

INSPECTION REPORT

SELSTED C OF E (CONTROLLED)

PRIMARY SCHOOL

Dover, Kent

LEA area: Kent

Unique reference number: 118683

Headteacher: Mr G M Truss

Reporting inspector: Mr C Warner
20935

Dates of inspection: 10 - 12 December 2001

Inspection number: 194516

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Selsted C of E School Wootton Lane Selsted Dover
Postcode:	CT15 7HH
Telephone number:	01303 844286
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Tearle
Date of previous inspection:	18 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20935	Chris Warner	Registered inspector	Design and technology Geography History Mathematics Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
1311	Barry Wood	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Selsted C of E Primary School serves the small village of Selsted and its surrounding communities. The total of 84 pupils on roll is well below the average size for primary schools nationally, but is more than at the time of the last inspection. A new, fourth class was created two years ago. The children come from a wide range of social backgrounds. The percentage of pupils known to be eligible for free school meals is below the national average. There are no pupils for whom English is an additional language. The 44 per cent of pupils on the special needs register is well above the national average, though the number varies between year groups. Three pupils have statements of special educational need. A significant number of pupils enter or leave the school other than at the usual times of admission or transfer, which has a negative impact on standards, particularly in Years 3 to 6. The overall attainment of children on entry to the school is well below that found nationally, with significant weaknesses in English and mathematics. The attainment of boys on entry to school is particularly low.

HOW GOOD THE SCHOOL IS

This is an improving school that provides a satisfactory standard of education for its pupils. The head's thoughtful leadership has set the school on a clear path of improvement. Staff and governors are highly committed to continuing the push for higher standards. The overall quality of teaching is at least satisfactory and there are examples of good and very good teaching and this enables pupils to make satisfactory and, in Years 3 to 6, good progress in their learning. Pupils enjoy coming to school and work hard. From a low starting point, eleven-year-olds achieve standards in line with those expected nationally in English, mathematics and science. Whilst standards have risen throughout the school, they remain low in English, mathematics and science for seven-year-olds. When account is taken of these factors, the school provides satisfactory value for money.

What the school does well

- The head provides good leadership, is supported by a committed staff, working together to raise standards.
- The quality of teaching and learning in Years 3 to 6 is good.
- Pupils are keen to learn, behave well and enjoy very good relationships with one another and with the staff.
- There is good provision for pupils with special educational needs.
- The school takes good care of its pupils.
- Pupils' social development is very good and for their moral development is good.

What could be improved

- Standards pupils achieve in English, mathematics and science by the age of seven;
- The organisation of the afternoon lessons, so that the different needs of children in the Foundation Stage and in Years 1 and 2, are fully met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was last inspected in 1997. All the key issues for improvement noted in the last report have been tackled, although some more fully than others. Standards have begun to rise, but more needs to be done to improve the performance of pupils in English, mathematics and science, particularly in the Foundation Stage and in Years 1 and 2. The school has recently introduced effective monitoring procedures which enable the head, governors and staff to track how well pupils are getting on. Individual tracking is beginning to be useful in setting targets for improvement. The quality of teaching has improved; as in the last inspection, there is no unsatisfactory teaching, and a much higher percentage of teaching is good and very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	C	D
Mathematics	D	E*	E*	E*
Science	E	E	E	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
in the lowest 5%	E*

When children enter the school, their attainment is well below average. They make sound progress from starting school until the end of Year 2, and good progress in Years 3 to 6. The inspection found that standards are rapidly improving in Years 3 to 6.

The 2001 results of the national tests for eleven-year-olds in English and science continued the steady trend of improvement of the past four years. Standards in English were in line with the national average, although below in comparison with schools having a similar intake. In spite of the improvement in science, standards were well below the national average, and in the lowest 5 per cent when compared with similar schools. Results in mathematics did not improve on the year before, and were in the lowest 5 per cent when compared with all schools and with similar schools.

Overall, the results were well above average in English when compared with those schools whose pupils achieved similar scores in the national tests at Key Stage 1 in 1997, but below average in mathematics and science. Girls significantly outperformed boys in tests and assessments.

The 2001 national test results for seven-year-olds were well below average in reading, writing and mathematics, but average in science. The group included a very high proportion of pupils with special needs who, nonetheless, made satisfactory progress since starting school.

Standards noted in the inspection among eleven-year-olds are higher than achieved by pupils of the same age in the tests in earlier years. The inspection evidence shows that the current group of eleven-year-olds have made good progress since Year 2. A useful system of assessing and tracking the progress of individual pupils is in place and is helping the school to set appropriate targets and raise standards. The targets in English and mathematics for pupils in Year 6 in 2001 were met. The benefits of improvements in staffing, accommodation, the curriculum and teaching are making a positive impact on standards, and pupils are well placed to make good gains in their learning.

The inspection found that children in the Foundation Stage and in Years 1 and 2 make satisfactory progress from, often, very low starting points. There is evidence that standards are improving among seven-year-olds. Nevertheless, the improvement is limited by weaknesses in accommodation and in the organisation of teaching and the curriculum in the afternoon sessions. Standards achieved by seven-year-olds are below average in English, mathematics and science.

Standards achieved in Year 2 and Year 6 in information and communication technology (ICT) are below those expected nationally, but have significantly improved compared with the last inspection. Standards in other subjects are satisfactory, and in line with those expected nationally for seven and eleven-year-olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are enthusiastic learners.
Behaviour, in and out of classrooms	Good in lessons and at other times. Those children who find it difficult to concentrate are managed well so that they respond well to the staff's high expectations for good behaviour.
Personal development and relationships	Very good. The pupils develop in confidence and independence. Most of them understand how what they do has a good or bad effect on others. They help one another and show concern for others. Relationships with adults and among pupils themselves are very good.
Attendance	Satisfactory, although the number of pupils arriving late for school is unacceptably high. There is little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching was at least satisfactory in all of the 25 lessons seen. Teaching has improved on the satisfactory quality noted in the last inspection, because more of the lessons are of a higher standard. In nearly half of the lessons seen teaching was good or very good. The quality of teaching in Years 3 to 6 is consistently good and in nearly half of the lessons seen teaching was very good. The quality of teaching in English and mathematics is good. Throughout the school, teachers and their assistants work well as a team, sharing ideas and looking at ways to improve. Lessons are managed well and pupils know what is expected of them. Pupils work hard and are keen to join in because they are encouraged to do so. All the teaching seen was characterised by very good relationships between the teachers, their assistants and the pupils. A key issue noted in the last inspection report was: to take more account of pupils' different abilities in mixed-age classes. On all counts, lessons are planned with the needs of all pupils in mind. In the Foundation Stage and in Years 1 and 2, work is better matched to meet pupils' abilities in English than in the other subjects. In Years 3 to 6, the work set supports and extends learning, particularly when additional adult help is available to work with small groups of pupils in English and mathematics. The best lessons have a brisk pace and strong sense of purpose. Here the teacher is skilled in asking questions that get pupils to think and talk about their work. This gives them the confidence to join in and 'have a go', even when the work is challenging, and to be willing to learn from mistakes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and reflects the needs of all pupils in Years 3 to 6. Although the curriculum for the Foundation Stage and Years 1 and 2 is sound, the afternoon sessions do not fully meet the needs of children of different ages. The quality and range of experience for children in the Foundation Stage are limited because their current room is small, they only have occasional access to the hall, and there is no designated outside area for learning.

Provision for pupils with special educational needs	Good. Individual education plans provide useful targets and help pupils make good progress. Those children supported by special programmes in reading and mathematics make good and sometimes very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is very good and a strength of the school. The provision for moral development is good. The provision for spiritual and cultural development is satisfactory, though too little attention is given to preparing pupils for life in a multi-cultural society.
How well the school cares for its pupils	The staff know and care for the pupils very well. Secure procedures are in place to ensure their welfare, health and safety. Information gathered on what pupils know and can do, however, is only just beginning to be used to set targets that involve the pupils and their parents.

The school works well in its partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head provides thoughtful leadership and management, supported well by all the staff. The teachers take their responsibilities seriously and give a good level of support to their colleagues.
How well the governors fulfil their responsibilities	With the exception of some gaps in the annual report to parents, the governors fulfil their statutory duties. Governors have a good understanding of the school's strengths and weaknesses. They are increasingly involved in monitoring the work of the school and this helps them contribute to strategic planning.
The school's evaluation of its performance	Satisfactory. The school has appropriate targets based on the need to raise standards. The head has begun to monitor what goes on in classrooms throughout the school. The role of co-ordinators in monitoring and evaluating teaching and learning is underdeveloped. The head and governors are increasingly aware of the need to review the school development plan in the light of the standards achieved by pupils.
The strategic use of resources	Good use is made of the available resources, including the teaching assistants. The school is beginning to apply the principles of best value to evaluate all areas of its work.

There is a suitable number of sufficiently qualified and experienced staff to meet the needs of the curriculum. Resources for learning are satisfactory. There is no outside area of learning for children in the Foundation Stage. The school hall offers only a limited facility for physical activities.

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 coming to school. • Pupils are well behaved. • They are made to feel welcome in the school. • Pupils with special needs are supported well. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • The information on how their children are getting on. • How well the school meets the needs of more able pupils.

