

INSPECTION REPORT

ST. JOHN'S CE CONTROLLED INFANTS SCHOOL

CHATHAM, KENT

LEA area: Medway

Unique reference number: 118640

Headteacher: Mrs D. Keating

Reporting inspector: Mr. P. R. Sudworth - 2700

Dates of inspection: January 29th-31st, 2001

Inspection number: 194544

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infants
School category:	Voluntary Controlled
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	4 New St., Chatham, Kent
Postcode:	ME4 6RH
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Angela Pain
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Sudworth 2700	Registered inspector	Mathematics; Science; Information and communication technology; Religious education; Music; Physical education; Special educational needs; English as an additional language.	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Robert Love 9030	Lay inspector		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?
Ann Shaw 18524	Team inspector	Foundation Stage; English; History; Geography; Design and technology; Equal opportunities.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's CE Infants School, situated near to the centre of Chatham, has 72 pupils on roll and is smaller than most infant schools. It educates boys and girls aged from four to seven years. It serves a mixed area of lower cost private and rented housing. Just over one quarter of its pupils have English as an additional language, a higher percentage than most schools nationally. The proportion of pupils entitled to free school meals, approximately 40 per cent, is above the national average. About one-third of the pupils are on the special needs register, of whom seven are on the later stages of assessment. The school suffers from much pupil mobility. In the last academic year, just over half the pupils either joined or left the school. Few pupils have attended nursery or playgroup on entry and the children's attainment when they begin school at age four is well below expectations.

The school's aims include the encouragement of children developing at their own rate, the provision of a happy and secure environment where children and staff can work to their mutual advantage and the provision of a happy and secure environment where children and staff can work to their mutual advantage.

HOW GOOD THE SCHOOL IS

The school gives the children a good start to their education in the Reception class, where children's achievements are good, and they make at least sound progress in Year 1. Progress in Year 2 has not been consistent, partly as a result of long-term teacher absences over the past nine months. National test results have fluctuated in mathematics and in science but have been low in reading and writing in recent years. The leadership and management of the school are sound. Pupils' attitudes and personal development are good. The quality of teaching observed during the inspection was good, although some temporary arrangements were in place. Standards are currently below expectations in Year 2 in subjects which are tested nationally but in line with expectations in Year 1 and the Foundation Stage, except in literacy. Overall the school provides sound value for money.

What the school does well

- The quality of teaching in the Reception class and in Year 1 contributes to the overall good progress the children make in those years;
- Overall, pupils' behaviour, attitudes, their enthusiasm for school and their relationships are good and assist the progress that they make;
- Provision for pupils' spiritual development is very good and for their cultural, moral and social development it is good and is helping pupils' sense of awareness to others and the world around them;
- Procedures for child protection and pupils' welfare are good and ensure the pupils are well cared for;
- The staff is committed to improve standards and they give good support to all the children;
- The school has created a pleasant environment in limited space which assists the pupils' learning.

What could be improved

- Standards in reading, writing, numeracy, science and information and communication technology;
- Setting up better records of pupils' progress in information and communication technology, reading and writing and making better use of those which are kept to plan the next steps in pupils' learning;
- The provision for special needs pupils;
- The involvement of the parents in the work of the school and arrangements for reporting to them on their children's progress;
- Records could be used more constructively in Years 1 and 2 to match pupils' prior attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Curriculum monitoring is better developed and schemes of work are now complete. Accommodation has improved. The school has built on a new library and developed an information and communication technology suite. Standards attained in mathematics and science have fluctuated since but have fallen in reading and writing and have been well below the national average. These differences are partly due to higher rates of pupil mobility and higher numbers of pupils with special educational needs but also to serious staffing problems during the last twelve months. Standards are not as high as previously reported in information and communication technology. Levels of attendance have fallen. Assessment of pupils' work to inform future learning remains an area for development. The school development plan still does not look far enough into the future and the Governing Body is not involved enough in its formulation and in budget setting. Overall, unsatisfactory progress has been made since the last inspection in addressing the issues and maintaining standards. The school has sound capacity to make further improvements.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	E*	E*	E*	E
Writing	E*	E*	E*	E*
Mathematics	E	E*	C	A

Key

well above average A
 average B
 Average C
 below average D
 well below average E
 very low E*

Pupils' attainment in reading and writing has been in the lowest five per cent nationally in the past three years, although results have fluctuated more in mathematics. Teacher assessed results in science in 2000 were well above the national average and results in mathematics were well above average compared with similar schools.

The school met its targets in all aspects in 2000, except in writing. Currently Foundation Stage children are making very good progress and Year 1 pupils are making some good gains in their learning but the progress of Year 2 pupils is unsatisfactory. Standards are not high enough in that year in English, mathematics and science, mainly as a result of current staffing difficulties. In other subjects, standards are in line with expectations in most subjects, except in information and communication technology in which pupil' skills are below age expectations but improving because of the new information and communication technology facilities. There was not enough evidence to make overall judgements about standards in music because of timetable arrangements. Expectations for the locally agreed religious education syllabus are met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good and they enjoy school.
Behaviour, in and out of classrooms	Pupils' behaviour is good in and around the school.
Personal development and relationships	Pupils' personal development is good. Relationships are good among the pupils.
Attendance	Below the national average. Most pupils are punctual for school.

TEACHING AND LEARNING

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

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

Teaching is good in the Foundation Stage and in Year 1. Teaching arrangements in Year 2 were temporary during the inspection period. A supply teacher was taking the Year 2 class specifically for the three days of the inspection, due to the Year 2 classteacher's prolonged, but unavoidable absence, but this arrangement was not to continue after the inspection. The overall quality of teaching judgement, therefore, has to be treated with caution. Of the lessons observed, none was unsatisfactory, 55 per cent was good, nine per cent very good and the remainder satisfactory. Much of the teaching of English and mathematics in the Foundation Stage and Year 1 is good, as it is for literacy and numeracy. The match of work to pupils' needs is just satisfactory but it is not always well matched to pupils who have special educational needs, although the learning support assistants support them well. Teachers have good relationships with the pupils and preserve a pleasant learning atmosphere. They manage the pupils well. A particular strength of teaching is the teachers' use of well chosen vocabulary so that pupils can understand the well researched lesson content.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning experiences in the Foundation Stage are good. In Key Stage 1, the school provides a broad curriculum, although more practical work in science would improve the pupils' understanding.
Provision for pupils with special educational needs	Pupils receive good adult support, but the match of work in lessons to their specific needs could be better and resources could be used more imaginatively to stimulate their thinking.
Provision for pupils with English as an additional language	Pupils who have English as an additional language achieve soundly overall and good records are maintained of their acquisition of English. The match of work to their needs is good in the Foundation Stage and satisfactory in Key Stage 1.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is very good and it is good for their social, moral and cultural development. Overall, their personal development is good.
How well the school cares for its pupils	Child protection and health and safety arrangements are good. Pupils are well cared for. Record keeping is satisfactory but not enough use is made of this information to plan lessons.

The partnership with parents is satisfactory but parents do not play an active part in the life of the school. The timing of the formal opportunities to discuss their children's progress with the staff could be improved. The school makes good use of visits and visitors to widen the pupils' experiences.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, leadership and management of the school are sound. The headteacher sets a good tone and pleasant environment. Co-ordinators have a wide range of responsibilities to manage and they focus on those on the school development plan and maintain oversight of the others. School development planning is satisfactory in the short-term.

How well the governors fulfil their responsibilities	Satisfactory overall. Most statutory requirements are met. A little monitoring of the school's work takes place. The Governing Body does not play a major role in planning and prioritising school developments.
The school's evaluation of its performance	Sound. The school development plan is monitored by the headteacher. Pupils' performance is tracked throughout the school and targets set for their learning.
The Strategic use of resources	Good. Money is targeted for specific projects. Day-to-day management of financial administration is good. Value for money is sought. Specific grants are used for their intended purposes.

Staffing levels are good but the school finds it difficult to obtain supply cover when staff members are absent. Accommodation and learning resources are satisfactory overall but there are some serious limitations of space in the hall and playground and no field space. The management of the Foundation Stage is good. The school offers sound value for money bearing in mind the well below average attainment on entry.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress; • The teaching is good; • They feel comfortable about approaching the school; • The school expects the pupils to work hard and do their best; • The school develops pupils' sense of responsibility and their maturity. 	<ul style="list-style-type: none"> • Amounts of homework could be greater; • They are not well enough informed about their children's progress; • The school does not work well enough with parents.

