety of topics and express their own ideas. The children are able to explain what they are doing and what they have learnt. They have similarly good reading and writing skills. They can read and write their own names and some of the children dictate what they want to write and can then copy the sentences. The higher-attainers are writing simple sentences of their own. The children enjoy both picture and story books and can re-tell favourite stories. They are learning letter sounds systematically and most have learnt to read at least a few words. Their standards are above average for their age. The children have all begun to use a variety of computer programs successfully to support their reading and writing skills.

Mathematical development

52. The children in are making good progress in learning about number and other elements of mathematics. They can all count to ten and most can count back from ten to zero, though not always very confidently. They can relate numbers to objects and group them in a variety of ways, for example by number, size, colour and shape. They have learnt to read and write numbers to 10, but occasionally they still reversing numbers. The emphasis during the inspection was on the number seven and pupils were making seven 'cakes', cutting out and sticking seven shapes on paper. They are well on track to reach standards which are above those expected of children of this age. Singing games are used effectively to re-inforce number skills.

Knowledge and understanding of the world

53. The children receive a good foundation for their future work in subjects such as science, history and geography. Through stories, role-play and a range of practical activities they are learning about the world in which they live. This term they have planted seeds, watched them grow and drawn the plants. The class teacher and support assistant were encouraging the children to make suggestions about why some plants had grown better than others and as a result they were beginning to understand about the effect of light and warmth.

Physical development

54. The opportunities for outdoor play are limited, though the teacher takes every opportunity to allow children outside to play with the large wheeled toys. However the children play lively games in the hall and are active and well co-ordinated. They have generally good manual dexterity and the work planned gives them many opportunities to use equipment such as scissors and glue sticks properly and safely. They manipulate the computer mouse competently.

Creative development

55. The children enjoy painting and produce bold and colourful pictures, which show good, colour sense and brush control. Singing games are a regular feature of classroom activities and the children sing quite tunefully with a good sense of rhythm. The class teacher has made good links with other work for example in language and literacy. The children have recently made very effective masks which they use for imaginative role-play in the 'Bears' House'.

ENGLISH

56. In the national tests, at the end of Key Stage 1 in 2000, results in reading were well below the national average. This was because not all pupils did as well as expected and the numbers taking the tests are so small that one or two pupils can make a significant difference. In contrast, in the writing tests where they all did as well as expected, the results were very high in comparison with the national average. Girls scored better than boys in reading, but there was no significant difference between them in writing. In the national tests in English at the end of Key Stage 2, results were in line with the national average, with no significant difference between boys and girls. The attainment of the current Year 6 is below the national average, particularly in writing.
57. Attainment in speaking and listening is good across the key stages. Throughout the school, pupils listen attentively to their teachers and to each other. They are able to speak out confidently. At Key Stage 1, in a debate between two teams, each pupil had to give a reason why the bears should or should not enter somebody's house. The pupil acting as the bear had to weigh up the advice given and make a decision. All pupils spoke out well, contributing well thought out reasons for their advice. The 'bear' carefully listed the pros and cons and arrived at a reasoned decision. In a different lesson in the same class, pupils put 'daddy bear' in the hot seat and questioned him on his behaviour. All asked sensible questions confidently and received well thought out answers.
58. In the lower Key Stage 2 class, in a lesson based on Narnia, pupils suggested very interesting and imaginative ideas about what lay beyond the locked door. They shared their written work with the whole class and pupils offered suggestions for improvement. This also was the case in the upper Key Stage 2 class, when pupils shared their own adventure story plans with the rest of the class, who made positive comments and

suggestions. In both of these classes, pupils with special educational needs confidently shared their work with the others in the class.