The inspection team agree with the positive comments made by parents. The inspection found that the needs of more able pupils are met well in Years 3 to 6. In Years R to 2, although the situation is satisfactory, there is scope for the needs of all pupils to be better met, particularly in relation to English, mathematics and science. The team judges the school's provision for extra-curricular activities to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has made a good start to raising the standards achieved by pupils, mainly because it has improved the quality of teaching and learning. Pupils make sound progress from starting school in the reception class (Foundation Stage) to Year 2 (seven-year-olds), and good progress in Years 3 to 6 (eleven-year-olds). Standards overall are satisfactory and improving. This is to the school's credit given the high proportion of pupils with special educational needs.
2. Baseline evidence shows that the attainment of children on entry to the school is well below the national average. The attainment of boys on entry is particularly low, especially in reading, writing and mathematical development. A high proportion of the significant numbers of children who join the school other than at the usual starting time have special needs.
3. The current, very small number of reception children are likely to reach, or nearly reach, the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. However, most of them are unlikely to achieve the early learning goals in communication, language and literacy and in mathematical development. Children with special educational needs make satisfactory progress and are supported well. The few higher attaining children make good progress in all areas of learning. The absence of an outdoor learning area for the reception class restricts the quality of learning, especially as there is only limited access to the school hall.
4. The school's results in national tests need to be interpreted with caution because of the small numbers in each cohort (only once more than twelve and sometimes as few as five pupils).
5. Standards for seven-year-olds in the national tests in 2001 were well below average in reading, writing and mathematics, but average in science. Boys achieved very low results in reading and writing. The group included a high proportion of pupils with special needs who, nonetheless, made satisfactory progress since starting school.
6. The inspection found that standards achieved by current seven-year-olds are low in English, mathematics and science. Whilst pupils listen attentively, they are less confident in discussion, and in taking account of what others have to say. This means that they are not thinking and talking enough about their work and developing their ideas and understanding in each subject. From particularly low starting points, pupils' steady progress reflects the satisfactory teaching. However, their previous learning has not been helped by a combination of less than adequate accommodation, and classes with a very wide age-range of children (as noted in the last inspection). Although the provision has improved, the afternoon arrangement, whereby reception children are with those from Years 1 and 2, restricts progress. The teachers need to think of ways to provide activities that are better matched to the distinct needs of pupils of all ages.
7. Target setting and careful tracking of pupils' progress are helping to raise standards. The school met its targets for English and mathematics in 2001, and has far higher, but still realistic targets for the current group of eleven-year-olds. Trends in test results over the last three years indicate significant variation in attainment, with girls outperforming boys by a wide margin in both English throughout the school, and in mathematics and science among eleven-year-olds. The school has recognised the low achievement of boys, especially in English, and taken measures to improve things. However, it has yet to specifically set targets for their improvement.
8. The results of the most recent national tests for eleven-year-olds in English and science continued the steady trend of improvement of the past four years. The school was recently given a national award for the improvement in its results between 1997 and 2000. Standards in English were in line with the national average, although below in comparison with schools having a similar intake. In spite of the improvement in science, standards were well below the national average,

and in the lowest 5 per cent when compared with similar schools. Results in mathematics did not improve on the year before, and were in the lowest 5 per cent when compared with all schools and with similar schools. Girls significantly out-performed boys in tests and assessments in all three subjects.

9. Inspection evidence shows that the current group of eleven-year-olds have made good progress since Year 2. The tracking of pupils' individual progress, and introduction of target setting are helping to lift standards. Standards noted in the inspection are higher than those achieved by pupils in earlier national tests. The benefits of improvements to staffing, accommodation, the curriculum and teaching are making an impact on standards, and pupils are well placed to make good gains in their learning. The increased opportunities for pupils to demonstrate, share and discuss their ideas, is a major reason for the improving standards. This 'inclusive' approach proves a very effective way of helping pupils of all abilities to learn from each other.
10. Standards in information and communication technology (ICT) are below those expected nationally, but have significantly improved compared with the last inspection. Standards in other subjects are satisfactory, and in line with those expected nationally for seven and eleven-year-olds.
11. Pupils with special educational needs make good progress towards the targets identified for them. Although attainment is often below that expected from pupils of the same age, the majority achieve the targets set for their work.

Pupils' attitudes, values and personal development

12. As at the time of the last inspection, pupils' attitudes and behaviour are good. Their personal development and relationships have improved and are very good. The school continues to have high expectations of all pupils, as enshrined in its aims and in its Christian ethos. Parents are very pleased with the school's determination to make this area a distinctive strength. All pupils are getting a very good foundation for their later school lives.
13. Children in the Foundation Stage, though few in number, are well integrated into the school family. They are enthusiastic and growing in confidence. They are responsive to their teachers, and listen well without calling out. They are interested in trying activities and want to participate in the daily routines.
14. Although most pupils and parents live in outlying areas, they arrive at school in a calm and happy mood. Pupils have good attitudes and look forward to the day's activities. As they get older, they grow in confidence as independent learners, and realise that hard work will produce improved results. Pupils respond well to good teaching, and are usually keen to answer questions. Their tolerance and well-developed social skills enable them to be equally effective in independent and group learning situations. They share resources and get on with each other in their work.
15. The behaviour of the pupils throughout the school is good. Only a few examples of restless behaviour were observed, when pupils' interest levels waned. Pupils have a very good understanding of the school's expectations for self-discipline, and they want to contribute to an orderly community. Staff do not need to exert an overt control, and pupils seldom take advantage, and are easily corrected. This leads to a calm and positive work atmosphere, and lessons that usually move at good pace. Behaviour around the school is very good. The close interaction of older and younger pupils has a calming influence on everyone. Neither bullying nor bad language was observed. There has been just one exclusion since the last inspection.
16. The quality of relationships is very good, and a fundamental part of the ethos of the school. Staff are very good role models, and pupils trust their teachers and support staff. There is an underlying feeling of a school family in which mutual respect and harmonious relationships help to promote a positive learning environment. Older pupils get on well with younger ones, both inside and outside the classroom. In the classroom, pupils listen to each other with respect and value each other's opinions, even when some struggle to express their ideas. Lunchtime is a very

sociable occasion. A distinctive feature of all pupils is their warmth and politeness. They make visitors feel very welcome, and are keen to engage them in conversation.

17. Pupils' personal development is very good throughout their time in school. They are encouraged to be part of, and to contribute to, the school as a community. Pupils are encouraged to look after each other, as well as have an awareness of others less fortunate than themselves. They are involved in a number of initiatives for various charities. They learn to value their local communities, and play a role in supporting the traditions and life of the locality.
18. Pupils react well when given responsibility. There are good opportunities to develop their independence and take initiatives for their own learning. The school council has a high status among pupils, and representatives take their roles very seriously. Many pupils have an opportunity to participate in the council in the course of the school year, and their ideas have a considerable impact on school life. Pupils have a well-developed sense of moral and social awareness, which equips them well for their next stage of education and, eventually, as good citizens.
19. During the last four years attendance has been consistently satisfactory. Unauthorised absence is minimal. However, punctuality at the start of the day is unsatisfactory. There are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good. The quality of teaching has improved from the satisfactory standards noted at the last Ofsted inspection. Of the 25 lessons seen, all were at least satisfactory. In over half the lessons seen the teaching was good or better.
21. Teaching for children of reception age (Foundation Stage) and in Years 1 and 2 was satisfactory overall and, in English, was good. Teaching for pupils in Years 3 to 6 was good. Where teaching is good or better, it is significantly lifting standards for pupils of all abilities.
22. Throughout the school, strengths in teaching include the way pupils are managed, and the use of support staff and resources to promote learning. Teaching assistants work with individuals and groups of children to ensure that they make the progress expected of them. All the teaching seen was underpinned by very good relationships between the teachers, their assistants, and the pupils. As a result, pupils feel encouraged to join in and to try hard. The consistent and hard-working approach of the support staff is a real asset to learning throughout the school. The good effect of relevant training opportunities for support staff is particularly apparent in the way most of them are fully involved with the teaching and learning during a lesson.
23. Teaching was good or better in almost all the English lessons seen. The skills of literacy, including phonics, are taught effectively. Teaching is good in mathematics. Pupils learn the skills and operations of number work thoroughly, and teachers use questioning well to determine pupils' level of understanding. Teachers are increasingly giving more attention to setting tasks, which offer pupils opportunities to use and apply their mathematical skills. Basic skills, including mental mathematics, are well taught, and teachers make good use of suggested national strategies.
24. The quality of teaching in the Foundation Stage is satisfactory overall, with some good features. Very good relationships are established with children and this quickly enables them to feel secure in the classroom and around the school. Careful attention is given to ensuring that each child's individual needs are met. Emphasis is placed on children enjoying their learning.
25. Teachers have a good grasp of the curriculum, especially in numeracy and literacy, and notably so in Years 3 to 6. The national strategies are used well and provide a helpful structure to teaching the mixed-age classes. Teachers plan their work well and have clear objectives for learning. As a result, lessons proceed with good pace and direction. There is a fair balance between discussion, task, and review of what has been learned.