The inspection team agrees with most of the parents' positive comments but current teaching arrangements in Year 2 do not enable the pupils to make the best possible progress. Standards in reading and writing have been consistently low in the past three years. Amounts of homework are adequate for the age of the pupils, providing parents regularly hear their children read at home. The team is of the view that the pupils' behaviour is good. Whilst the school has pleasant relationships with parents, the links are nevertheless not strong. Parents have not been very supportive when meetings have been arranged for them. The team agrees that parents could be better informed about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the school with well below average attainment. This is partly attributable to the fact that a significant proportion of the pupils have little understanding of English on entry and there are few opportunities for the children to attend nursery or playgroups before commencing school. During their time in the Reception class, the pupils make good progress in all aspects of their development. This is as a result of the well-organised learning environment, which is rich in resources, and the good teaching. Children settle quickly to the friendly school environment and are provided with good opportunities to develop their skills. The children develop particularly good personal and social skills and adapt quickly to the school routines. They play well together and share equipment amicably. They converse freely but purposefully in their free play as when in the 'doctor's surgery', taking turns to adopt the roles of doctor and patient. They learn to recognise numbers, and to count and begin to form letters and numbers. They begin to acquire computer skills. In creative work they make pictures in a range of media. By the end of the Reception year the pupils' attainment meets expectations in all aspects of their learning, except in communication, language and literacy and mathematics in which their skills, which improve significantly during the Reception year, remain below expectations for the age of five.

2. Over the past few years the results in Key Stage 1 national tests have fluctuated greatly in mathematics and in science but they have been consistently well below average in reading and writing. In the last three years they have been in the lowest five per cent nationally. In 2000, reading and writing results were well below average against similar schools. Despite this, reading results improved significantly on the previous year. Almost three-quarters of the pupils obtained the expected level but, in the preceding year, only 42 per cent of the pupils had reached the expected standard. By contrast, standards attained in mathematics, whilst being average against all schools, were well above average against similar schools. In previous years they have been well below the national average. The school attained well above its own appropriately set targets in 2000 in science and mathematics, exceeded them slightly in reading but did not reach them in writing.

3. Teacher assessed results in science were very much improved on the previous year. All pupils obtained the expected level in science, as in mathematics, although few obtained the higher level.

4. Over the past few years girls and boys have been performing less well than the respective national average gender trends in nationally tested subjects, except for boys in mathematics in 2000. In four of the last five years, the school's girls have been attaining better than the boys in all aspects of learning, as revealed by national test results, including mathematics, which is against the national trend.

5. Currently standards in Year 2 are overall below expectations in mathematics, science, reading and writing and information and communication technology. Evidence indicates that the Year 2 cohort of pupils is not as capable as the preceding year's cohort and their difficulties have been intensified by the disruption to the teaching arrangements and the unsatisfactory quality of those arrangements. The pupils' work and progress have suffered and in Year 2 it is unsatisfactory in both respects, although progress is generally good in Year 1 in the core subjects and good in the Foundation Stage.

6. In Year 2, pupils' reading and writing skills are not well developed and few pupils write with appropriate use of full stops and capital letters, or sufficiently well developed sequence of thought when writing. Spelling and handwriting are overall below expectations and a significant number of pupils have limited speaking skills, although their listening skills generally meet expectations. Pupils are beginning to acquire an understanding of two digit numbers and place value and two-and three-dimensional shape but many have not committed number bonds to memory and, as a result, their calculations are slow.

7. In science Year 2 pupils have not undertaken enough work and their experiences have been shallow. Insufficient attention has been paid to the idea of fair testing and applying literacy and mathematics in their science work.

8. Year 2 pupils' skills in information and communication technology are below expectations but they are beginning to improve with the introduction of the new computer suite and individual help and support. They can highlight text and change font size but cannot save and retrieve information independently and their keyboard skills are still at an elementary stage, although they are beginning to know some of the keyboard functions. They are also beginning to use information and communication technology in some instances across the curriculum, for example in geography, art and design and mathematics but their word-processing skills are not well developed for their age. They are now making satisfactory progress but from a low base.

9. Standards are below those reported in the last inspection in mathematics, reading and writing and information and communication technology but generally in accord with the standards previously reported in other subjects. From the brief observations made of physical education lessons, standards have improved, despite the lack of good facilities, and are now in line with expectations. There was insufficient evidence to judge attainment in music. In brief observations made, pupils sing tunefully and enjoy music and can identify and play simple musical patterns, for example interpreting different sized dots to represent loud and soft beats.

10. Pupil' knowledge and understanding in other subjects are in line to meet national expectations and local expectations in religious education and progress is satisfactory. Pupils' attainment in religious education is strengthened by the very good quality of assemblies, which often contain references to Bible stories and religious figures.

11. The achievements of pupils in the Reception class and in Year 1 are good but they tail off in Year 2 where they are unsatisfactory. Overall, the achievements of pupils with special educational needs and higher attaining pupils are satisfactory. Sometimes work is not sufficiently well matched to the needs of the most and least capable pupils, particularly in mathematics, and they do not always undertake work which is well matched to their capabilities in literacy. Too many worksheets in Year 2 restrict pupils' creativity. Assessment of the special educational needs pupils' reading skills is not yet sufficiently precise. The achievements of pupils whose first language is not English are also sound overall and are very good in the Reception class because of the stimulating environment and good teaching.

Pupils' attitudes, values and personal development

12. In almost all the lessons seen, pupils show positive attitudes to school and this makes a significant contribution to their learning. They show interest in what their teachers want them to do and even those who find the language difficult to understand are attentive to what others say. Pupils are keen to answer questions and most put up a hand before speaking. There is a purposeful, industrious atmosphere in the Reception class and in Year 1 and it was satisfactory overall in Year 2. Pupils state that they enjoy school, and parents confirm this in their responses to the questionnaire. Currently the quality of pupils' attitudes and behaviour are similar to judgements made in the previous report.

13. Overall, behaviour in lessons and around the school is good. Pupils play well together in the playground. They respond quickly when the whistle blows to start the day and line up in an orderly manner to go into class. They co-operate well together in pairs and small groups in lessons. No pupils were permanently excluded during the past year. Pupils and most parents think that there is little bullying or racism. Pupils state that bullying is not an issue. They feel that if such behaviour were to occur the teachers would stop it. Pupils come from a range of cultures and ethnic origins and show respect for each other within school. Relationships throughout the school are good. Pupils are polite and take good care of the school environment.

14. Personal development is good. Pupils grow in confidence in response to the opportunities provided in the school. As they move through the school, many pupils listen carefully to each other during lessons and are aware of other people's feelings and values. When given responsibility, pupils respond well. Even the youngest pupils return registers to the office and are encouraged to tidy up when they have finished their activities. Class monitors help with the smooth running of the day. Year 2 pupils wear their 'Special Helper' badges with pride and enjoy carrying out their duties.

15. Levels of attendance have fallen since the time of the last inspection and are now below the national average. Unauthorised absence is well above the national average because two families have not co-operated in sending their children to school regularly but the matter has been appropriately dealt with. This is so despite the best efforts of the school and the Local Education Authority's education welfare officer. Pupils enjoy themselves when they come to school but not all parents recognise the importance of good attendance to their children's education. A few pupils arrive late but registrations and lessons start and finish on time.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching observed during the three days of the inspection was good. Nearly one tenth of teaching was very good, approximately three-fifths good and just over one-third satisfactory. No unsatisfactory teaching was observed. This is a similar picture to that at the time of the previous inspection. However, scrutiny of work during the course of the academic year indicates that the overall quality of teaching in the school is sound. This judgement is in part related to the situation, which the school has had to contend with during the enforced absence through sickness of the Year 2 teacher and the resultant temporary arrangements made. During the inspection period another different supply teacher was used to teach the Year 2 class. The teaching of the Reception class has been consistently good.

17. The temporary teaching arrangements in the Year 2 class have been an impediment to progress in the twelve teaching weeks leading up to the inspection. The work has not built sufficiently upon what the pupils have studied previously. There has been a lack of challenge in many of the activities assigned to the pupils. Standards of presentation and expectations of the amount of work the pupils should do in allotted time spans have not been high enough. Too many worksheets have been used which have not taken the pupils' learning forward. Literacy activities have been too much confined to handwriting and to English exercises and pupils have not been given enough scope to write creatively and to put their own thoughts down in writing. Several instances of inaccurate marking were observed in the Year 2 class and pupils have not built upon the good progress they made in Year 1. During the inspection period, the new supply teacher, engaged for the few days, worked hard to effect a good response from the pupils and achieved some success.

18. Several strengths were observed in teaching during the inspection period. Teachers make good use of appropriate language, related to the age of the pupils, so that they can understand the content of the lesson. For example, in a science lesson, the teacher referred to the channels in the ear as 'tunnels into which the sound creeps'. In a Year 2 science lesson about the water cycle, sewage works were described as 'a kind of factory where all the dirty water gets cleaned and is then sent back to the river.'

19. The use of appropriate vocabulary, interspersed with selective use of subject specific terminology, assists pupils to maintain their concentration and helps them to understand the content being taught. Teachers research well the subject matter of their lessons and so are able to talk and discuss with authority, as in the lesson about the ear.