59. "Circle time" is a good opportunity in all classes for pupils to develop their speaking and listening skills. At this time, they share and discuss their worries and observations, within a supportive atmosphere. Older pupils used technical language knowledgeably in geography, when they used the correct terms for parts of the river and the water cycle.
60. Pupils make good progress with their reading skills throughout the school. A solid foundation in basic reading skills is established at Key Stage 1 and pupils use phonic skills to read unfamiliar words successfully. They share good quality guided reading sessions. They describe the characters in stories and relate the plot, showing sound comprehension skills. In Key Stage 2, the more able pupils read fluently and expressively. By the end of the key stage, these pupils read challenging texts with enjoyment. They relate the plot of the stories, and empathise with the characters.
61. Some pupils with special educational needs have difficulty with reading and are unable to use reading skills effectively. They are not using decoding skills, such as phonics, successfully, and rely only on memory. Their individual education plans do not reflect their specific reading needs. Most pupils in Key Stage 2 classes are heard reading individually each week, but there are few opportunities for guided reading, as happens in Key Stage 1. Some pupils are members of a public library and, although not fully recognising the Dewey system of library classification, they are able to explain fairly accurately, how to find a reference book.
62. Pupils make good progress in their writing. By the end of Key Stage 1, they are writing in full sentences, using basic punctuation and some apostrophes and speech marks, with some more able pupils attempting to write more complex sentences, using brackets. Their letters are well formed, and some pupils write neatly using a cursive script. They write both imaginative stories and factual pieces. They use a good range of adjectives in their descriptive work, to make it more interesting.
63. At the time of the inspection, there was some very well-written descriptive work in the lower Key Stage 2 class. This was the result of the teacher's focus on creative writing, using adjectives and descriptive language to make the writing more interesting. The pupils produced some very good work, using imaginative vocabulary. Their previous work from earlier in the year showed a lack of creative writing.
64. Opportunities for creative and extended writing are limited in both classes in the key stage, although older pupils are currently working on their own adventure stories. They are successfully writing to a framework using their own ideas, which show good imagination. There is steady progress in spelling, punctuation and construction of complex sentences. Pupils use dictionaries to check spelling and to find the meanings of words to extend their vocabulary. Handwriting is generally neat and well formed, although several of the older boys write only in pencil.
65. In the lessons seen in Key Stage 1, and in the lower Key Stage 2 class, the teaching was mostly good and some is very good. In the upper Key Stage 2 class, the teaching was satisfactory. Teachers have a good understanding and knowledge of English. Overall, they manage the literacy hour very well, but the time allocated for the sessions is too long, resulting sometimes in restless behaviour from some pupils, who have identified behaviour problems. Teachers mostly have high expectations of the pupils and are aware

of their needs. They plan well to match these needs and to extend pupils' abilities. Phonic skills are taught well at Key Stage 1 and reading continues to be satisfactorily developed throughout Key Stage 2. Texts are carefully chosen to gain maximum interest, such as "Beware of the Bears" in Class 1, and "The Lion, the Witch and the Wardrobe" in Class 2. The judicious choice of material has a positive impact on learning, with pupils motivated and involved in their learning.

66. In the good lessons the teachers' very effective questioning ensures the involvement of all pupils and helps to assess what they have achieved. This informs the planning for further lessons. Written tasks are well differentiated and carefully planned to extend pupils' learning. In all classes work is marked constructively and redrafting of work is becoming a feature of the curriculum. Homework is well used by teachers to reinforce class learning, although not all pupils do their homework. In all classes, learning support assistants work purposefully and well with groups and individuals.
67. Leadership of English is good, with the co-ordinator's own very good practice serving as a model for the rest of the staff. She monitors the subject well and recognises that a more structured approach to whole-school planning would enhance the curriculum opportunities for all pupils, particularly their experience of good creative writing skills. This is identified in the School Improvement Plan and in the second half of this term, the school, using funding from a special grant, will link with another local school to focus on developing writing skills, particularly boys' writing skills.
68. Assessment of pupils' work and keeping records is in place in all classes, but there is no consistency in practice. This is recognised as an area for development, and the co-ordinator has taken recent steps to rectify this, by introducing a scheme which will run from baseline through to Year 6. Resources are adequate and are enhanced by the loan system from the School Library service. There is no school library, but each class has a satisfactory selection of books, and reference books are displayed in the school hall. The variety of story tapes are well used, and the school is building up its computer resources for supporting the English curriculum, though ICT is not yet used enough.