26. Pupils in Years 1 and 2 usually make sound gains in knowledge and understanding, because lessons are planned well and both the teacher and the pupils are clear about what will be learned. This was particularly the case in the literacy session, where pupils were encouraged to discuss their work, and to respond to well-framed questions. They concentrate well in their learning because they understand what is expected of them and are usually interested in what they are doing. The greatest challenge is in making sure pupils are given work that is matched to their different abilities, particularly in the afternoon sessions, when pupils are joined by those in the reception class. In subjects other than literacy, not enough account is taken of the assessments made during lessons to support or extend learning, and pupils are not always fully challenged. In the best teaching, the teacher's questioning skills proved really effective in involving all the pupils, and in giving them a good chance to think and talk about their learning.
27. Teaching in Years 3 to 6 is good, with some very good lessons, notably in literacy and in numeracy. When lessons are being introduced, teachers question pupils well to find out the level of their understanding. In the best teaching, they are asked to explain their ideas and work. This was seen when pupils in Year 6 shared the way they worked out a calculation that involved several stages; it not only helped everyone's mathematical thinking, but also developed their speaking and listening skills. Basic skills are taught thoroughly, and pupils have good opportunities to practise and to review their learning. In the more effective lessons, notably in English, mathematics, history and geography, teaching is well organised and incisive. Pupils of all abilities are kept on their toes and feel very much involved in their learning. In most lessons, pupils have a good understanding of what is required of them because expectations are clear and consistent. When the objectives of the lesson are clearly explained to pupils, then evaluations in the final plenary session are very effective.
28. Throughout the school, teachers strive to give pupils work that has enough challenge and interest. In most lessons the teachers succeed in getting pupils to sustain concentration and to think and learn for themselves. Pupils in Years 3 to 6 respond particularly well, because the teachers make sure that new learning builds on earlier experiences. They make it clear to the children what they are expected to learn. As a result, nearly all of the children are keen to learn and to improve their work.
29. In all classes, homework makes a satisfactory contribution to pupils' learning. Throughout the school the home/school reading partnership is effective in promoting pupils' reading skills and interest in books. Older pupils receive a suitable amount of homework to prepare them for secondary school, and work is properly set and marked. The homework often helps them to practise and develop known skills, especially in English and mathematics.
30. Pupils with special educational needs receive good support, both in class and when they are withdrawn for extra help. Teachers and learning support assistants know their pupils well. They are aware of the targets set for pupils and ensure that work is appropriately matched to their needs. Effective support is provided by learning support assistants, who liaise closely with class teachers. Detailed records are kept and these help to judge each individual pupil's progress accurately. The school has recently introduced a more structured approach to the setting of homework for special educational needs pupils.
31. While teaching is always at least satisfactory, and much is better, there remain elements within lessons that could be improved:
- the purpose of the lesson should be clearly stated, referred to throughout, and related to the final plenary;
 - the work should be better matched to the varying abilities of pupils (particularly in afternoon sessions);
 - teachers should make better use of questioning and discussion to assess pupils' learning (and to help plan the next stage);
 - pupils need to be more actively involved in the lesson, by way of their own questioning, explaining and demonstrating.

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

32. The school provides a broad, balanced and relevant curriculum, enhanced by a satisfactory range of educational visits and good extra-curricular activities. Weaknesses noted in the last report have been addressed, although with better effect in Years 3 to 6 than for children in the Foundation Stage (Year R) and in Key Stage 1 (Years 1 and 2). In Years 3 to 6, the well-structured curriculum helps meet the needs of pupils of all abilities and interests. The statutory requirements for information and communication technology, and for design and technology are now fully met. Schemes of work for all subjects have been reviewed and, in all except science, the nationally recommended guidance has been adopted. The science curriculum is due for review and, in the meantime, is planned around a sufficiently secure framework.
33. The balance of the curriculum in the Foundation Stage and Key Stage 1 is not as good as it should be because of the way the afternoon lessons are organised. The morning sessions support the development of children's literacy and numeracy skills well in both of the two classes. The afternoon sessions are less effective because activities are not planned and organised well enough to meet the very different needs of the oldest and youngest in the combined group. There is not enough emphasis on learning through activity for children in the Foundation Stage, or enough opportunity for them to think and talk in their learning. This is all the more apparent because they do not currently have access to a secure and designated outdoor area, and only limited access to the hall, to extend their learning on a larger and more active scale. At the same time, afternoon activities for the seven-year-olds and more able pupils are not always focused enough to fully meet their needs. There are times when at least some lower attaining pupils in Year 1 would benefit by being the older ones in a group, and from activities that gave them a chance to talk more about their ideas and what they were doing.
34. There has been a satisfactory response to the introduction of the National Strategies for Literacy and Numeracy. In Year 3 to 6, the strategies are securely in place and effectively implemented so as to make a significant contribution to the improved standards noted during this inspection.
35. The good range of extra-curricular activities that enrich the curriculum include both sporting and musical opportunities. Visits to places of interest support the curriculum in history, geography, science and religious education. The provision for homework is satisfactory, and the school has recently consulted parents and pupils in an attempt to clarify expectations and procedures.
36. The majority of pupils have full access to the curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra-curricular activities on offer. However, apart from examples in collective worship and in religious education, the curriculum does not provide enough opportunities for pupils' to gain insights into other cultures.
37. The provision for pupils with special educational needs is, as at the last inspection, good. The school provides a caring and supportive environment. Special educational needs pupils are fully included in all aspects of the school's life. The school has made very good provision for the successful integration of two pupils from a special school. Selsted School is involved in a pilot scheme for the new Code of Practice as part of the East Folkestone learning group. This partnership with the other schools in the group is working very well. The very good links with Foxwood Special School promote the inclusion programme for two of the pupils with statements of special educational needs.
38. In keeping with its aims and values, the school provides opportunities for pupils to develop physically, mentally and emotionally, and there is a sound programme for their personal, health and social education. Appropriate provision is made for sex education and for teaching pupils about the misuse of drugs. There are good formal and informal measures to ensure equality of access and social inclusion for all the pupils.
39. There are good links with the local community, a particular achievement given the school's isolated location. Pupils study aspects of their locality, including farms, the parish church and features of the landscape. Clergy and other visitors contribute to assemblies. The good

opportunities for pupils to develop a sense of citizenship are supported well by members of the local community. The school enjoys a strong community link with the village of Aviron in France. Links with pre-school providers are satisfactory and developing, and there is a good induction programme for new children and their parents. Good links similarly support pupils' smooth transfer to secondary school.

40. The quality of provision for spiritual development is satisfactory. It is promoted through the positive ethos, which is evident in assemblies, and in the strong sense of community among staff, parents and pupils. Assemblies, together with the religious education curriculum, enable pupils to gain insights into values and beliefs of the principal faiths. They reflect on their personal experiences and explore relationships. Although there are occasional opportunities to promote spirituality in subjects, such as English, these are not systematically planned across the curriculum.
41. Pupils have a well-developed sense of right and wrong. The school's positive ethos and the role models presented by adults create a good context for pupils' moral development. These values are well reflected in the school's behavioural code, which spells out pupils' rights and responsibilities. Pupils discuss and agree their own class rules. Lessons in personal and social education are used sensitively to help pupils discuss and reflect on their feelings and personal dilemmas.
42. Provision for pupils' social development is very good and is one of the school's distinctive strengths. The house system is a good platform for the social and moral development of pupils, and gives older pupils leadership opportunities in organising younger ones. The school and its site are looked after well, and there is no evidence of litter, graffiti, or vandalism. However, the school could be tidier if pupils were encouraged to play their part. The good range of extra-curricular activities further reinforces pupils' social skills.
43. The school makes satisfactory provision for pupils to gain understanding of their own cultural heritage through the study of history and literature, and in the range of visits within the locality. However, opportunities for pupils to develop an understanding and appreciation of other cultures are insufficiently promoted within the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Since the last inspection, the school has strengthened many aspects of its care for pupils, from a satisfactory to an overall good level. Procedures for establishing good behaviour are very good. The quality of welfare is high, contributes to the good progress and development of all pupils, and is favourably regarded by parents.
45. The head and staff know the pupils well because they have a lot to do with each other during the course of each school day. Parents and pupils appreciate the enthusiastic and dedicated way in which the head and his colleagues carry out their pastoral roles. Pupils feel secure and well supported. The school is valued as an asset for the surrounding communities, with its safe, sensitive and caring approach and strongly Christian ethos. These positive characteristics attract parents, including many whose children have special educational needs.
46. The monitoring of pupils' personal development is satisfactory, albeit relying more on staff observations and discussions than on formal approaches.
47. Professional agencies are effectively involved in supporting some of the many pupils with special educational needs. The development of individual educational plans for pupils with special needs is good; parents are involved in setting their children's targets. Accurate and relevant information is kept on each pupil. There is a good liaison between the school and the local secondary schools. Parents receive good support at transfer. Induction procedures are very good, and guarantee that parents and pupils are treated as individuals, and make a confident start to school.
48. A satisfactory range of relevant policies underpins the support, guidance and welfare given to pupils. Policies are implemented consistently and effectively across the school. Outside agencies

are used well to support pupils, on a routine basis, or if there are specific problems. Without modifications to the buildings and site, the school may not be a suitable environment for people with some disabilities. The school is well served by a school nurse, who assists the staff with the delivery of sex education.

49. Child protection procedures are satisfactory, although staff other than the head have not received recent training. There is good support from the outside agencies. There are very good procedures for monitoring and promoting pupils' behaviour. Although the agreed code for behaviour is prominently displayed around the school, the accent is on taking responsibility for your own behaviour, and the mutual trust between staff and pupils has a positive effect.
50. The school has an effective approach to rewards and praise, from individuals to class groups, and linked into the house system. Parents are informed about the good behaviour awards through the home link book. Sanctions are well designed to focus the pupil on the impact of their actions on others. The high quality, tailored programmes for pupils with behavioural problems have a deservedly good reputation in the community. The head and staff are aware of any problems between pupils and are effective in noting and handling any oppressive behaviour.
51. Attendance procedures and systems are good and appropriate to a small village school. Procedures rely more on the personal contact of the head with parents, rather than on formal systems and paperwork. Parents are made aware of their statutory obligations, and both pupils and parents are determined to attend school.
52. Health and safety procedures are overall satisfactory, but require greater rigour in carrying out regular risk assessments and accident recording. The school is a safe environment for all pupils and staff. There are a number of minor health and safety problems, which have been fed back to the head for action. The school has to be mindful of the potential hazards of congested areas and of general untidiness. There are enough persons qualified in first-aid, but there is no medical room. Pupils are well acquainted with health and safety principles in the home and at school, through the personal health and social education provision and in lessons, when appropriate.
53. There are satisfactory procedures in place for assessing pupils' attainment and progress. Children are given a baseline assessment when they enter school. As they progress through the school, data is collected and analysed from a range of formal and informal assessments in English, mathematics and science. The school uses the results to track the progress of individual pupils in English and mathematics. At present there is no tracking of pupils' progress in science, although this is planned. There are weaknesses, however, in the assessment of pupils in English. There are no agreed procedures for assessing pupils' progress in speaking and listening skills and no consistent approach to monitoring and recording pupils' progress in reading. The school is aware of the need to monitor more closely the achievement of boys in literacy. Although assessment procedures are in place for foundation subjects, they do not always focus sufficiently on the recommended levels of the National Curriculum, by which attainment is judged.
54. The school is now developing all its procedures further. Assessment data is increasingly being used to inform the way the curriculum is planned. Class teachers set pupils individual targets for their work in English and mathematics. The school is in the process of involving Year 5 and 6 pupils in setting their own targets with the help of the class teacher.
55. Although test results are analysed and some target setting takes place, action is not focussed enough on the low achievement of boys through identification and the use of specific teaching and assessment strategies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school's relationship with parents is strong and has a positive impact on the life of the school and on pupils' progress. Most aspects of the school's partnership with parents have improved since the last inspection, and are at least good. However, although improving, the quality of information remains satisfactory.