20. Teachers manage their pupils well, particularly in the Reception and Year 1 classes. Pupils often make good progress in those classes as a result. Resources are used effectively to help pupils' understand. For example, number lines in mathematics lessons assisted younger pupils to gain a sense of numerical order and in a literacy lesson the good use of thoughtfully chosen big books was helping pupils to develop an interest in story.

21. Teaching in most classes during the inspection week was characterised by a calm approach and good relationships and clear expectations about classroom procedures, good manners and acceptable standards of behaviour. A good atmosphere was preserved in lessons as a result, although in Year 2, pupils were often quite noisy during the activity part of the lesson but they were composed during the supply teacher's exposition. This affected their levels of concentration and the amount of work completed.

22. Teachers are often imaginative in their ideas, for example dolls' clothes were washed during a Year 2 science lesson and hung on a 'washing line' above the radiator to simulate the effect of heat on the dampness in the clothes and to help explain the concept of evaporation. In the Reception class, the teacher stimulated the children's sense of curiosity in the provision of

an exciting variety of objects to look at, handle and discuss, such as the range of different mirrors, which produced different kinds of reflections.

23. The teaching of literacy and numeracy is good overall, as observed during the inspection but better in the Reception class and in Year 1. It is sound overall when consideration is given to the work scrutiny. The results of work in Year 2 in the past few weeks indicate that it has not been of a high enough standard. In other subjects, a similar pattern emerges. However, evidence from scrutiny and planning indicates that the teaching of all areas of learning in the Reception class has been of a consistently good standard.

24. All teachers preserve a secure environment. A significant strength of teaching is the work of the teaching assistants who support groups of pupils, mainly special needs pupils and pupils with a lack of English, and help them to understand their work. They are very usefully deployed and are very clear about what they have to do in lessons with their assigned groups and they plan carefully with the teacher. However, there is not always sufficient clarity about what the teachers expect the special needs assistant to do so that there is a good match of work with the capabilities of the special educational needs pupils.

25. Teachers are often very skilled in their questioning, particularly in the Reception and Year 1 classes. In Year 2, the standard of questioning was not as good and there was a tendency to talk too much to the pupils on occasions instead of drawing information from the pupils in order to assess their understanding and current knowledge.

26. A major weakness in teaching is the lack of a clear assessment focus in planning lessons and the use of evaluation in future learning to build on pupils' level of understanding. When assessment is written into planning, it is often far too general and descriptive of opportunities for assessment rather than relating assessment precisely to the intended learning outcomes of the lesson.

27. Teaching of special needs pupils is sound overall and the pupils make satisfactory progress. Their individual education plans are well written and the targets are precise and reviewed regularly but not always followed when matching work to pupils' capabilities. They are given good support in groups and sometimes on an individual basis, particularly those who are on the later stages of assessment. In some lessons, the work they are asked to do is not sufficiently matched to their needs and their individual education plans. For example, a learning support assistant often withdraws those who have the most severe learning difficulties from numeracy lessons. Individual support is given to try and help them understand work, which the rest of the class is doing, rather than matching work to their stage of development. Good work is undertaken in these sessions, however, in getting the pupils to learn and write frequently used words and careful records are made of their progress in these individual sessions but these records are not shared sufficiently with the classteachers. Resources for special needs are unsatisfactory, however, and information and communication technology is not used enough as a strategy to assist the pupils' progress. Pupils of higher prior attainment are often given work, which is more challenging but overall scrutiny of work indicates not enough attention is given to matching work to pupils' prior attainment and capabilities.

28. Pupils who have English as an additional language are integrated well into classrooms and given good support by an able part-time bilingual support assistant who works under the direction of the teacher. She often translates for the pupils into their mother tongue to assist their understanding. Pupils who have English as an additional language make very good progress in the Reception class and in Year 1 and, by the end of Year 1, they are able to take a full part in lessons. In Year 2 their progress tails off because all pupils who have English as an additional language are sometimes given the same work, despite the fact that two of the pupils have quite severe learning difficulties. Amounts of homework are adequate, given the ages of the children.

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

29. Curriculum coverage in the Foundation Year is well established and provides stimulating learning opportunities for children in the Reception year. Detailed planning ensures that all areas of learning in the national guidance for young children's learning are covered.

30. The school fulfils the National Curriculum Programmes of Study for Key Stage 1, broadly similar to judgements made in the previous report, but with improved provision in physical education which now meets requirements. Locally agreed arrangements for religious education are fulfilled. The school has established provision for information and communication technology and is beginning to meet the needs of pupils and the training needs of adults. Pupils with special needs and those for whom English is an additional language are fully integrated into all school activities. These include out-of-school activities, such as visits to local places of interest which, like those to Rochester Castle, are used well to extend the pupils' experiences and to develop their understanding.

31. Individual education plans for pupils with special needs are well targeted and planned to extend the learning of those pupils, although sometimes they are not sufficiently followed. The appropriate adult support required is identified and is met either by the class teacher, working in harmony with the learning support assistant, or through the Local Education Authority (LEA) support services.

32. Policies and schemes of work are in place for all core and foundation subjects. A curriculum outline of themes, containing a broad view of learning intentions, details appropriate and relevant learning opportunities.

33. Strategies for teaching numeracy and English literacy are well established through the National Numeracy and Literacy Strategies. The headteacher monitors and evaluates teaching, providing formal written feedback to teachers.

34. There is some extra-curricular provision in the form of handwriting activities set to improve and extend pupils' writing and presentation skills. Badges and certificates are awarded weekly. All pupils may choose to join and those who do benefit from this provision.

35. Appropriate levels of homework are provided, given the ages of the pupils, and focus mainly on regular reading practice at home. The school promotes personal and social education, including health education and drug misuse through their planned integration into thematic work.

36. Links with the local community are developed through bi-annual visits to the church and other places of interest and pupils sometimes visit places further afield. The school has many visitors, some such as the police, the railway police, the fire service for educational purposes. Pupils from the local high schools and colleges undertake work and study placements in the school. Home-school links are established early. The Reception teacher and the learning support assistant visit parents and prospective pupils in their homes, as part of the Reception Year induction programme. This close contact establishes a good initial contact with families and helps the school to appreciate the future learning and social needs of individual children.

37. Spiritual, moral, social and cultural development is a strength of the school. The provision for pupils' spiritual development is very good and it is good for their moral, social and cultural development, similar to judgments made in the previous report. The good quality daily assemblies provide valuable opportunities for reflection and thanksgiving. The school garden and planted troughs further pupils' appreciation of nature. Good opportunities are provided for children to appreciate music in assemblies. Pupils' contributions to the assembly are encouraged and valued. School and class rules are agreed and clearly displayed. During assemblies new children are introduced and made to feel welcome by older pupils. There is an emphasis upon them being part of a whole school and this is reflected in the way pupils in Years 1 and 2 support and care for the children in Reception. This is a strength of the school. Pupils are taught to care for one another. They can distinguish between right and wrong actions. At the end of Key Stage 1, pupils are given opportunities to show initiative and responsibility by joining the 'Green Club' which promotes awareness and care of the environment. The traditions and cultures of other nations are recognised and respected, for example in the daily life of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Similar to the judgement made during the previous inspection, the school provides a safe, very caring and supportive environment where every child is valued. Being a small school, all the pupils are known to all the staff and this helps foster a family atmosphere. The safe, caring environment makes a positive contribution to the pupils' learning.

39. The school has good policies and practices for safeguarding the health, safety and welfare of the pupils. Regular risk assessments are carried out and appropriate action taken when instances of health and safety are noted. Good child protection procedures are in place and external agencies are involved when appropriate. All members of staff are fully aware of these procedures.

40. The pupils feel safe and secure in school. New pupils in the Reception class settle in very quickly and make good progress. The system of home visits, prior to children starting school, helps the settling-in process

41. The school has good procedures for promoting good behaviour and deterring bullying and harassment. These are based on rewards and sanctions that are reinforced by class rules. These procedures contribute to the good learning of the pupils.

42. The school has good policies and procedures for promoting good attendance. The education welfare officer is in weekly contact with the school and follows up any instances of poor attendance or punctuality and, as a last resort, legal proceedings are taken. Despite the good procedures, the attendance of a few pupils remains poor. The poor attendance record of a few pupils depresses the schools attendance level, which has fallen since the time of the last inspection.