MATHEMATICS

69. At the end of Key Stage 1 standards are above average. Comparisons with national tests must be treated with caution because of the small size of the entry. The results for seven year olds last year were very high compared with the national average and compared with similar schools, because all pupils achieved Level 2 and several achieved Level 3. Results have improved steadily in recent years. The Key Stage 2 test results last year were well below average and not as good as the teacher assessment. The school analysis of results suggests that a few pupils did not do as well in the tests as they were expected to. However the mathematics results at Key Stage 2 have fluctuated considerably from year to year.
70. The work seen in Key Stage 1 during the inspection was broadly consistent with the most recent test results. Almost all pupils in Year 2 are likely to achieve Level 2 and at least half should reach Level 3 in this summer's tests. This represents good progress and achievement from Reception onwards. They are confident in their ability to count accurately to 100, counting in twos using odd and even numbers as the starting point, and counting in fives and tens. They know the multiplication tables for two, five and ten. The work in their books showed good progress in adding and subtracting two-digit numbers and in beginning to work with three-digit numbers. Almost all pupils can describe the most common two-dimensional shapes in terms of the number of sides and angles. About two thirds of the group could identify a right angle and find examples of

right angles on objects the classroom.

71. The work seen in Year 6 was below average overall though this conceals a wide range of attainment. About two thirds of the present group should reach Level 4 and one or two pupils are capable of reaching Level 5. A few pupils clearly lack confidence in their mathematical ability and it was evident from the work on decimals that they were finding it difficult to apply what they already knew about decimals and fractions to new work. The current Year 5 are more confident overall than Year 6 and this is reflected in a higher standard of work for their age and better progress.
72. The work in the books of both Key Stage 2 classes shows satisfactory progress overall though with a slowing of the rate of progress from Year 2 to Year 3. However during the inspection the pupils in the lower Key Stage 2 class were making good progress in the work on geometrical shapes and by the end of the lesson almost all could identify and describe scalene as well as equilateral and isosceles triangles. The analysis of the end of Key Stage 2 mathematics and science tests also showed weaknesses in data-handling which the teachers are planning to remedy.
73. The quality of teaching and learning was good in Key Stage 1 and satisfactory overall in Key Stage 2. In all classes, teachers' planning is firmly based on the national numeracy strategy guidelines. As a result, lessons are well structured and emphasise the need for pupils to develop good mental strategies as well as written skills. They mostly move at a fairly brisk pace, at least to start with. However, many of the sessions are rather longer than recommended and this has an impact on concentration and progress. This is not as evident in Key Stage 1 because of the wider range of activities. In Key Stage 2 there was some loss of momentum towards the end of lessons. In practice there was little difference in the quality or quantity of work done in the lessons which lasted an hour and those which lasted for an hour and a quarter. A good feature of all the teaching is the way in which learning objectives are shared with pupils at the start of the lesson and reviewed at the end. This helps the pupils to understand what is expected of them and monitor their own progress.
74. In Key Stage 1 the work is very well matched to the range of ability in the classes. In the lesson which was leading on to work on right angles, the Year 2 pupils were able to give very clear instructions which other pupils could follow, turning left or right as instructed, though initially a few pupils were confusing the two. The Year 1 pupils were programming a floor robot to make it move in a square or rectangle. The class teacher was asking pertinent questions which prompted pupils to think carefully about the shapes they were creating.
75. In Key Stage 2 the work on decimals in Years 5 and 6 had been planned to build on what pupils already knew about decimals, place value and fractions. It was pitched at a suitable level for most pupils in the class and they were able to add and subtract numbers to two places of decimals with little difficulty. However the explanations of the concepts involved in this were not clear enough and the examples used to demonstrate left a few pupils confused. As a result they did not have confidence in what they were doing even though they understood the basic principles of place value when applied to decimals
76. The mental mathematics sessions at the start of lessons are being used well in both key stages to develop pupils' mental agility and their ability to manipulate numbers quickly and accurately. The teachers use these sessions and the plenary at the end of lessons to build confidence and understanding. Relationships between teachers and pupils are good and the pupils generally behave well, enjoy mathematics lessons and have a positive approach. Teachers use a consistent range of strategies to deal with any pupils who may

be inclined to misbehave.