57. The school provides a significant focus for the local community, and its reputation continues to grow. Many parents, who have had difficulties with other schools, or whose children have special educational needs, decide to send their children to the school. Most parents are enthusiastic and committed to their children's education.
58. Overall, parents are very satisfied with the school, which is a significant improvement on the position in the last inspection. The level of dissatisfaction has fallen, and there are no areas of high parental concern. The latest parents' questionnaire, interviews, and parents' meeting indicate some individual parental concerns regarding sufficient information about their child's progress, the provision of an interesting range of activities outside lessons, and standards pupils achieve. The inspection found that there is a good range of activities and visits outside of lessons to support pupils' learning. Pupils of all abilities make good progress from their start in school until they are eleven.
59. The quality of information for parents is satisfactory overall. However, the annual governors' report to parents omits some statutory information. The school's weekly newsletter to parents has recently been improved, and provides clear and accurate information. Other written communications are of a good quality, and are respectful of the role of parents. The quality of annual reports to parents on their children's progress is satisfactory, but would benefit from parent and pupil feedback, and a review of past and future targets. Informal communications are the school's springboard for establishing relationships and communicating with parents. However, better use could be made of notice boards for communicating information, for example that about the curriculum, governors and the Friends' Association.
60. Although the school does not have a parents' policy, and its aims do not refer to parents, it seeks and achieves good informal links with parents. The head makes a point of meeting parents at the start of school. The open-door policy encourages them to play a role within the school. Many parents contribute to the work of the school, and a small core of volunteers provides additional help on a regular basis. The parent governors are actively involved in the life of the school. The Friends of Selsted School work successfully to support the school and promote the inclusive and happy family atmosphere. The hardworking committee involves all parents and many local friends in raising major funds for the school.
61. The contribution of parents to children's learning is good. All signed the home/school agreement, and most of them are supportive of the school's efforts. The school has run forums in some aspects of the National Curriculum, including literacy, homework, and national tests, with variable attendance by parents. Parents generally approve of the present homework arrangements, but feel that expectations could be clearer. After recent consultation, the approach to homework is currently being reviewed.
62. There is a close collaboration with the parents of special educational needs pupils, and together they produce meaningful individual educational plans, with targets, which contribute to good progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The head provides good leadership and a clear educational direction for the improvement of Selsted School. This is an improvement on the last inspection. The additional time the head now has to undertake his management duties is used well. Although further work still needs to be done, the school has made a good start in its efforts to lift standards achieved by pupils. The head earns the respect of pupils, parents and governors for the sensitive, but quietly determined way he works with people in managing the school.
64. The school has faced up to the weaknesses identified in the last inspection and has built on its strengths. Shortcomings in the quality of the curriculum have been addressed. The improved provision for ICT and for design and technology has led to improved standards. The quality of teaching has improved, especially in Years 3 to 6. Parents' confidence in the school has significantly improved. Above all, standards are rising.

65. Teaching staff take their management roles seriously and are well aware of what has to be done to improve different aspects of provision. There is a clear agenda for the development of each subject, enabling staff to carry out their duties to increasingly good effect. The head's recent release from much of his class teaching responsibility gives the subject co-ordinators an opportunity to develop their monitoring roles in the core subjects. The school needs to ensure that the increased level of monitoring and evaluation leads to the continued improvement of teaching and learning. It is important that the improved monitoring and evaluation is closely linked to targets for pupils' performance.
66. The special educational needs co-ordinator provides good leadership. She has an effective overview of the provision for these pupils and shows skill in ensuring that their needs are met. Learning support assistants make a valuable contribution to the work and have received appropriate training. The governor for special educational needs is fully involved in the provision for these pupils.
67. Pupils with statements of special educational need receive a good level of support and their programmes are managed well.
68. The governing body has developed its role so that, while it continues to be supportive of the school, it is increasingly involved in the efforts to raise standards. With the exception of some minor omissions in their annual report to parents, governors fulfil their statutory responsibilities. They make a sound contribution to planning the development and work of the school and have worked very hard to secure improvements in accommodation.
69. There are sound procedures for monitoring and evaluating the school's performance. Governors learn what is happening in the school through a combination of informal contacts, planned visits and reports from the head and other staff. Governors have recently become far more aware of standards achieved by pupils, and are more involved in monitoring and evaluating what the school is doing to improve standards. This process needs to be extended in a systematic way to ensure that the work the school is doing to raise standards becomes the focus for governors' monitoring.
70. The most important issues facing the school are included in the school development plan. To be fully effective, the targets need to focus on getting pupils to achieve higher standards. Wherever possible, targets need to be measurable to make it easier to monitor and evaluate the success of the school's work. Parents do not have enough opportunity of knowing about the school's plans and priorities for improvement, how well its pupils achieve, or how they themselves might contribute to the school's development.
71. Governors have begun to use their growing awareness of the school's strengths and weaknesses to set targets for the head and to appraise his performance.
72. There is a sound programme of support for newly appointed staff and for the effective implementation of the National Strategies for Literacy and Numeracy.
73. The school's clearly stated aims and values give equal emphasis to meeting pupils' pastoral and academic needs. This is reflected in much of the work in the classrooms and around the school. It is important that recent improvements are sustained in Years 3 to 6, and extended in Years 1 and 2.
74. The school acknowledges the importance of equal opportunity for all pupils in its aims and values. However, the fact that boys are not achieving as well as girls is not identified as a specific priority area in the school development plan.
75. Good financial planning supports the school's educational priorities. There is a good flow of relevant information between the head, finance committee and full governing body. Secure administrative procedures are in place and the governors exercise an appropriate level of financial checks and controls.

76. The strategic use of resources, including specific grants and other funding, is good. As a result, initiatives have been successful. There are plans to improve the accommodation for children in the Foundation Stage. The school is aware of the importance of getting the best value in the use of its funds and seeks value for money by monitoring the effectiveness of important initiatives.
77. The school is staffed with appropriately qualified and experienced teachers who are very committed to the school. Support staff work hard and contribute a lot to the efforts to raise standards. The staff are all very much members of a team. Many of them have taken up the good opportunities for professional training, which brings an added benefit to pupils' learning, especially in special needs, ICT, mathematics and English.
78. Although the accommodation has been much improved since the last inspection, the remaining significant weaknesses make the overall provision unsatisfactory. Children in the Foundation Stage do not have their own, secure outdoor area for them to learn by working on a larger, more active scale than is possible indoors. The school hopes to have access to a new, shared hall in the near future to provide much needed facilities for activities, such as physical education, dance and drama. The buildings and site are well maintained, and stimulating displays of pupils' work add to quality of the learning environment. The school makes sound use of new technologies, and staff are increasingly confident in using them to support the curriculum.
79. Resources for learning are adequate. There is a reasonable range and quality of resources in all areas of the National Curriculum, including ICT, literacy and numeracy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to build on the school's existing strengths and to improve the quality of pupils' learning and the standards they reach, the governors, head and staff should:

Raise standards achieved by pupils by the age of seven in English, mathematics and science by:

- Extending the setting of individual targets to include science (paragraphs 53,123).
- Involving pupils in setting their own individual targets in English, mathematics and science (paragraphs 105,115,123).
- Sharing with parents the targets for their children's improvement (paragraphs 105,115,123).
- Ensuring consistent approaches to assessing pupils' progress in reading and in speaking and listening (paragraphs 100,105).
- Ensuring that children in the Foundation Stage have regular access to a designated outside area to extend their learning (paragraphs 33, 78, 83, 88, 92).
- Monitoring carefully the achievement of boys (paragraphs 8, 74).
- Increasing the opportunities for pupils to write independently and at length in English and in other subjects (paragraphs 101, 102).
- Increasing opportunities for pupils to ask questions, discuss their ideas and work, and to respond to what others have to say (paragraphs 99, 114, 118).
- Providing teachers with opportunities to share, evaluate and develop their teaching skills (paragraph 65).
- Providing co-ordinators with opportunities to monitor and evaluate standards achieved by pupils in their subjects (paragraphs 106, 115, 123).
- Ensuring that information on the development of each subject is presented to the governing body regularly (paragraphs 69, 106).
- Ensuring that plans to improve standards are, where possible, set against measurable targets (paragraphs 65, 70).

Improve the organisation of the afternoon sessions for children aged four to seven years by: (paragraphs 6, 26, 33, 83)

- Ensuring that the reception children have opportunities to learn through activity and play, in line with the recommended national guidance for the Foundation Stage;
- Ensuring that learning opportunities for pupils in Years 1 and 2 are matched well to their abilities and needs;

- Ensuring that the best use is made of the skills and time of each of the two teachers.

In addition to the above, the governors should consider the following points for inclusion in their action plan:

- Extend pupils' awareness of different cultures in a multi-cultural society (paragraphs 36, 43);
- Improve the punctuality of pupils at the start of the school day (paragraph 19);
- Ensure that the annual report of governors to parents meets statutory requirements (paragraph 59);
- Review health and safety procedures (paragraph 52).