43. Overall assessment arrangements are satisfactory but there are some significant weaknesses, as well as particular strengths. The school has suitable arrangements to record pupils' progress in mathematics and in science and good assessment procedures in the Foundation Stage. The children's on-going development is recorded to good effect in the Foundation Stage. The base-line assessment record, which is further informed through the help of parents when the teacher and the bilingual assistant make their home visits, is done well and provides a very good picture of the each child's development. Key Stage 1 records for reading and writing lack precision and the analysis of pupils' reading is not sufficiently informative and diagnostic to be helpful to their future progress. Whilst pupils' phonic and key word knowledge are maintained well, records are not kept of pupils' letter blend knowledge. Records of pupils' information and communication technology skills are not kept. Records, which are maintained, are not used as well as they might be to plan the next steps in children's learning in Key Stage 1, a judgement similar to that at the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The majority of parents are supportive of the school, but a small number expressed a few concerns. Most parents who returned the questionnaires and attended the pre-inspection meeting stated that their children liked school and were making good progress. The team agrees that the pupils enjoy school but, whilst pupils are making appropriate and often good progress in the Reception class and Year 1, pupils are currently making unsatisfactory progress in Year 2 because of the temporary arrangements. In accord with the inspection team's judgements of observations made during the inspection, parents consider the quality of teaching to be good and feel comfortable in approaching the school with any worries or concerns. However, over 40 per cent of the parents had concerns about homework. Although the school has a homework policy, it is a little vague and could be misunderstood by parents and staff alike. It does not make expectations clear enough for parents to know exactly what homework pupils will receive each week. During the inspection, evidence was seen of appropriate homework being sent, mainly in the form of reading.

45. The quality of information provided by the school is satisfactory. The prospectus contains some useful information on school but the governors' annual report to parents omits some statutory information, such as progress made since the last inspection. Opportunities provided by the school for parents to gain an understanding of the curriculum have not been well attended. Annual end-of-year reports meet statutory requirements but the previous summer's Year 2 reports concentrated too much on subject coverage at the expense of information on attainment and progress. The school currently does not have a mid-academic year parents' evening.

46. The school has a satisfactory relationship with parents but has not yet achieved a full partnership and the partnership is not as strong as previously reported. A few parents contribute towards school life, helping in classrooms. Not all parents have signed the home-school agreement and some of those who have signed it do not abide by it. There is no formal parent-teacher association.

47. The partnership with parents is not very well developed and, as a result, only in a minority of cases does the contribution of the parents make a worthwhile contribution to their children's learning, for example the few parents who help in class. Parents of pupils with special educational needs are not involved in setting targets in their individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The overall leadership and management of the school are sound. The headteacher gives satisfactory leadership. She sets a very pleasant tone in the school and obtains much support from the staff. She creates a harmonious atmosphere. Her efforts are valued by parents who find it easy to approach staff with any school or family related problems. She has done much to brighten up the school environment and she plays a major role in determining the school development plan and formulating the school's budget. She has good all round knowledge of the school's systems but she is not sufficiently incisive in evaluating the effectiveness of current procedures, for example in relation to the school's assessment systems. The staff is united in its desire to see standards improve and to do its best for the pupils.

49. The school development plan is of good quality. It is well written and costed and success criteria are built into the plan. Completion dates are included and the methods by which initiatives are to be monitored are set out clearly. It does not, however, project development into the longer term. It is generally on schedule, although recent staff absence has delayed the improvement of pupils' general presentation of their work.

50. Financial planning is good. The headteacher receives the very good support of the school's administrative officer in monitoring the budget and in managing it on a day-to-day basis. The administrative officer is hard working, has good skills and provides much support in the overall administrative arrangements in the school. The school has been carrying forward a substantial surplus but it has clear intentions to improve the accommodation and has already made the first moves to replace the decaying mobile classroom with a new one. Its vision to replace it with a permanent building is prevented by prohibitive cost. All extra grants, such as those for special educational needs pupils, have been used for their intended purposes.

51. The school's aims are appropriate and mostly met. The staff have made the school environment attractive and encourage care and concern for the wider environment. They provide a secure and happy place of learning, facilitating the spiritual, moral, social and cultural development of the children in their care. Aims, which are still to be fulfilled, are the development of pupils' full potential and the partnership with parents. Pupils' standards of work could be higher in the core subjects and better links could be made with parents to share information about their children's progress.

52. There are some strengths and also areas for development in the work of the Governing Body but overall the quality of its work is satisfactory. It fulfils most of its statutory responsibilities but does not report progress made since the last inspection in its annual report to parents. In other respects, statutory responsibilities are fulfilled. It has an appropriate committee structure with suitable terms of reference, an improvement since the last inspection. Governors are kept well informed of discussions, which take place in these meetings, through written minutes. The termly meetings occasionally review the progress of the school development plan but it is not a regular feature on the agenda. Two governors regularly work in the school and support the pupils. In one case the governor, supported by his wife, is helping the pupils acquire information and communication technology skills in the newly established suite. Governors have undertaken a little monitoring of lessons. The quality of the report of the most recent visit was very good and highly evaluative.

53. The Governing Body does not yet involve itself sufficiently in planning the priorities for the school's development, in setting the budget and monitoring the cost effectiveness of decisions and, in these last two respects, has not yet acted on the recommendations in the previous report. However, members of staff, when making purchases for their areas of responsibility, consider carefully value for money.

54. The headteacher and teaching staff manage their several subject responsibilities generally appropriately, although there has been insufficient oversight of the work and planning in the Year 2 class during recent difficulties. They have written school policies and adopted suitable schemes of work for all subjects and this represents an improvement on the previous inspection when schemes were incomplete. Staff have good opportunities to attend in-service training on external courses and have links with other schools, including those highlighted as having good practice. The school minutes its regular staff meetings, although there is too much emphasis on administrative matters as against discussion on school curriculum related matters. Staff have monitored teaching and good evaluation has taken place as a result of these inter-classroom visits. Suitable arrangements have been made for performance management and appraisal.

55. The level of staffing is good. In addition to the class teachers and the headteacher, there is a good provision of support staff who effectively combine assistance for special needs pupils with general classroom support. The learning support assistants are of good quality and fulfil their responsibilities to good effect, representing good value for money. Members of the teaching staff are well qualified to undertake their classroom duties and suitably matched to the large range of subject and aspect responsibilities they fulfil. A major problem for the school is to obtain suitably experienced supply staff during the enforced long-term absence of staff. This has been a major problem during recent months. During the summer term 2000, one class had 15 separate supply teachers. The problem persisted during the inspection period where the education of Year 2 pupils was being affected by similarly difficult circumstances.

56. The part-time caretaker fulfils his duties well and keeps the school clean. Other part-time staff, in their various roles, contribute well to the pleasant school environment.

57. The school has satisfactory accommodation overall with some strengths and some weaknesses. The strengths lie in the good use made of the limited accommodation and the initiative in securing former dwelling premises next to the school for administrative, staff room and group tuition purposes. The recently constructed play area for the youngest children has been a well considered development and helps to offset the overall unsatisfactory and very limited hard surface play areas and lack of grassed areas. The development of the garden area and external drama area are good features which together with the well positioned troughs of plants and bulbs help to brighten up an otherwise stark exterior. Internally the addition of the recently installed computer suite and new library extension have added good resource provision and represent considerable improvements since the last inspection. The very limited size of the hall, which has to double up as a dining area, severely restricts work in physical education. The school occasionally makes use of a nearby local park to offset its lack of field space

58. Resources for learning are adequate in most subjects and overall provision is satisfactory. They are good for information and communication technology and there is a very good range of untuned percussion in music, although levels of tuned percussion are unsatisfactory. Large apparatus for physical education, such as the quality of benches, remains unsatisfactory as at the time of the last inspection. The range of resources and books for pupils who have special educational needs is very limited. General book provision is of good quality. A significant strength of the resource provision is the well managed storage of resources and the tidy appearance of the school as a result.