77. The teachers are increasing their use of day-to-day assessment to help them plan suitable work, particularly in Key Stage 1. However the analysis of strengths and weaknesses is not yet systematic enough in Key Stage 2 to ensure the best possible match of work to pupils' needs. Pupils' work is regularly marked but, this is most often in terms of accuracy and comments tend to be encouraging rather than giving pupils advice on how to improve.
78. The teachers are using a good range of resources. In the lesson in Years 5 and 6 the use of individual white boards was helping the teacher to keep a check on each pupil's accuracy. In a Key Stage 1 lesson the pupils were encouraged to make use of the number lines on display. ICT is being used in Key Stage 1 with the programmable floor robot but more could be done here and in Key Stage 2 where very little ICT is used to support mathematics.
79. The improvement in mathematics in Key Stage 1 is due to the quality of teaching, high expectations and the systematic implementation of the numeracy strategy. The fluctuations in standards in Key Stage 2 are partly the result of pupils joining the school late but expectations are not as high and the pace of work is not as brisk. The mathematics co-ordinator and other staff are aware of the need to raise expectations in Key Stage 2.
80. The numeracy strategy is used as the basis of the planning but as yet this has not been tailored specifically to the needs of the school, to give teachers guidance on what pupils should achieve each year, with advice on teaching methods and assessment. The teachers do their half-termly planning individually. This makes it more difficult to ensure that they are building consistently on what pupils have achieved in previous years. Resources for mathematics are generally good though more ICT resources are needed. The staff are not complacent about mathematics and have set challenging targets for improvement.

SCIENCE

81. The results of national tests and teacher assessment must be treated with caution because of the small size of the groups. For example in the teachers' assessments at the end of Key Stage 1 in the summer term of 2000, all pupils reached Level 2 which is the level expected of most seven year olds. These results show that the school is performing at a very high level compared to the national average and similar schools in terms of Level 2. However no pupils were assessed as reaching Level 3 which is well below other schools.
82. At Key Stage 2 the results last year were below the national average and in particular few pupils reached Level 5. The trend at Key Stage 2 has not been consistent; over the last five years the results have been better than average in three years and worse than average in two. The analysis of last year's results showed that pupils had weaknesses in using and interpreting data. The science co-ordinator has amended the planning to take account of this. The boys did better than the girls which is different from the national picture.
83. Standards in the current Key Stage 1 class are broadly average and the pupils are making reasonable progress. The work on plants showed that by Year 2 they could draw sensible conclusions from what they have observed. They had understood that most plants need water, light and soil in order to grow successfully. They were beginning to

use scientific terms such as 'germination' accurately. Pupils in Year 2 were devising their own ways of recording the experiment.

84. In Year 6 the pupils' work showed that their attainment is slightly below average overall. However pupils' work shows that almost all of them are achieving well in terms of their previous attainment and that they have made good progress in Years 5 and 6. The work they were doing on electrical circuits showed that all pupils have reasonably good practical skills. They also had a good understanding of the importance of accurate recording and the need to use a standard notation when drawing a circuit, so that it could be constructed accurately by another person. Year 5 pupils were also achieving similar level standards to Year 6, which means that they are working at a slightly above average level. The evidence from exercise books shows that the marking is constructive and designed to help pupils improve their work.
85. The teaching in all classes was good and the teachers have secure subject knowledge. In the Key Stage 1 class a good question and answer session with the whole group established their level of understanding and allowed the teacher to introduce appropriate scientific vocabulary with terms such as 'controlled experiment'. The class teacher was also making good links with mathematics by encouraging the pupils to estimate the amount of growth before measuring it accurately.
86. In the older Key Stage 2 classes the work was well planned at several levels of difficulty to challenge pupils but also to allow them to work at the most suitable level. The teacher built up carefully from a brisk introductory session where she used pupils' previous work to emphasise the importance of using a conventional notation to draw a circuit. The structured practical work enabled pupils to build in logical steps on what they knew and to become confident that they really understood. The learning support assistant had been well briefed and worked supportively with one group of pupils to help them achieve to the best of their ability. She recorded carefully what pupils had achieved.
87. The co-ordinator has planned the science curriculum carefully using the new national guidelines. The two-year planning cycle ensures that all topics of the National Curriculum are covered in the appropriate year and re-visited as necessary at a later stage. The co-ordinator is very willing to provide good advice for colleagues but as yet there is no whole-school scheme of work which identifies what pupils should know and be able to do in each year group and gives advice on appropriate teaching methods. At the start of this school year the co-ordinator introduced a standard format for assessing progress. She is keen to see that it is providing the information which staff need and therefore is beginning to assess the usefulness of the system. The time allocated to science is about average in Key Stage 1 but slightly below average in Key Stage 2, particularly in the lower junior class. This makes it difficult to cover the whole curriculum in enough depth. The school has a satisfactory range of science equipment though opportunities to use ICT are missed.