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	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	5	13	0	0	0
Percentage	0	28	20	52	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	84
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	37

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	94.4
National comparative data	93.9

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	3	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	3	6
	Girls	3	2	3
	Total	9	5	9
Percentage of pupils at NC level 4 or above	School	82 (76)	45 (47)	82 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	2	2	2
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	73 (71)	73 (65)	73 (76)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	84
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	15.5
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	111

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	193,584
Total expenditure	192,712
Expenditure per pupil	2,295
Balance brought forward from previous year	4,078
Balance carried forward to next year	4,950

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	37	45	16	0	2
Behaviour in the school is good.	53	45	0	0	2
My child gets the right amount of work to do at home.	24	61	6	2	6
The teaching is good.	27	55	12	0	6
I am kept well informed about how my child is getting on.	32	55	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	55	35	10	0	0
The school works closely with parents.	41	53	4	0	2
The school is well led and managed.	37	47	12	0	4
The school is helping my child become mature and responsible.	39	61	0	0	0
The school provides an interesting range of activities outside lessons.	24	47	12	0	16

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

81. The provision for children in the Foundation Stage is satisfactory. Children are admitted to the school in the term in which they become five years of age. They begin on a full-time or part-time basis, depending on their individual requirements. At the time of the inspection there were six children in the reception class who were under five years of age.
82. Results of baseline assessments show that attainment on entry to the school has been well below expectations in literacy and numeracy during the past two years. However, this year's intake shows some improved skills in these areas of learning. In the reception class children make satisfactory progress towards the early learning goals. They are most likely to achieve national expectations in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. However, most children are unlikely to achieve the early learning goals in communication, language and literacy and in mathematical development. Children with special educational needs make satisfactory progress and are supported well in class. The few higher attaining children make good progress in all areas of learning.
83. Procedures for assessing children when they enter the reception class are satisfactory and records are kept of each child's progress. Assessment procedures are being developed further. This is in order to monitor more closely children's progress in achieving the 'stepping stones', which lead to the early learning goals. Although children's work is marked, it is not always annotated to show when a 'stepping stone' has been achieved. The quality of teaching in the Foundation Stage is satisfactory overall, with many good features. Very good relationships are established with children and this quickly enables them to feel secure in the classroom and around the school. Careful attention is given to the health and safety of each child and to ensuring that their individual needs are met. Emphasis is placed on children enjoying their learning. The curriculum is appropriately related to the early learning goals in the morning sessions. In the afternoon, however, children are mostly taught with pupils from Year 1 and 2. This arrangement limits the amount of curriculum time that is specifically directed to their needs. It also limits the opportunity for children of the same age to play together and to exchange ideas. This weakness is all the more apparent because there are too few opportunities for the children to learn by working together on a larger, more active scale than is possible indoors.

Personal, social and emotional development

84. Most children are likely to achieve, or nearly achieve, the early learning goals for personal, social and emotional development by the end of the reception year. Children quickly settle into the routines of the classroom and feel secure. They show a caring relationship with each other and are willing to take turns. They play well together in the classroom and the playground. They have a good relationship with the teacher and other adults. They are always well behaved. Teaching is good. There are suitable opportunities for children to talk about themselves in a secure atmosphere.

Communication, language and literacy

85. By the end of the reception year most children are unlikely to achieve all the early learning goals for reading and writing. However, they are likely to achieve the early learning goals for speaking and listening. Due to the constraints of the timetable for reception children in the afternoon, reception children have limited opportunities to develop confidence as readers and writers and to have regular practice in these activities. Children enjoy looking at books and talking about the pictures. Although they often remember the words on each page, they do not point to them whilst reading and are not always confident in identifying each word in a different context. Higher attaining children however, read simple texts fluently and can talk about their favourite part of the story.

86. Children recognise different letter shapes and copy the teacher's writing carefully but they are not always willing to have a go at trying to spell out and write a simple word or sentence themselves. They occasionally rely too much on the teacher's guidance. The teaching of reading and writing is satisfactory overall, but sometimes there are not enough opportunities for children to gain confidence as independent writers. The teaching of speaking and listening skills is good. Skilled use is made of questioning and this has a positive impact on children's learning. As a result, most children are reasonably confident when speaking in class. They listen attentively to stories and are anxious to talk about the pictures that they see in books. They show an increasing use of appropriate vocabulary.

Mathematical development

87. By the end of the reception year most children are unlikely to achieve all the early learning goals in mathematical development. Children are secure in counting and sorting to five, with a few children showing confidence in counting beyond. They know some of the different basic shapes and show some understanding of the concept of more or less. They are beginning to record their work on paper and to be aware of number shapes. Teaching is satisfactory. Good use is made of resources to aid children's learning. Counting games, songs and rhymes are frequently practised to reinforce children's understanding. However, because of the afternoon timetable arrangements, children have insufficient opportunity to gain confidence in acquiring mathematical skills throughout the day and through different activities.

Knowledge and understanding of the world

88. By the end of the reception year most children are likely to achieve most of the early learning goals in their knowledge and understanding of the world. However, their early scientific understanding is restricted by the absence of an outdoor area for learning. Children can sort pictures of different items and identify which ones need electricity to make them work. They know about the foods that are healthy for them and the ones that are not. They use a simple computer program, for example to design Christmas cards and to print the words. They used the mouse to pick up different clothes to dress a snowman. They know about the flowers that are found in a garden. They watched a puppy that had been brought to assembly and understood how it grows into a dog. Teaching is satisfactory, and good use is made of a range of appropriate resources. Evidence of children's activities is recorded well in photographs.

Physical development

89. By the end of the reception year most children are likely to achieve the early learning goals for physical development. Children enjoy using their bodies for different movements. They develop simple ball skills and use bean-bags and hoops in their work. They follow instructions well. They move carefully and confidently in the hall and use gestures well when acting out a story. Teaching is good. Secure class management and appropriate tasks ensure that children make good progress in their physical development.

Creative development

90. By the end of the reception year most children are likely to achieve the early learning goals for creative development. Children made a snowman out of play dough; they showed satisfactory skills in moulding the dough and in forming the head and body and used different coloured dough well to give the snowman a scarf and a hat. Children sing well both in class and assemblies. They show a good memory for words and enjoy joining in the actions. They use paints carefully to make different pictures, including ones of themselves. They use role-play satisfactorily when they are in the 'shop'. Teaching is satisfactory and other adults provide effective support for children whilst they are working.

91. The resources are adequate and are used well by children. Although the children have access to the quiet area in the playground, there is no specific outside area for reception children. There are plans, however, for improving this provision.
92. Overall, there has been satisfactory improvement since the last inspection. The school has addressed the weaknesses highlighted in the last report. However, there is still no provision for bikes, toy vehicles or large climbing apparatus, and few opportunities to learn on a larger scale than is possible indoors. This is due to the lack of a designated outdoor learning area for reception children.

ENGLISH

93. Standards achieved by seven-year-olds are below the national average although better than those achieved by pupils in the 2001 national tests and assessments.
94. Pupils make satisfactory progress in reading and writing from their low attainment on entry to the school.
95. Standards achieved by the current eleven-year-olds are in line with the national average, and pupils have made good progress from often very low starting points. This reflects the steady improvement in pupils' performance in the national tests over the last four years. Evidence from pupils in Years 3, 4 and 5 suggests that the trend of improvement is continuing because of the good and improved quality of teaching.
96. Results in the 2001 National Curriculum tests for seven-year-olds showed that standards in reading and writing were well below the national average and the average for similar schools. With the exception of the results in reading in 2000, results achieved by seven-year-olds in English have been low in recent years. Because the number of pupils in each year group is often small, results from year to year are affected by even small differences in performance.
97. For eleven-year-olds, results in the 2001 national tests were in line with the national average, although below average when compared to similar schools. The results were particularly pleasing in the good number of pupils attaining the higher Level 5, which was also in line with the national average.
98. Performance information shows that there is a significant difference in the performance of boys and girls, with girls out-performing boys by a wide margin. The school is aware of this and some action has been taken to support and motivate boys, including the recent purchase of non-fiction books.
99. Pupils' attainment in speaking and listening is below average for seven-year-olds, and average for eleven-year-olds. By the time they are seven, higher attaining pupils listen and speak confidently in response to teachers' questions and in discussion at the end of lessons. However, whilst the majority of pupils listen well, they are more tentative when attempting to speak, and need a lot of prompting and encouragement. This was apparent when they were attempting to retell part of the Christmas story. Older pupils have been given a lot of encouragement to talk and, by the age of eleven, pupils of above average and average ability engage well in speaking and listening activities. This was exemplified when a group of pupils adapted a narrative story into a play script, acted it out with expression and imagination, with the class as their audience. The gains pupils made in the lesson were mainly due to the high expectations of the teacher and an emphasis on taking part, and creating an authentic context for speaking. However, overall, there are too few planned opportunities in English and in other subjects for pupils to talk for a range of purposes, particularly in Years 1 and 2, and especially in presenting work to different audiences. This is because activities specifically focussed on speaking are not systematically planned and supported. There is no scheme of work to ensure progression and enable the school to assess outcomes over time.