59. Standards are well below average on admission and attainment at the end of Key Stage 1 has been variable in mathematics and science but most recent national tests in these two subjects were well above the national average against similar schools, although well below average in reading and writing. Pupils' attitudes and behaviour are good, as is the quality of teaching. The school provides sound value for money overall despite the higher than average income per pupil.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards in the school and build on the very good start the children make in the Foundation Stage, the Governing Body, headteacher and staff should:

- **seek to improve standards in reading, writing, numeracy, science and information and communication technology by:**

in reading and writing

- a) hearing individual pupils read more regularly, diagnose their difficulties more precisely and use the information gained to teach them more specific reading skills such as letter blends, picture and context cues;
- b) keep better records of pupils letter blend knowledge and use the records to plan learning in literacy lessons appropriate to need;
- c) reduce the number of work sheets and grammatical exercises pupils complete and give pupils opportunities to write about their experiences and for different purposes across the curriculum and to use their own work, instead of contrived work, to build up their language skills;
- d) taking steps to ensure boys make better progress in these aspects.
(Paras. 2, 5, 6, 9, 11, 17, 43, 81, 88, 90, 91, 92, 94, 96)

in numeracy

- a) matching work more accurately to pupils' stage of development;
- b) sharpening up pupils' number bond knowledge and ensuring they commit number bonds to memory by an increased focus on this aspect in mental sessions and teaching them strategies for remembering.
(Paras. 2, 5, 9, 98)

in science

- a) providing more opportunities for pupils to work practically, appreciate the necessity for fair testing when carrying out simple investigations and communicate their findings better in tables, charts and in writing.
(Paras. 5, 7, 9, 105, 106)

in information and communication technology

- a) develop pupils' skills sequentially and plot their success on a structured record;
- b) build on what they can do;
- c) use information and communication technology more frequently in other lessons.
(Paras. 5, 8, 9, 27, 43, 140)

- **improve the provision for those who are on the special educational needs register by:**

- a) matching work in classrooms better to their individual education plans;
- b) keeping more detailed and shared records of their progress;
- c) involving parents more when targets are drawn up and reviewed;
- d) using information and communication technology to better effect in devising teaching programmes for special educational needs pupils;
- e) widen the range of teaching resources and equipment;
- f) purchase attractive books which relate to the letter blends and phonics which they are learning;

- g) review and monitor the work of the principal special educational needs learning support so that:
 - i) classteachers determine what is done in individual or group sessions and are aware of the programme being followed;
 - ii) the timing of withdrawal from class is appropriate,
 - iii) the activities undertaken build on a recognised structure.
(Paras. 11, 24, 27, 28, 140)

- **ensure that records are used more accurately in Years 1 and 2 to match the work to pupils' prior attainment.**
(Paras. 11, 17, 24, 26, 27, 48, 116, 120, 125, 133, 139, 143)

- **seek to improve the partnership with parents by building on the excellent home visiting arrangements which take place before the children commence school by:**
 - a) arranging formal parents' evenings in mid year;
 - b) giving parents greater access to teachers for on-going discussion;
 - c) learning about the arrangements which schools in similar kinds of areas have made with their parents and which work very effectively.
(Paras. 46, 47, 51))

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	55	36	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Year 2
Number of pupils on the school's roll (FTE for part-time pupils)		72
Number of full-time pupils eligible for free school meals		22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Year 2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		20

English as an additional language

	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.2

Unauthorised absence

	%
School data	4.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	00	23	8	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	10	23
	Girls	6	3	8
	Total	22	13	31
Percentage of pupils at NC level 2 or above	School	71 (42)	42 (52)	100 (52)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	21	23
	Girls	6	8	8
	Total	23	29	31
Percentage of pupils at NC level 2 or above	School	74 (52)	94 (52)	100 (58)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	2
Black – other	1
Indian	3
Pakistani	1
Bangladeshi	10
Chinese	
White	42
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	21.25
Average class size	28

Education support staff: YR – Year 2

Total number of education support staff	6
Total aggregate hours worked per week	94

Exclusions in the last school year

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

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

Financial information

Financial year	99/00
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	£
Total income	242946
Total expenditure	208553
Expenditure per pupil	2454
Balance brought forward from previous year	12000
Balance carried forward to next year	46393

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	59
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	0	4	0
My child is making good progress in school.	61	35	4	0	0
Behaviour in the school is good.	32	50	14	5	0
My child gets the right amount of work to do at home.	9	35	35	13	9
The teaching is good.	43	48	4	0	4
I am kept well informed about how my child is getting on.	26	48	22	4	0
I would feel comfortable about approaching the school with questions or a problem.	78	17	4	0	0
The school expects my child to work hard and achieve his or her best.	65	26	9	0	0
The school works closely with parents.	26	57	13	4	0
The school is well led and managed.	52	26	13	4	4
The school is helping my child become mature and responsible.	30	57	0	9	4
The school provides an interesting range of activities outside lessons.	9	43	9	9	30

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

60. Children enter school in two phases, the older ones begin in September and the younger ones in January. They join a warm, caring and stimulating environment where much attention is paid to their individual academic, social and personal needs. The teacher and learning assistant make a series of invited visits to the children's homes and thereby form positive relationships with parents. As a result children settle quickly and happily, ready to experience all the Reception class has to offer. Few children experience pre-school provision of any sort. They join the school with low levels of attainment for their age. Their personal and social skills are also well below average. Assessments on entry are carefully recorded and analysed to identify the main area for development, mainly communication and language. Many children are pupils with special educational needs having significant speech and language difficulties and children who have English as an additional language. Five of the eleven pupils entering in September did not speak English upon arrival in class.

61. The quality of teaching is good. The staff understand the developmental learning needs of young children and provide appropriate activities and resources which excite and stimulate their learning. Basic skills are taught well and the teacher has very high expectations of behaviour and attitudes. Since the last inspection, the quality of provision and resources used outside has improved significantly. There is an attractive soft play area where children can develop their physical skills and also a number of bicycles, tricycles and play equipment to encourage creative and imaginative play. The sympathetic teaching and the care shown by the Reception staff encourage children to take part in all activities and importantly raise their communication skills. Children are carefully tracked and progress in their basic skills is well documented.

Person, social and emotional development

62. The teaching of this aspect is good. The children's achievements are good because staff spend time with the children assessing their needs and assisting them to become confident and develop self-esteem. They help them to learn the names of other children so that they can learn to mix quickly and to find their way around school.

63. They are able to put their lunch boxes in the correct place, button and unbutton their coats, manage their own personal hygiene and begin to become more independent. They co-operate well with adults and peers, learning to share and enjoy the company of others. Two girls working with the learning support assistant on a task about the sense of smell thoroughly enjoyed talking about which smell they liked, recording their findings on a simple graph.

64. Children learn to plan and select their activities independently. They begin to evaluate what they have accomplished during the plenary sessions that follow all activities. A programme recently introduced to encourage the children's decision-making is providing assessment opportunities for the teacher and learning support assistant to note developments and progress in all aspects of the national guidelines for young children's learning.

Communication, language and literacy

65. The overall attainment at the end of the Foundation Year is below expectations but nevertheless their achievements are good as they start from a low base. Emphasis is placed upon children learning to communicate more effectively, especially those for whom English is an additional language. They begin to acquire a wider vocabulary and communicate their experiences with adults. Puppets are used successfully to promote language and story telling, whilst the role-play area, a doctor's surgery at the time of inspection, encourages a widening of children's vocabulary. Headsets for listening to story and song are enjoyed by children and create an excited response. One little girl called to her friends, "A song has come on, come and listen." Pupils make good progress learning phonic sounds in preparation for reading. They learn very quickly, the art of listening carefully and following simple instructions.

66. Many children make good progress in their phonic knowledge and about 75 per cent will achieve the early learning goals by the end of their Reception year. Some children read the early books in the reading scheme, beginning to sound out words and using pictures to provide context clues.

67. By the end of the Reception Year, the majority of children are in line to reach the target of reading the forty-five key words before embarking upon the reading scheme. Daily story reading provides children with an enjoyment of books and a developing knowledge of the terms, author, illustrator, spine and title page. They understand that books are read from left to right and stories have a beginning, middle and end. Good use is made of the computer pre-reading programmes to assist children in their reading, writing and communication skills.

Mathematical development

68. About half the children are likely to meet the standards required by the end of the Foundation Stage. Assessment results on entry show that children's mathematical understanding is poor, especially in understanding mathematical vocabulary. Valuable work is carried out in counting activities and practising number order and gaining understanding and the teaching is good. Many opportunities are created which give children enjoyment of mathematics, such as the number aerobics where they can use their whole bodies to count in a physical way. Overall, the children's knowledge of number is still below expectations, despite the range of activities, in part due to their lack of familiarity with appropriate mathematical language and their low level on entry. Despite this, their progress is good overall.

69. Good links made to other subjects, such as the sandwich-making exercise, where children record their taste preferences on a block graph. They make the sandwiches using their favourite filling and cut them up into a variety of shapes using correct terminology, such as triangle, rectangle and square. The written words are introduced so that children learn to associate the shape and its properties with its written and spoken name. Mathematical vocabulary is used as much as possible and terms like less than, greater than, above or below are frequently used by the children.

70. Computer programs on shape, space and number are enjoyed by the children and provide additional mathematical learning experiences.

Knowledge and understanding of the world

71. Children make good progress in their knowledge and understanding of the world. About half will meet the national expectations in this area of learning by the end of the Foundation Year. The appropriate and colourful resources, available both in and out of the classroom, allow the children to investigate objects and materials by using all their senses. They learn to record their findings in a number of ways, for example drawing, painting, collage, graphs and writing.

72. The children can describe how they come to school, recognising that some roads are dangerous and require care in crossing.

73. They enjoy investigating. They delight in the kaleidoscopes and mirrors available for their use. Children observe the growth of bulbs, flowers and shrubs that have been especially planted in the garden to attract birds and insects.