ART AND DESIGN

88. At the end of both key stages, current pupils attain levels in line with national expectations and all, including those with special educational needs, are achieving well relative to their previous standards. The quality of teaching in art is good, and some is very good. Teachers are knowledgeable and plan lessons with clear aims leading to the development of the many skills of the art curriculum. Lesson observations and the good displays of a wide range of art, demonstrate that throughout the school, pupils are given good opportunities to explore materials and techniques and develop their skills. Pupils in Key Stage 1 were experimenting with mono-printing and produced some good designs for cards. In the lower Key Stage 2 class, they had produced some very good Tudor

portraits, with attention to detail, such as the shape of hats or beards. They made some very effective clay tiles with a design showing Tudor houses. They had good opportunities during the lesson for experimenting with tools and the handling of clay. In the Year 5 and 6 class they painted watercolours based on photographs, remembering shade, tone, perspective, vanishing point and composition. The teacher showed a Turner landscape and drew attention to light and use of colour to create depth. Pupils enjoyed their lessons and worked conscientiously throughout.

89. The co-ordination of art is good and art resources are satisfactory. Art contributes well to other subjects, such as history, and makes a good contribution to the pupils' spiritual development, particularly in their appreciation of the work of famous artists.

DESIGN AND TECHNOLOGY

90. Only one lesson was seen during the inspection, but scrutiny of work in the upper Key Stage 2 class, and the school's policy, showed that design and technology in the school meets the requirements of the National Curriculum. Pupils' achievements are satisfactory at both key stages. In the Key Stage 1 lesson observed, pupils produced model roundabouts, having first planned their designs in their books, using words and pictures to explain them. The more able pupils made very good progress independently, but the less able needed a lot of teacher support. The lesson was linked to the pupils' literacy work on "Beware of the Bears" and they made cut out figures of bears and Goldilocks to ride on their roundabouts. Pupils worked well, and with great enjoyment, on their designs and models. In the upper Key Stage 2 class the pupils had investigated materials used for making a shelter and examined their suitability. They had designed and made cubes, with precise measurements, selecting from a variety of materials. They analysed the properties of the materials they had chosen and were able to suggest how to improve the products. Resources are adequate to meet the needs of the curriculum. Assessment is informal in each class, and consistent assessment throughout the school is not included in the policy. This makes monitoring and recording of pupils' progress difficult. The policy is out of date and in need of reviewing.

GEOGRAPHY

91. Only one lesson was observed during the inspection. However the planning in Key Stage 1 indicates that the requirements of the National Curriculum are met. Observation from the lesson on aspects of a river study, and scrutiny of their past work, and that of the previous year in the lower Key Stage 2 class, showed that attainment is now in line with that expected nationally, and that pupils of all abilities had made good progress. During written tasks, pupils with special educational needs were well supported by the learning support assistant and were able to produce work of a similar level to the rest of the class. During the previous week, the Upper Key Stage 2 class had made a field trip to the local river, where they had measured the rate of flow and depth of the river. During the lesson, they were able to plot a river profile from their findings, explaining why the depth was different, linking the different depths near the two banks, to the effects of the curve and speed of the flow of the river. They were able to use correct technical language, such as tributary, flood plain and water table. They had a good understanding of the water cycle.
92. In both Key Stage 2 classes, pupils learn about world climatic regions and how they affect the lives of people there. They understand the points of the compass and how to use plans and maps. They can make simple maps showing their journeys to school and plans of their homes. In the lower Key Stage 2 class, their work was heavily reliant on worksheets. Teaching observed in the upper class in the key stage is good. Planning and teachers' own subject knowledge is good. However, assessment is inconsistent and

relies on teachers' informal assessment. Pupils participate in their lessons enthusiastically and work well during lessons. Resources are satisfactory and good use is made of the local environment in both classes at Key Stage 2.