100. Standards in reading are below average for seven-year-olds, and average for eleven-year-olds. By the time they are seven, the few above average attaining pupils enjoy reading and are able to talk about the plot in a story. They read with confidence and expression. Average pupils can talk about the content of what they read and make good use of phonic clues, but many, including lower attaining pupils, read hesitantly and are much less forthcoming in talking about the plot, characters or their favourite stories. Nearly all of the eleven-year-olds read fluently and accurately, and use a range of strategies to help them to tackle new words. Higher attaining pupils predict what might happen, using their knowledge of the plot and characters, and justify their predictions. They recall with some detail a range of books they have read. Pupils have developed skills in using books to retrieve information. Opportunities for pupils to read silently are well managed, and in one good example, guided reading was focussed on clear objectives and the teacher's assessment was particularly directed on motivating boys. However, reading assessments and records do not consistently identify areas for improvement and, therefore, do not inform target setting.
101. Standards in writing are below average for seven-year-olds, and average for eleven-year-olds. By the time they are seven, higher attaining pupils use capital letters, spell most words correctly and begin to write in a joined-up hand. The range of writing has improved since the last inspection, with good examples of narrative, instructional writing, letters and questions, because greater attention has been given to writing. However, whilst many pupils manage to communicate meaning in their writing, the majority do not sustain their ideas and develop them enough.
102. By the time they are eleven, higher attaining pupils write in a range of genres including book reviews, biographies and autobiographies. Pupils' spelling is not always accurate but, in the majority of cases, is improving over time. Overall, most writing is brief, and there were few examples of extended pieces or of writing in depth. Marking of pupils' work is regular, but does not always identify strengths and weaknesses, or provide enough guidance about how pupils can improve their work.
103. Pupils' overall achievement is enhanced by their positive attitudes to learning. They are keen, highly motivated and engage well with activities.
104. Pupils are attentive listeners and many work collaboratively when given the opportunity. Of the four lessons seen, the quality of teaching in three was very good and in the other satisfactory. Where teaching is very good, learning objectives are thoroughly rehearsed with the pupils to focus their attention, and revisited at the end to check their understanding. Effective questioning is used to consolidate understanding and to overcome difficulties. Good modelling of writing by the teacher is used to make the independent tasks accessible to the majority of pupils. Pupils are given clear guidance as to how the work should be carried out. There is appropriate challenge for the more able, as for instance, when encouraged to develop their descriptive writing through the use of complex sentences and more vivid language. Where teaching has less impact on learning, it is mainly because the teacher deals with too many different activities during the introduction; thus pupils' concentration becomes less focussed, and there is not enough emphasis on whole-class teaching. In another instance, the teaching did not focus enough on getting pupils who are reluctant in oral discussion to join in.
105. The school uses the literacy framework appropriately, and strategies for development and improvement have led to the provision of more focussed and improved provision for writing. There are some good examples of the use of literacy skills in other subjects, notably in history and religious education, although in other subjects opportunities are not being identified systematically and used widely in short-term planning and individual lessons. Assessment procedures are satisfactory and writing is appropriately covered. However, the assessment of speaking and listening is informal, and is not built around a scheme of work or specific criteria. Teachers' assessment of reading and the records they keep are not consistent and clear in setting targets for improvement. Parents, as well as pupils, need to be involved in the target setting process so that they not only know about the targets, but have an idea as to how they can help their children.

106. The co-ordinator's expertise is reflected in the quality of her own teaching. She has initiated a thorough analysis of pupils' weaknesses in national tests as a means of informing planning and improving standards. The staff share the co-ordinator's awareness of, and commitment to, improved standards. They have a clear idea of what needs to be done to continue the improvement. In order to secure the developments in the subject and improved standards, it is important that the co-ordinator's role is extended to include monitoring, evaluating and promoting the quality of teaching and learning. At the same time, governors need to be regularly updated on standards achieved by pupils and on what the school is doing to improve them. Opportunities to link work in English with ICT need to be extended. Given the work done to raise standards in the last year, the capacity for further improvement in English is good.

MATHEMATICS

107. The standards achieved by seven-year-olds are below the national average. Nevertheless, pupils in Years 1 and 2 make satisfactory progress from their low attainment on entry to the school.
108. The standards achieved by eleven-year-olds are average, and pupils have made good progress in Years 3 to 6. Recent improvements in setting pupils targets have helped to sharpen the focus of teaching, and have contributed to lifting standards in mathematics.
109. The school's results in the national tests for seven-year-olds in 2001 were well below the national average and the average for similar schools. However, because there were only seven pupils in the year group, of whom four were on the register for special needs, the results should be viewed with caution. For example, the results in 1999 and 2000 were above average, but there were fewer pupils with special needs.
110. The inspection found that standards among the current group of seven-year-olds are below average. About two-thirds of the group entered school at a low starting point in their mathematical development. Their knowledge, skills and understanding of number are often limited and they need a lot of adult support.
111. They can recall number facts with reasonable accuracy but often need time to do so. About a quarter of seven-year-olds need help to add and subtract using coins, mainly because their poor communication skills make it difficult for them to talk and think about their work. However, about a quarter of the group can count in two's, fives and tens at least to fifty, and can tell the difference between odd and even numbers by looking at the last digit. Most seven-year-olds can tell and record the time on the hour, and the more able can do so for half-past the hour.
112. The school's results in the 2001 national tests for eleven-year-olds were in the lowest five per cent nationally and when compared with similar schools. The year group included a very high number of pupils with special needs. A high proportion of the boys started school with low attainment in mathematics. This accounts for the boys overall not achieving as well as the girls in the tests for eleven-year-olds.
113. The inspection shows that standards throughout Years 3 to 6 are improving, and that the current group of eleven-year-olds are achieving the standards expected for their age nationally. They add, subtract, multiply and divide with reasonable speed and accuracy. They accurately recall multiplication and division facts. Most of them can mentally halve numbers less than 100. About a third of eleven-year-olds are achieving above the average. They are good at tackling problems by using the facts they have learned by heart. They use their good knowledge of place value to work with large numbers, and can multiply and divide by 10, 100 and 1000. A scrutiny of work from the whole year group shows that they have an at least sound grasp of shape and measurement, and accurately represent their findings in charts, frequency diagrams and line graphs.
114. Of the five lessons seen, teaching in one was judged satisfactory, in two good and in another two very good. Teaching in Years 3 to 6 is significantly better than at the time of the last inspection, and accounts for the rising standards achieved by pupils. A feature of all lessons seen was the strength of relationships between the adults and pupils. Teaching assistants contribute well to the positive and supportive learning environment. Pupils with special needs are given just the right amount of guidance and encouragement. In the most effective lessons, skilful questioning by the teacher kept pupils of all abilities on their toes; they felt encouraged to 'have a go', and were keen to join in. More able pupils in Years 5 and 6 relished the opportunities to show and explain their work and ideas to others. This 'inclusive' approach proves a very effective way of pupils of all abilities learning from each other. The school has deliberately increased opportunities for pupils to demonstrate, share and discuss their ideas, and this is a major reason for the improving standards.
115. Standards of mathematics are improving because the co-ordinator is playing an increasingly effective role in monitoring and evaluating the quality of the curriculum. In Years 3 to 6, the National Numeracy Strategy is proving particularly effective in helping teachers to meet the needs

of the wide range of ability in their classes. Increasingly, teachers are using their own improved skills and better resources to help pupils through support and extension groups. The strong will amongst staff for pupils to succeed and for standards to improve rubs off on the pupils. The school's performance in national tests are analysed for frequency of errors, and the curriculum strengthened in response. Effective procedures for assessing pupils' progress leading to individual target setting are helping pupils to take responsibility for their own learning. The staff are aware that, although a good start has been made to improve standards, a lot remains to be done. The action plan is clear about what needs to be done to continue to raise standards. In order to secure the improvements in Years 3 to 6, and make them more effective in Years 1 and 2, the school should:

- Sharpen up the subject's action plan with, where practical, measurable targets for improvement in pupils' achievements
- Develop the role of the co-ordinator to include monitoring, evaluating and promoting teaching and learning
- Make sure that governors have access to regular information about standards and what is being done to improve them
- Ensure that the school's best practice in teaching the Numeracy Strategy is shared amongst the staff
- Extend opportunities for pupils, especially in Years 1 and 2, to learn through activity, and to think and talk mathematically
- Extend opportunities to link work in mathematics with that in ICT
- Make sure that not only pupils, but also their parents, are aware of individual targets for improvement and how they can support their children.

SCIENCE

116. Although standards achieved by seven-year-olds are below the national average, pupils have made satisfactory progress from a low level of attainment when they entered school. Standards in Years 1 and 2 are similar to those noted in the last inspection. Standards achieved by the current eleven-year-olds are in line with the national average and pupils have made good progress. The inspection found that standards in Years 3 to 6 reflect the steady improvement in pupils' performance in national tests in the last three years.
117. The school's results in the National Curriculum assessments for seven-year-olds in 2001 were broadly in line with the national average and the average for similar schools. All of the seven pupils achieved the expected Level 2. The results were an improvement on the year before, although comparisons between years need to be viewed with caution because of the small size of the cohorts. A difference in achievement between years reflects differences in the children's prior attainment.
118. The inspection shows that standards in the current Year 2 are slightly below average. Pupils' knowledge and understanding of electrical circuits and of light are below average for their age. Although pupils say what they think will happen and can describe what has happened, they find it difficult to offer simple explanations, for example, they knew what a shadow is, but needed adult help to explain how one is made, even though they had written about it in an earlier lesson. When looking at the wormery, a group of seven-year-olds described what they saw, but could not explain how the worms could live, or what was happening to the rotting fruit. When investigating how sound travels, they were unsure what makes a test fair or unfair. From when they start in school, the children need more opportunities to learn from first-hand experience, and to think and talk about how things work and why things happen.
119. The school's results in the 2001 national tests for 11-year-olds were well below the national average and in the lowest five per cent when compared with similar schools. The year group's attainment on entry was low. Several pupils started in the school only after Year 2, of whom nearly all were on the register for special needs. Although remaining low, the school's results in science have improved each year over the past three years.