74. The teaching of this area of learning is good as the children achieve well. Very good planning and organisation by the teacher and learning support assistant, working in harmony together to produce a variety of different sounds, enable children to develop their listening skills. They make good progress in their understanding that different materials produce different sounds for example different kinds of pasta. They are attentive and interested during such activities.

75. Children use information and communication technology with confidence, but smaller children have difficulty in seeing the monitor as it is placed too high for them.

76. Significant events of the academic year are recorded in pictorial form so that children begin to understand the passage of time and sequence of events. During one memorable assembly, children were made aware of the passage of time as 100 candles were lit in honour of a grandmother who celebrated her 100th birthday.

77. The cultures and traditions of those children who have English as an additional language are valued and respected. The children in Reception listen very attentively to the teacher as she explains to them the differences in the way African people in Africa live their lives.

Creative Development

78. Many opportunities are provided for children to develop their creativity and teaching is good in this aspect enabling the children to make good progress and to achieve well. Mirrors are used effectively to enable children to observe their faces, noting the colour and shape of their features before transferring their observations to paper. They make good progress in using and manipulating pastels to record facial features including pupils and eyelashes. They use paint and materials to complete effective class collages of their favourite stories. Pupils in Reception make good progress in selecting materials for a task, as when they make shakers using varieties of pasta to produce different sounds.

79. The successful work on the senses encourages children to listen to sound and its musical/percussive qualities. They can manipulate scissors, glue and pasta in order to make a shaker to play to the remainder of the class. They work with great concentration and enjoy the end result. Opportunities for drama exist in the classroom and in the garden area where a raised dais can be used for acting and dancing. Time for children to reflect quietly and creatively are also provided during and at the end of the school day.

Physical Development

80. Children make good progress in using hand-held tools, such as brushes and pencils and in their use and also when they use their bodies to move in different ways. Their achievements are good. Most children will achieve the national expectations by the end of the Reception Year. Good teaching provides a range of opportunities for the children to develop their skills. Opportunities abound in the class for children to glue, paint, cut out and manipulate materials. White boards are used imaginatively and children practise letters and shapes making good progress with their handwriting skills. Construction equipment allows them to work independently or in groups and extends their vocabulary and creativity. The good teaching ensures that children are aware of the importance of exercise and healthy eating and their impact upon the body. Children can explain what happens when you get 'puffed out'. They learn to control their movements and begin to use space around themselves. They can balance, swing, run, jump or just sit and think in the quiet part of the newly built soft playground area.

ENGLISH

81. The results of the 2000 national statutory tests for pupils aged seven show that attainment in reading was very low against all schools nationally and well below average against similar schools. In writing pupils' attainment was very low in both aspects of English.

82. The performance of boys and girls over the past three years fell below the national average in reading and writing, speaking and listening. Standards in spelling and handwriting are weak. Girls achieved higher standards than boys in reading in 2000 but boys achieved better than girls in writing.

83. The high percentage of pupils who are on the special needs register and those who have English as an additional language significantly affect English standards. Assessment results when pupils first begin school also show that attainment on entry to the school is well below expectations.

84. The school has set in place and defined in the school development plan strategies to improve the quality of handwriting, presentation and spelling to boost English Key Stage 1 results. Sentence structure and reading comprehension are other areas that are being targeted and reviewed. The Governing Body is fully involved with the implementation of these plans and they meet on a regular basis with the headteacher to analyse, review and monitor progress.

85. By the end of Key Stage 1, pupils have made good progress in their listening skills and participate enthusiastically in class discussion. They identify with characters in the book 'Can't you sleep Little Bear?' learning to express their own thoughts, feelings and emotions. Pupils in Year 1 respond enthusiastically to the book 'Farmer Duck' and are excited by the repetitive verse which they enjoy saying aloud. They understand that the voice can be used to instil a sense of drama and atmosphere into conversations or when recounting a story.

86. Pupils with special educational needs and English as an additional language participate in these class discussions and are encouraged by their teachers to speak clearly and to listen carefully. The quality of pupils' speech is well below average. They do not sound out words clearly nor use structured English sentences. However, in Year 1 opportunities are provided in the form of sound games to enable pupils to build up sentences from a combination of two phrases, which they read to one another enjoying the activity.

87. By Year 1 many pupils can read simple English texts learning to sound out words to find their meaning. They understand the term digraph and can make words using blends of sounds. In Year 2 pupils are reading more difficult English texts and begin to use and understand the term tense. Pupils, including those with English as an additional language and special educational needs, listen carefully to the teacher explaining the use of tense and one pupil volunteers that the present tense often ends with 'ing' and the past tense with 'ed' added to the verb.

88. The more able pupils in Year 2 use print to predict what may happen in a story and they understand the terms, character and plot. Less confident readers use phonic cues and word blends to assist them. Most pupils enjoy reading and take home a book to read on a regular basis. Parents are invited to help their children by listening to them read followed by a written comment in the home/school contact book. Those pupils who do receive this help make good progress with reading. At the end of the Key Stage, all pupils have acquired basic reading skills. Many can read independently, fluently and with expression, whilst lower attaining pupils have learned to decode and read unfamiliar words. Although the standard of reading is currently well below average, pupils make sound progress.

89. The new school library, which has recently opened, is an extremely valuable resource for pupils of all ages. The books are attractively stored and catalogued to the Dewey system. Pupils can sit and browse or listen to tapes of their favourite stories, adding to their enjoyment and knowledge. The lending section of the library is to be introduced soon, enhancing the range and availability of books for pupils and their parents.

90. Standards of writing are below age expectations. On entry to school pupils' skills in all aspects of English are limited. In the Reception class pupils make satisfactory progress in forming letters correctly. They understand the terms ascenders and descenders when attempting to write both upper and lower case letters. They begin to use spaces and realise that presentation is necessary for accuracy. In Year 1 pupils write their own sentences using capital letters and begin to understand the use of full stops. They use their knowledge of the structure of a story to begin to develop their own stories with a beginning, middle and end. Pupils with special educational needs work well with the learning support assistants who help them to build up new words by applying phonic sounds and blends. All pupils work well and make sound progress in spelling and writing key words.

91. The good progress currently being made in Reception and Year 1 was not being maintained in Year 2. This is due in the main to a long period of instability in staffing resulting in an inconsistency of teaching approaches. The overuse of work sheets for spelling, handwriting and grammatical exercises in that year group is also detrimental to progress. Work is not marked in a manner designed to offer positive and constructive advice to pupils.

92. During one Year 2 lesson observed, the more able pupils had the opportunity to plan and begin to write an extended piece of work. The levels of presentation were very poor, attention to basic sentence construction very limited and spelling and vocabulary were weak. The ability of pupils to write creatively is curtailed by insufficient opportunities and time given to formulating their thoughts and planning their writing.

93. The new writing and spelling scheme introduced by the school is offering pupils a consistency of approach to the conventions of writing and presentation. These will build upon their knowledge, skills and understanding of written and spoken English.

94. Teaching observed during the inspection is good overall. Further temporary arrangements had been made in the Year 2 class for the inspection period. Teachers plan and organise lessons well. Learning support assistants, who have clearly defined lesson plans and assessment sheets, question pupils effectively and work well with special educational needs pupils and those who have English as an additional language. Teachers know their pupils well and usually make sure that those pupils with English as an additional language and special educational needs are given work appropriate to their needs and abilities, although some examples of mixing up special educational needs pupils and English as an additional language pupils were observed. In Year 2 the overuse of work sheets is not sufficiently challenging to the more able pupils and results in restless behaviour and poor progress.

95. Work during literacy hour is well planned particularly in Year 1 where the humour of the text and illustrations in 'Farmer Duck' give great delight to pupils. Their enthusiastic response and desire to join in with the text is used very successfully by the teacher to extend their understanding of sentence construction. In Year 2 the sympathetic teaching and questioning skills of the temporary teacher gave less articulate pupils opportunities to express their individual fear and anxieties about night-time. The plenary sessions are used well to draw together the learning points of lessons but in Year 2 time is often at a premium and opportunities are lost to re-inforce skills and understanding.

96. Assessment of English activities is insufficiently diagnostic of pupils' difficulties, in order to maximise learning and to guide teachers to the next stage of a pupil's development. For example, reading records are generally descriptive of how a pupil has performed.

97. The English co-ordinator works hard and has made every effort to assist the supply teachers in Year 2 in preparing pupils for the end of key stage tasks and test. She has analysed pupils' work and offered constructive advice to them on ways to improve and extend their writing. The co-ordinator monitors the teaching and learning of English but there is limited time to evaluate progress in the classrooms. The schemes of work and policy document, introduced since the last inspection, are valuable tools to assist planning. Standards in English are below those reported at time of the previous inspection and not enough use is being made of English across the curriculum, particularly in writing.