HISTORY

93. History was not being taught in all classes during the inspection but the lesson observation, displays and scrutiny of work provided enough evidence to make a judgement about standards.
94. In Key Stage 1 it was not possible to see any history lessons but it was clear from the pupils' work in their books and on display that the standard of work is in line with expectations for children of this age. The pupils have learnt about the lives of famous people and begun to understand from familiar objects such as toys, how some things have changed over time while other things have remained the same.
95. In the lower Key Stage 2 class the pupils were obviously interested in the work they were doing on the Tudors. They worked well in pairs discussing the evidence from pictures and first-hand accounts of the Spanish Armada and drawing sensible conclusions which they were then able to share with the rest of the class. However the history books in both classes showed that most work is rather superficial and pupils do not have the opportunity to work in any real depth. The work shows little development of historical skills from Year 3 to Year 6 and the standards are below average.
96. The teaching seen in the lower Key Stage 2 class was good. The teacher's questioning was helping the pupils to look critically at the various sources, to consider why they had been written and explain why the English and Spanish versions might well be very different. The work in history was being linked well with art and the displays were attractive and informative.
97. The co-ordinator has identified with the other staff how the historical topics will be covered in the two year cycle. This is based on the national guidelines but needs to be developed and adapted to meet the specific needs of the school. Teachers need to make more use of the literacy hour to develop skills in research and analysing information as well as writing imaginatively. The school makes effective use of the local area and in the past visitors have come into school to talk about their own experiences which has helped pupils to understand more about how life has changed.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Standards in ICT are broadly consistent with national expectations in Key Stage 1 but are well below average in Key Stage 2. In general not enough use is being made of ICT. In Key Stage 2 aspects of the National Curriculum such as control and modelling are not being taught, though pupils who go on the residential holiday in Years 5 and 6 are given the chance to do some work in these areas.
99. In Key Stage 1 the pupils were confidently programming a floor robot to follow simple instructions. They learnt to correct their mistakes and to appreciate the importance of following commands accurately in a precise order. The work in their books showed word processing at an appropriate level and some use of graphics programs.

100. Only one lesson could be observed during the inspection. In the upper Key Stage 2 lesson on data bases most of the class did not use the computer during the lesson. The four pupils who did have the chance were confident in using the mouse and directional keys and they entered information on to the spreadsheet following instructions. The rest of the class were doing text book exercises on creating a table which could subsequently be used as the basis of a spreadsheet. Most pupils were not clear about what a spreadsheet is nor how it could be used. The rate of computer use meant that it might be several weeks before all the class had practised using a spreadsheet. This is clearly not satisfactory. The teaching was not satisfactory: explanations were not clear enough and the pace of work was too slow. As a consequence the pupils were not achieving at an appropriate level.
101. Very little ICT was seen in use in Key Stage 2. The class teachers in Key Stage 2 are not integrating ICT into their lesson planning in all subjects, nor are they assessing what pupils know and can do. This is partly an issue of teachers' knowledge and confidence and training in ICT is planned for later this year. Resources are only just adequate and the school has one computer in each classroom. However classes are fairly small so this should enable pupils to use them regularly and achieve at least satisfactory standards. Many pupils have a computer at home so they have a basic level of competence and confidence but they are not using computers regularly enough in school and are not developing their knowledge and skills to an appropriate level. Pupils who do not have access to a computer at home are even more disadvantaged.

MUSIC

102. It is not possible to make a secure judgement about standards in music in either key stage because no music lessons were on the timetable during the inspection period. However, the evidence from teachers' planning shows that music is taught in each class in accordance with the school policy, which the co-ordinator is beginning to update in the light of the new National Curriculum. The school has a satisfactory collection of instruments and resources for music including a range of instruments from other countries. Music makes a good contribution to pupils' cultural development and the work in the books of the lower Key Stage 2 class showed good work on different types of music and musical instruments from around the world. Pupils sing with some enthusiasm and tunefully in assembly and a recorder group meets weekly.