120. Inspection evidence shows that standards in science are improving throughout Years 3 to 6. Pupils' work shows that they make consistently good progress and achieve well from, initially, a low level of understanding. Teachers are giving increasing attention to pupils doing their own experiments and investigating for themselves. Eleven-year-olds have a sound understanding of the life cycle of a plant, and know that it needs light, water, heat and food to grow. They understand how the heart pumps blood around the body and use the correct scientific terms in relation to the human eye. They have a secure understanding of a fair test, with the more able pupils suggesting different variables. When talking about their work, pupils were aware of how to plan an investigation in terms of 'what we need to do', made predictions- 'what we think will happen'- and evaluated the experiment – 'what happened and why'. All pupils, including those with special needs, enjoy investigative work and are gaining in their understanding as well as knowledge of science. However, the accuracy of pupils' written recording does not always reflect their improving enquiry skills.
121. The quality of teaching in the one timetabled lesson, in Years 1 and 2, was satisfactory. The teacher's good knowledge and understanding of the subject showed in the quality of some of her questioning. However, although the lesson set out to allow pupils to learn through an investigation, there was not enough opportunity for them to think and talk about their ideas. This was because the group included pupils of very different ability and because the lesson relied too much on input from the teacher.
122. No lessons in Years 3 to 6 were timetabled for science during the inspection. However, a scrutiny of teachers' documents and pupils' work shows that there has been effective planning based on good subject knowledge and a clear idea of what pupils can do, know and understand. Lesson plans show a good balance between practical activity, discussion and teacher explanation and questioning. Pupils talk enthusiastically about their lessons in science and are particularly interested in experiments and work in groups.
123. The co-ordinator has a good picture of the subject's strengths and weaknesses, and is clear about what needs to be done to improve standards. Staff are supported well, aware of the issues, and share the co-ordinator's commitment to improvement. Pupils' results in national tests and assessments are analysed and weaknesses addressed. For example, increased emphasis has been given to investigative and experimental science because this was a stumbling block for pupils in the tests for 11-year-olds. However, this has not yet led to the setting of individual targets for improvement. Standards in Years 3 to 6 are rising because the right issues for improvement have been tackled. In order to extend improvements to Years 1 and 2, and to secure improvements in Years 3 to 6, the school needs to:
- Extend opportunities for pupils of all ages to share and justify their own ideas in science;
 - Give greater emphasis to accuracy of recording;
 - Help pupils to use the evidence from their investigations;
 - Improve resources, and give more attention to electricity;
 - Extend the subject's links with ICT;
 - Adopt a clear assessment procedure in Years 1 and 2;
 - Continue to develop individual target setting and to involve pupils and their parents in the process;
 - Develop a systematic approach to the monitoring, evaluation and promotion of the quality of teaching and learning.
124. The school has identified the above issues for development and is well placed to bring about further improvements in the subject.

ART AND DESIGN.

125. By the age of seven, attainment is broadly in line with that expected from pupils of a similar age nationally. By the age of eleven, attainment is above that expected nationally. No lessons were observed because of timetable arrangements. However, scrutiny of work, discussions with pupils and displays around the school confirm the judgements. The school has been successful in maintaining the standard of pupils' work since the last inspection. Pupils in Years 1 and 2

experience a range of appropriate activities, which enable them to increase their skills in drawing, painting and in using different materials. Pupils looked at vegetables and made a satisfactory sketch of them, showing an awareness of shape. They used different coloured paints well for printing. They made an attractive two-dimensional fish using different fabrics. They stitched materials onto a sock to create a face for a sock puppet.

126. Pupils in Years 3 to 6 look at the work of famous artists. In Year 3 and 4, pupils showed considerable skill when making their own portraits in the style of Picasso. They used watercolours well to paint in the style of Monet, with good attention to tone and shading. The last report stated that there was a weakness in pupils' colour mixing skills. These skills have now been considerably improved. Year 5 and 6 pupils used clay to create a sculpture in relation to the topic of "people in action" and understood the way the clay can be moulded to create a feeling of movement in the sculpture of a discus thrower. They evaluate what they do and suggest ways for improving the overall effect of their work.
127. Pupils' achievement is sound in Years 1 and 2 and good in Years 3 to 6. Pupils in Years 1 and 2 make satisfactory progress in drawing and in their use of different colours and materials. Pupils in Years 3 to 6 make good progress in close observational drawing and in colour and tone work. They progress well in making three-dimensional sculptures.
128. No secure judgement can be made about teaching and learning in either key stage. However, inspection of teachers' planning shows that lessons are well prepared and that resources are appropriately matched to the work.
129. Pupils in both key stages enjoy the subject. This was evident in discussions with pupils. Year 6 pupils were eager to talk about their work and took pride in seeing it displayed in their classroom and around the school.
130. The co-ordinator provides satisfactory leadership. Although teachers make their own assessment of pupils' work, there is no consistent approach to this across the school. Assessment procedures are now being developed further to ensure that this happens. The resources are satisfactory and are used well by pupils. Year 6 pupils have visited Canterbury Cathedral for an art-based workshop. There is an art club and this enables pupils to increase further their skills in a range of media. Visitors to the school use their own skills to assist pupils with their work. This enhances the provision for the subject. Every pupil and adult is making a square for a wall hanging quilt, which will hang in the school hall. This is being done to celebrate the school's 130th birthday.
131. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
132. There has been satisfactory improvement since the last inspection. Then there was no scheme of work and there were weaknesses in teachers' planning. The school has now addressed both these issues.

DESIGN AND TECHNOLOGY

133. The standards achieved by seven and eleven-year-olds are in line with national expectations for pupils of the same ages. They make sound progress throughout the school. This is an improvement on the standards noted in the last inspection.
134. Only one lesson was observed during the inspection and this provided insufficient evidence to make a judgement on the overall quality of teaching. Judgements on standards are based on a scrutiny of pupils' work and on discussion with them about their work.
135. Seven-year-olds can cut, shape and join a variety of materials. They know that different materials are appropriate for different methods of construction, and are aware of some of their properties, such as rigidity and texture. They plan their work with a sound awareness of materials, purpose and desired effect. For example, they planned, designed and made a model house, and

suggested to the class how it could be improved. They talked enthusiastically about how they planned and made their sock puppets. They wrote about how they sewed on buttons, stuck on felt and tested the puppets by playing with them.

136. Eleven-year-old pupils have developed reasonable design and make skills for their age. They select the appropriate materials for making, and evaluate their work when it is completed. As well as working with food, pupils use an increasing range of tools, materials and components, including textiles and wood. They described the processes they followed in constructing a Greek amphitheatre. Their learning is given meaning and interest because the work is often linked to other subjects, such as a historical focus on the Ancient Greeks. They are aware of health and safety requirements, including those relating to the use of tools and food hygiene.
137. The quality of teaching in the one timetabled and seen lesson was satisfactory. However, the way time is used and pupils are grouped makes it difficult to fully meet the needs of children aged between four and seven years.
138. Weaknesses identified in the last inspection in the curriculum for design and technology have been addressed. Recommended national guidance has been adopted to good effect. The subject is planned in a clear way that allows for the systematic development of skills. Good use is made of regular voluntary help from friends of the school to support and extend the work of the teachers. There needs to be a clearer and more consistent approach to assessing pupils' progress to ensure that what they know, understand and can do fully informs planning for the next stage in their learning.
139. The subject is led well and the improvement since the last inspection has begun to lift standards. The status of design and technology has been raised by improved confidence amongst staff in teaching the subject, better resources and a straightforward curriculum framework. In order to secure the improving standards, the school should review the way it organises its afternoon sessions for children aged 4 to 7 years.

GEOGRAPHY AND HISTORY

140. The standards achieved by seven and eleven-year-olds in both subjects are similar to those expected nationally for their age. Moreover, throughout Years 3 to 6, more able pupils have developed particularly good enquiry skills for their age. Overall, standards have improved compared with the last inspection and they are now higher in Years 3 to 6. Inspection evidence suggests that improvements in the management of the subjects are contributing to continually improving standards. Boys and girls achieve equally well, and pupils with special educational needs make the same good progress as other pupils.
141. Seven-year-olds have a sound understanding of their locality through studies of the school and surrounding area. They can describe local features using appropriate geographical terms, such as *hill*, *woods* and *road*. They have a sound awareness of change over time in relation to their families and everyday life. For example, they talked about recent changes to the school. They found it more difficult to explain why these changes had taken place and with what effects. With a little adult help, they made simple 'maps' of the area and described the position of their home in relation to the school, using terms, such as *near* and *far*, *up* and *down*. The few more able pupils are aware of London, that it is a big city, and that you can get there on a train. They are confident that Selsted is a very small village and that Folkestone is a town. The same, more able group, knew that the Second World War happened when their grandparents were young, a '*long time ago*' and before they were born. Seven-year-olds talk with obvious delight about the journeys taken by Snoopy the Bear. They can recall place names from around the world, and in so doing, are developing an idea of place and distance.
142. Much of the curriculum for history and geography in Years 1 and 2 is planned together through a theme or topic, such as 'our locality'. This is an effective way of developing a knowledge and understanding of places, and of introducing children to historical and geographical enquiry and skills. However, the school is aware of the need to find a better way of organising the afternoon

time, to allow a clearer focus on the subjects, and in a way that is appropriate for the ability and needs of the pupils in Years 1 and 2.