MATHEMATICS

98. Results in the 2000 national tests at the end of Key Stage 1 were average when compared with all schools nationally and well above average against similar schools. In previous years, results had been well below the national average. Inspection evidence indicates that about half the pupils are in line to attain the national expectations by the end of Key Stage 1 and there is little indication of high achievement. Pupils' progress has been clearly affected by the disruption to their education by the enforced absence of the Year 2 class teacher and the resulting temporary arrangements, which have had to be made. Boys have been attaining significantly less well than the girls in recent years but last year the boys outperformed the girls. Overall, the attainment of both boys and girls on average in recent years has been below the national averages for boys and girls, a decline on previously reported standards.

99. Year 2 pupils can recognise two digit numbers and about two-thirds can write a two digit number when it is given verbally. Most can count in fives and tens and start from a given number. However about one-third of the pupils struggle in such activities, particularly when starting from a given number. A few pupils cannot add or subtract ten from a given

number. Their familiarity with number bonds is unsatisfactory and they are not yet quick and immediate in response. Many pupils have particular problems when subtracting and they are not yet sufficiently familiar with the 100 square. Many still rely on their fingers and number line to add two numbers. Pupils have a satisfactory knowledge of two- and three-dimensional shapes but several pupils find it difficult to remember the names of shapes. They can apply mathematics commensurate with their generally below expected level, for example when recognising and using money.

100. The achievements of the pupils are inconsistent. They are good in Year 1 but unsatisfactory in Year 2 and, as a result, unsatisfactory overall. The arrangements, which have been made during the prolonged sickness absence of the Year 2 class teacher, have been the major problem and these still persisted at the time of the inspection. A different supply teacher was with the class during the inspection period but she was unable to remain beyond the duration of the inspection.

101. Scrutiny of work indicates that marking of pupils' work is good in the Foundation Stage and lower Key Stage 1 but it has been unsatisfactory in Year 2 since the temporary arrangements have been in place.

102. Despite the foregoing remarks, the quality of teaching observed during the inspection was good in Year 1 and satisfactory in Year 2 with the new temporary supply teacher and sound overall. The Numeracy Strategy is being used to good effect and implemented fully. When consideration is taken of previous teaching in the academic year, it is satisfactory overall but unsatisfactory in Year 2. Scrutiny of previous Year 2 work indicates too many worksheets which have occupied pupils rather than developing their mathematical skills and building on previous work. Too little attention has been paid to matching work to the different needs of the pupils. Work has not sufficiently built upon the pupils' previous understanding and there is evidence of repetition of earlier work, for example worksheets given to the whole class which merely involved counting activities. Several examples of incorrect marking were observed in pupils' work. In Year 1, the pupils' work is marked effectively and quite often forms part of the overall assessment strategy.

103. In the best lessons observed during the inspection, good use was made of resources, such as a washing line to order numbers to 20 in Year 1. Pupils were also taught techniques to speed up their thinking, such as reversing the numbers to begin with the bigger number when adding. As a result, the pupils are beginning to understand about the reversibility of numbers when adding. Such activities engaged the pupils' thinking and interest and they made good progress during this lesson, working with interest and enjoyment.

104. Resources for mathematics are adequate and record keeping systems are in place to track pupils' progress. Management of the subject is satisfactory overall but there has been insufficiently thorough checking of the pupils' progress during the recent absence in Year 2. Mathematics is not being used sufficiently across the curriculum.

SCIENCE

105. Pupils' attainment in science in the 2000 teacher assessments was very high and in the highest five per cent nationally for the proportion of pupils judged to be reaching the expected level. All pupils were assessed as reaching the expected level, although the proportion of pupils gaining the higher level was well below the national average. Currently pupils' attainment is below expectations and progress overall well below the national

average, significantly down on previously reported standards. Insufficient science has been taught during the current academic year during the staffing difficulties in Year 2, combined with the fact that the present cohort of Year 2 pupils is less able than that in the last year. Standards fluctuate from year to year as a consequence of the different cohorts and the proportions of special needs pupils in particularly small year groups can adversely affect the overall percentage success rate. The current cohort of pupils has a significant number of pupils on the special needs register.

106. Scrutiny of pupils' work indicates coverage of work in material and life processes in Year 2, although some of the work is superficial and does not go into enough depth. For example, recorded work on materials was confined to fairly trivial subject matter such as describing the texture of Barnaby Bear. Insufficient attention is given to physical processes and investigation, particularly in Year 2.

107. Pupils can name the main parts of a flower, for example stem, flower, and root and know that some vegetables grow on the surface, whilst others grow under it. They also know that electricity is dangerous and have a basic understanding of a simple electrical circuit but some cannot express the battery as being the source of the electricity. Pupils know that seeds produce plants and something of the conditions for growth, such as light and water. They appreciate that materials have different textures but do not use mathematics enough to record, analyse and measure results. Literacy skills are not used sufficiently frequently to record their work.

108. Only two science lessons took place in the brief inspection period, one in each of the two Key Stage 1 classes. One lesson was satisfactory and one good. Overall the teaching observed was satisfactory. In the good Year 1 lesson, pupils made good progress in understanding about sound and learning simply about the way in which sound is received by the ear and transferred to the brain to be interpreted. Clear demonstrations of vibrations using plastic cubes on the top of a drum skin helped the pupils visualise the effects of vibrations when something is struck and they made good connections with the lesson intentions. Good simplified diagrams of the ear helped their understanding. The very good use of language, appropriate for the age of the pupils, and the measured pace helped them to understand and kept the pupils interested and alert. In the satisfactory Year 2 lesson about the water cycle, the work was rather theoretical, despite the good use of a large picture, although the washing of doll's clothes was quite imaginative as they were hung up to dry over the radiator to demonstrate the concept of evaporation. The follow-up work was less imaginative as all pupils coloured in and labeled a worksheet, copying detail from the board. The teaching of science since the absence of the Year 2 class teacher has been unsatisfactory and resulted in unsatisfactory progress overall.

109. Resources for science are satisfactory and the subject is soundly managed. The policy is effective in guiding the work in the school and national guidance has helped form the scheme of work, an improvement since the last inspection. Monitoring of lessons and content has been unsatisfactory because the inadequacies in provision in Year 2 have not been suitably addressed.

110. The staff emphasise to the pupils the importance of caring for their school environment. Pupils join in enthusiastically in planting bulbs in attractive containers to enhance the playground areas. The school garden is well maintained and the 'Green Team', composed of pupils from across the three year groups, works well together to look after the plants and pond life. These activities provide a strong focus for the enhancement of pupils' spiritual, social and moral progress.

ART AND DESIGN

111. The good standards achieved in the Reception class are not maintained in Years 1 and 2. At the end of the key stage, attainment is in line with standards expected nationally for seven-year-old pupils and similar to those at the previous inspection.

112. Pupils in Year 1 learn to use tissue paper to create shape and form in their representations of animals which are incorporated into a wall picture depicting the noises animals make. This links well into the class theme of sound.

113. In Year 2 pupils study a variety of books and photographs about owls noting their beaks, talons and patterning on the feathers. They use their observations to make owls, using a variety of media and techniques including clay, junk materials, tissue paper and cards. One pupil with special needs made a careful line drawing of a snowy owl, concentrating upon the task and producing an artistic drawing with great attention paid to the pattern and texture of the feathers. The lesson linked well to the literacy lesson in which pupils enjoyed reading together the story of 'Owl Babies'.

114. However, the overall results in Years 1 and 2 do not show continuing progress in many artistic skills. For instance, mixing paint, depicting shape and tone and depth and distance, nor in pupils critically evaluating their own work.

115. Pupils' work is displayed in well-mounted wall pictures around the school with particularly attractive collages describing their favourite stories mounted in the newly opened library. Examples of the pleasure pupils found in the recent snowfalls are expressed in a collage with snowflakes attractively displayed.

116. Teaching is satisfactory overall. Assessment of individual pupils' progress in many artistic skills is not recorded and therefore work is not always sufficiently challenging. Little attention is paid to specific techniques, for example shading, tone and perspective, resulting in immature and uncritical results at the end of the Key Stage.

117. Cross-curricular links to other subjects are evident in many displays, for example a colourful display showing pattern in numbers, observational line drawings of movements in physical educational lessons and three-dimensional representations of food to depict healthy diets. References to the work of famous artists were not noted during the time of the inspection.

118. The attitude of pupils and the response to art are satisfactory. They work independently and in groups sharing ideas and materials. Occasionally behaviour in Year 2 is exuberant, causing the noise level to interrupt work and therefore progress.

119. Art resources are satisfactory. There is insufficient time for the co-ordinator to monitor teaching and learning, consequently progress in art is limited.

120. The development of a scheme of work and a policy for art are improvements since the last inspection report. The quality of the teaching and learning in this subject can be developed further by a clear assessment policy to track the skills and techniques of individual pupils.