PHYSICAL EDUCATION

103. Only one lesson was observed during the inspection so it is not possible to make a secure judgement about overall standards across the school. This was a Key Stage 2 lesson in ball skills. At the beginning of the lesson Years 3 and 4 pupils were unable to throw or catch a ball accurately, but by the end of this very good lesson they had gained this skill. The teacher used a variety of warm-up skills first, explaining to the pupils why these are necessary. Pupils understood the danger of exercising before muscles have warmed up. They prepared for ball throwing by first practising with a bean bag, and then transferring to balls. Throwing was very erratic in almost all cases, and some pupils, those with identified behaviour problems, found it very difficult to follow the basic discipline rules as explained by the teacher. The teacher's close observation of pupils' levels, her own excellent subject knowledge and adaptation of her planning to fully meet their needs, resulted in achievement for all pupils. By the end of the lesson, they were working in pairs and in larger group, throwing short accurate throws, sometimes using the newly introduced chest throw. This was very good progress for these pupils.

104. The planning in Key Stage 1 indicates that all elements of the National Curriculum are covered. Resources are satisfactory, with good quality balls and small apparatus. Football is popular, with both boys and girls playing in the school team in regular matches against other schools. Netball has just been re-introduced as an inter-school sport, and boys are showing a wish to participate. The facilities for PE, although not all on site, are satisfactory, with a hard netball court and small playground for outdoor activities, use of a nearby football pitch and the parish hall for gymnastics. There is no consistent monitoring, assessment and record keeping of pupils' abilities throughout the school, but a new scheme is being written, which includes expectations of achievement for each age group. This should make a valuable contribution to improving the curriculum offered and raising standards of achievement.

RELIGIOUS EDUCATION

105. Pupils at the end of both key stages attain standards in line with those set out in the locally agreed syllabus. This has recently been revised, and its implementation is being gradually introduced. Pupils of all abilities make steady progress throughout both key stages. They have a sound knowledge of Christian tradition and beliefs, and places of worship. They visit the local church and are familiar with festivals such as Easter and Christmas. Years 5 and 6 have an understanding of the Christian rites of passage, and recently studied death and burial. They are familiar with the Bible as a holy book, both in the Jewish and Christian tradition, and pupils at Key Stage 2 can relate significant stories, such as the Creation, the Exodus, and the birth narratives of Jesus.
106. Throughout the school, pupils learn about the traditions and celebrations in other world religions and understand many religions have similarities. In this way, RE makes a valuable contribution to the pupils' cultural, particularly multi-cultural development. Class 1 pupils know about the importance of Divali to Hindu people and can relate these to Christian festivals of light, including Christmas and Easter. The lower Key Stage 2 pupils understood the importance of the Exodus to Jewish people and could relate the meaning and symbolism of the Passover meal. They participated enthusiastically in preparing their classroom for the Passover and tasting the foods on the Seder plate. Class 3 pupils have recently visited the Synagogue and understand some of the beliefs, customs and traditions, including prayer, of the Jewish people.
107. The quality of teaching is good. Teachers have good knowledge of Christianity and other world religions. In the best lessons teachers plan well and use a variety of strategies very effectively to develop pupils' understanding. This was particularly good in the Lower Key Stage 2 class in the lesson on the Passover. There are good opportunities for pupils to reflect on and empathise with other people's experiences and beliefs as in the discussion about the Holocaust with the oldest pupils, and the experience of one Jewish man who had talked to the pupils at the synagogue. The teacher successfully linked the evil of Hitler's followers with the potential for evil present in anyone, and the importance of knowledge and tolerance in combating prejudice. Pupils' work is constructively marked, with comments for further reflection and advice about ways of improving their work. Homework is set to reinforce learning. English skills are well developed in lessons, including good opportunities for speaking and listening and descriptive writing.
108. Co-ordination of RE is satisfactory. Training and planning for the new revised syllabus has taken place and the school is prepared for full implementation by the target date of 2002. Resources are adequate, consisting of pictures, videos, artefacts and visits. These are used well. There is a variety of books, including those with a moral theme, those relating to world religions, Bible stories and a full set of well used Good News Bibles.

Although teachers assess informally in the plenary sessions of each lesson, there is no structure for formal assessment, or recording of achievement, linked to the locally agreed syllabus. This makes it difficult to evaluate progress and identify strengths and weaknesses in the curriculum.