143. Eleven-year-old pupils have a sound knowledge of historical periods. They talk about events and periods that they have studied, and put them in chronological order with reasonable accuracy. They can describe some details of past times and events, such as what it was like to live in Roman times and what happened in the Gunpowder Plot. The same pupils have built on their earlier knowledge and understanding of the locality, and have developed a good range of enquiry skills in both history and geography. Although the curriculum for pupils in Years 3 to 6 is planned separately, there are significant and relevant links between the two subjects. This approach helps pupils to apply their skills of deduction and enquiry, and gives them extended opportunities to discuss their work. Eleven-year-olds are equally adept at deriving information about the Ancient Greeks from artefacts and stories as they are in using secondary sources of information, such as a map, to find out about the location of settlements. They are increasingly capable of asking and answering questions, and in generally communicating their knowledge because they are encouraged to do so in lessons.
144. No teaching was timetabled for Years 1 and 2 during the inspection in either subject and so no judgement can be made on the quality of teaching. Teaching in both the geography lesson in Years 3 and 4, and also the history lesson in Years 5 and 6, was very good. The teachers took full advantage of their excellent subject knowledge to plan and teach very effectively to meet the needs of all pupils in the class. They asked telling and often incisive questions, backed up by the use of well-selected resources. In the history lesson, pupils were shown a short extract of a play, as the Ancient Greeks would have performed it. This was followed by a group of boys and girls performing a modern version of their own Greek 'tragedy'. The ensuing conversation between pupils and their teacher opened up a lively discussion about the conventions of Greek theatre, in which issues of equal opportunities were brought to the fore. Pupils of all abilities were skilfully brought into discussions in the geography lesson in Years 3 and 4. As a result, pupils were involved, enjoyed their learning and gained a lot of understanding as well as knowledge.
145. The co-ordinators for both history and geography offer a good lead for the development of the subjects. They know that assessment procedures need to be stronger and that the timetable for Years 1 and 2 needs to be reviewed. There are satisfactory links with English, although there is scope to use historical contexts to develop pupils' extended writing. In both history and geography, links with ICT are underdeveloped. Standards have improved since the last inspection because of the far stronger role played by the co-ordinators in promoting their subjects. Their roles can now be extended to include opportunities to monitor and evaluate standards throughout the school, and to spread the best practice in teaching and learning among the staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Pupils' attainment is below that expected nationally of seven and eleven-year-olds. However, since the last inspection provision and standards have improved with the completion of a computer suite and the appointment of an enthusiastic co-ordinator.
147. All pupils have begun to receive a regular session in the suite with the emphasis on developing their key skills. An able and suitably qualified assistant teaches all lessons in the new suite. A long-term plan has been developed which covers all the strands of the National Curriculum. Many of the computers used in classrooms are being replaced and plans are in hand for staff to begin the nationally accredited training. The co-ordinator has a clear vision of how to develop the subject further with priorities identified and criteria to evaluate the extent to which targets are achieved.
148. It was not possible to see any younger pupils using ICT during the inspection. However, a demonstration by seven-year-olds indicates good knowledge of word processing and a familiarity with basic operations, such as the use of specific keys for capital letters, the space bar and delete key. In Years 5 and 6, pupils working on a 'power point' presentation of how to decorate a Christmas tree showed good skills in accessing the appropriate program and in using the correct functions. They imported images and used animation to enliven their presentation. All pupils,

including those with special educational needs, achieve well in relation to, often low, prior attainment. Nearly all of them enjoy using computers and are highly motivated. They listen attentively during presentations and are keen to explore the potential of software. They work well in pairs and on their own.

149. Very little direct teaching was seen during the inspection in Years 1 and 2. The one lesson seen in Year 5/6 was satisfactory. The assistant has good subject knowledge and uses her own interest to enthuse pupils. The planning of the lesson was effective, with clear learning objectives that enabled pupils to make good progress.
150. The use of ICT across the curriculum is underdeveloped and few examples were seen during the week of inspection. Evidence from planning indicates some use in art and history in connection with the topic on the Ancient Greeks. The school is aware of this shortcoming, and the co-ordinator has identified possible links with other subjects. Resources in terms of hardware are satisfactory, although the school is not yet connected to the Internet. There are currently no agreed assessment procedures in the subject. The co-ordinator has observed pupils at work and has audited their skills in order to inform further planning.

MUSIC

151. Because of timetable arrangements no lessons were observed in Years 1 and 2. As a result, no secure judgement can be made about the attainment of pupils by the age of seven. By the age of eleven years, attainment is broadly in line with that expected for pupils of a similar age.
152. Eleven-year-olds show satisfactory rhythmic skills. They can identify an ostinato pattern used by Beethoven and play this on percussion instruments. They combine different rhythmic patterns together and keep a steady beat whilst playing. They listen carefully to short extracts of music and can name some of the different orchestral instruments. They sing a round in parts and keep in time with each other. Pupils in Years 3 and 4 listen to the way instruments are used to create a mood in music. They write their own comments about the music that they hear. Pupils in both key stages sing well in assemblies. They have a good memory for the words of hymns and many pupils sing with an accurate sense of pitch. They enjoy adding rhythmic clapping and actions to their singing.
153. Standards achieved by eleven-year-olds are satisfactory. They make satisfactory progress in reading and understanding simple rhythmic notation. They gain confidence as performers, both when playing percussion instruments and when singing.
154. No judgement can be made about teaching and learning in Years 1 and 2. In Years 3 to 6, teaching and learning are satisfactory. Lessons are carefully planned to ensure that all pupils are involved in practical music-making activities. For example, in a lesson for Year 5 and 6 pupils, secure planning and organisation resulted in pupils developing their confidence as performers. Opportunity was provided for pupils to practise their own parts in order to improve their playing. This resulted in them becoming more confident when performing all the parts together. Although no composing was seen, teachers' plans indicate that these activities do take place. There is satisfactory provision for extra-curricular activities. There are recorder groups and a school choir. Pupils sing at church services and take part in the Folkestone Schools' Music Festival.
155. The co-ordinator provides satisfactory leadership. Although teachers make their own assessment of pupils' work, there is no consistent approach to this across the school. Assessment procedures are now being developed further. The resources are adequate, but there is a shortage of tuned percussion instruments.
156. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
157. There has been satisfactory improvement since the last inspection; a scheme of work is in place and a more consistent approach to the assessment of pupils' work is being developed.

PHYSICAL EDUCATION

158. Pupils' attainment in physical education is in line with what is expected of pupils at seven and eleven years of age; standards have been maintained since the last inspection. Pupils, including those with special educational needs, achieve appropriately in relation to their prior attainment. This is mainly the result of the quality of teaching provided by the co-ordinator, who is a specialist in the subject, the effective focus on skills development, and interventions to evaluate and improve pupils' performance. Games are a particularly strong feature of the subject.
159. In Year 1, in gymnastics, pupils show considerable skill in travelling, rolling and balancing, and practise these skills using apparatus. They show skills in jumping from a low position and in varying movements in the light of the teacher's instructions. On the apparatus, the majority are able to perform a simple sequence, although many are less skilled in landing appropriately on their feet. They comment on their peers' performance in simple terms and suggest ideas for improvement. In Year 5/6, in games, pupils develop dodging techniques to improve their netball skills. The majority show good control of the ball when bouncing it on the floor and use space appropriately when moving. They apply dodging skills using different forward and side movements, including feints. High attaining pupils show more precision and accuracy in passing the ball, with the majority using the teacher's intervention effectively to improve performance. By the time they leave the school, all pupils achieve the required standards in swimming, and many exceed them.
160. Pupils' attitudes to learning in physical education are positive throughout the school. They are motivated, keen to participate in lessons, and understand the importance of listening and following instructions, especially those related to safety particularly in view of the size of the hall. They work well individually or with partners and help willingly when asked to carry equipment at the end of sessions.
161. The quality of teaching is good. Clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. This was clearly demonstrated in games, where, through careful questioning and demonstration, pupils were enabled to apply skills as the teacher paused to evaluate their performance and offer guidance. Effective management skills often result in well-behaved pupils who respond well to instructions.
162. The physical education curriculum is enhanced by a number of extra-curricular sporting activities, namely football and netball, as well as rounders and cricket for both boys and girls. Pupils have the opportunity to take part in a range of competitive games in conjunction with other schools. Appropriate provision is made for pupils to swim, and the best performers have access to life-saving instruction. The co-ordinator provides effective guidance to her colleague in Key Stage 1. She uses her knowledge well to give the subject a high profile.

RELIGIOUS EDUCATION

163. By the ages of seven and 11 years, pupils meet the standards required by the locally agreed syllabus. Only one lesson was seen in Years 5 to 6, because of timetable arrangements. However, scrutiny of work, discussions with pupils and evidence gained in assemblies confirm the judgement of the single lesson. The school has been successful in maintaining the standard of pupils' work since the last inspection.
164. Seven-year-olds know about some of the different symbols associated with the Christian faith. They looked at the candles in the Advent ring and understand the importance of light. They know that Jesus came at Christmas and how the star was used to light the way. Pupils in Year 3 and 4 wrote about belonging to a family. They made a connection between belonging to a church and to a school or to a club. Year 5 and 6 pupils know some of the Bible stories of Jesus. They relate some of these stories to everyday situations. They took the words of a hymn that they sing in

assembly and made them into a prayer. They wrote about an interview with Mother Theresa and showed an understanding of other's needs.

165. Pupils' achievement is sound in both key stages. Pupils in Years 1 and 2 make satisfactory progress in understanding the events in the Christmas story. In Years 3 to 6, pupils make satisfactory progress in gaining an understanding of other world faiths and in being able to talk about them.
166. No secure judgement can be made about teaching and learning in both key stages. In the one lesson in Year 5 and 6 observed, teaching was good; skilled use was made of questioning to involve all pupils and to extend their understanding. This enabled pupils to appreciate the way a poet and an artist had interpreted The 'Adoration of the Magi'. Evidence from pupils' written work shows that satisfactory provision is made for developing pupils' literacy skills.
167. Pupils have good attitudes towards the subject. They are eager to discuss their work and to answer questions in assemblies. In the one lesson observed, Year 5 and 6 pupils worked co-operatively on tasks and listened attentively when other pupils expressed their ideas.
168. The co-ordinator provides good leadership. There is no consistent approach to this across the school. Pupils have taken part in services at St. Luke's Church, Hawkinge. The resources are satisfactory and include artefacts, library books and videos. The school is associated with the Friends of Canterbury Cathedral. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.