DESIGN AND TECHNOLOGY

121. There were few opportunities to observe design and technology during the course of the inspection as the subject is taught in blocks of time, mainly in the summer term. Judgements are based, therefore, upon the scheme of work and policy statements outlining the teaching and learning, some displays observed and by talking to pupils and the subject co-ordinator.

122. Standards in design and technology are satisfactory and similar to those previously reported. Pupils in Year 1 use construction apparatus to make increasingly complex models. They describe their results in written form. Pupils in Year 2 use card and paper to make owls and acquire progressive skills in cutting, attaching and fastening. During the inspection there was no evidence seen of pupils in Key Stage 1 investigating, developing and planning design ideas, nor evaluating or modifying the end product because of blocking arrangements on the time-table.

123. Pupils work together in a positive spirit and pupils with special educational needs and those for whom English is an additional language make satisfactory progress.

124. Teachers are secure in their subject knowledge of the National Curriculum requirements. Since the last inspection a scheme of work and policy guidelines have been put in place and teachers use these documents, to guide their lesson planning.

125. There is no formal assessment procedure to assess the pupils' knowledge, skills and understanding that is required for design and technology. Such a policy would provide planning guidance to teachers and help raise the standard of pupils' attainment.

126. The co-ordinator oversees the satisfactory resources that are effectively used, stored and maintained.

GEOGRAPHY

127. Since the last inspection standards in geography have remained at the same national curriculum expected level. By the end of Key Stage 1 pupils have an understanding of the use of maps, globes and plans to locate places and countries. For instance, Year 2 pupils are eager to pinpoint their locality on a map of the British Isles. They learn the composition of the United Kingdom and where it stands in relation to the rest of the world. One pupil used the globe to show his peers the four countries of the United Kingdom. Through skilful questioning by the teacher pupils' knowledge was extended to pinpointing the North and South Poles and the Equator.

128. During assemblies pupils identify the continent of Africa from a wall map, they use geographical terms such as ocean and know the names of the continents. Through effective and sympathetic teaching, pupils recognise that people live in differing places adapting their life styles to suit the environment. This contributes to pupils' social and cultural understanding and development.

129. The local police and railway police make a significant contribution to pupils' understanding of their immediate environment by talking to them about modes of transport, the need to respect places and property and the way in which roads and railways evolve and change.

130. Pupils in Year 1 express their views on places and countries they have visited. They record their observation in written form and trace the direction of travel on a world map. The contributions from pupils with English as an additional language are particularly valued and their places of origin are recognised and respected.

131. Teachers have a secure knowledge of the subject. The few lessons observed were well taught with sensitivity to pupils' needs, especially those pupils with special educational needs and English as an additional language.

132. Pupils respond with enthusiasm and excitement to locating features on a globe and a map. They learn to recognise that symbols and colours provide clues to reading maps.

133. The good questioning techniques employed by teachers focus the attention of pupils, thereby developing their understanding of geographical skills, facts and knowledge. There are good links made to other subjects. For instance, pupils in Year 2 work with the headteacher to extend their knowledge of the use of symbols in map reading. They use information and communication technology to draw an imaginary island adding landmarks and symbols to it. There is very little formal assessment of pupils' progress which would aid planning.

134. Resources are satisfactory, adequately stored and maintained. At the present time the co-ordinator does not have the opportunity to monitor and evaluate teaching and learning, nor to assess pupils' knowledge, skills and understanding of the subject.

HISTORY

135. There were few opportunities to see any formal teaching of history during the course of the inspection. Hence judgements are based upon scrutiny of pupils' work, discussion with pupils and the documentation relevant to the National Curriculum. Schemes of work, the policy document and curriculum map, together with the displays around the school, provide sufficient evidence to state that the pupils achieve satisfactory standards of attainment by the end of the Key Stage. Standards are similar to those at the previous inspection.

136. The displays in the classrooms and around the building record the main events that occur in school on a monthly basis during the academic year. Pupils learn to place events in an order and to recognise that there is a past, present and future. Time lines in the classrooms demonstrate some key historical events such as The Gunpowder Plot.

137. The Headteacher has collected artefacts, photographs and maps that record the fascinating history of the school and its immediate environment. Pupils in Year 2 use this valuable resource to learn about their surroundings. During visits to Chatham and Rochester they acquire knowledge and understanding of the importance in history of their locality. Writing skills and the presentation of historical facts are developed through these visits.

138. The history resources are satisfactory and the associated books and topic boxes provide effective teaching and learning materials.

139. Assessment of pupils' knowledge, understanding and key skills are not formally recorded to enhance and develop the teaching of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. Information and communication technology is a developing subject in the school but currently standards are below end of Key Stage 1 expectations, although improving. Pupils' progress is satisfactory overall but they start from a fairly low base and few pupils have their own computers at home with which to practise and refine their skills further. Good use is being made of the new information and communication technology suite and pupils are becoming familiar with the keyboard. A governor and his wife are keenly involved in this developing work and support pupils individually. Some good use is also being made of the class computers in lessons, such as in mathematics to help the pupils to count accurately and recognise numbers. Its use with special need pupils is as yet undeveloped. A little, but insufficient, use is made of information and communication technology across the curriculum and in literacy work. Standards are not as high as those previously reported.

141. Some teaching was observed during the inspection and this was of sound quality. The small group structure enabled the pupils to make satisfactory progress in the lessons and they were well supported. However, there is a sometimes a tendency to do too much for the pupils in the rush to produce a finished product and not allow enough time for pupils to find out for themselves what they can achieve within a particular program.

142. Reference charts for the pupils relating to the function keys or to a particular program are not yet available for them to use. Pupils are able with support to understand the menu and draw down icons for particular tasks for example to select the type of brush and colour when they design their imaginary islands, which reflected a good link with geography work. Pupils who attain more highly can put detail on their imaginary island plans such as trees and dragonflies. Generally pupils' keyboard skills are slow due to lack of experience with the machines. However, they have become familiar with the space bar and the delete keys and they are enthusiastic, keen and interested and want to do well. They are proud of their efforts and print them off with glee. They can select the size of font and highlight text and most know how to make capital letters. Pupils are not yet at the stage of being able to save their own work and retrieve it nor are they sufficiently familiar with the machines that they can evaluate what they have done and hence suggest how they might improve their skills in the future.

143. The policy and scheme of work are appropriate and the co-ordinator is keen to see the pupils' standards of work improve now that better facilities are in place. The lack of a detailed skills structure hinders individual development and therefore there is a lack of evidence upon which to draw when planning future work for individual pupils.

MUSIC

144. Insufficient evidence was available to judge attainment and progress in music as only one Year 1 lesson could be observed during the inspection. In this lesson, pupils sang tunefully, with enthusiasm and with accompanying actions. They had remembered the words from a previous occasion and obviously enjoy their singing. The pupils could identify the correct pattern from two musical scores which were shown as the teacher clapped the pattern of soft and loud symbols denoted by different sized dots. There followed very good application of the theory into practice as pupils practised playing instruments to similar kinds of scores in small groups. They worked well in their groups and later performed confidently

to the others, following the score accurately. They demonstrated that they could appreciate and respond to the signs for soft and loud notes on the score. Pupils listened attentively when other groups performed. A good atmosphere was preserved throughout the lesson and they made good progress in following a pattern of 'notes'. The teacher had good class control and management systems and there was a good atmosphere throughout the lesson. Pupils enjoyed the lesson and respected the instruments which they played and generally controlled them well.

145. Good use is made of music in assemblies to develop pupils' listening skills and a range of instruments and music is played. During the inspection week well chosen and appealing recorded guitar music was played by a blind artiste and was thoughtfully chosen to reflect the theme of blindness.

146. Resources for music are satisfactory overall. There is very good provision of untuned percussion from a range of cultures and they are of good quality. The selection of tuned percussion is unsatisfactory, however. The subject is soundly led and managed.

PHYSICAL EDUCATION

147. Only one physical education lesson could be observed because of time and timetable constraints. In the one lesson observed, pupils' attainment was in line with expectations for their age, an improvement in standards since the previous inspection. The pupils responded quickly to commands throughout and were well behaved. They were appropriately dressed for activity and the teacher also changed her footwear. The teaching was sound. Pupils were taught the techniques, such as using their arms to propel themselves. In floor work they can stretch and make long movements and roll over from stretched out positions and curl up tight. On the apparatus pupils can jump backwards along a bench, over and along it front ways. The teacher made good use of demonstration, using individual pupils to show good technique. As a result, the pupils worked with a good attitude and much enthusiasm.

148. Resources for physical education are unsatisfactory. There is a sufficiency off small equipment but apparatus is old fashioned and the benches are in need of renewal. The hall is too small for effective physical education lessons to be taught and there is no wall mounted equipment to develop climbing skills. Outside provision is unsatisfactory and there is no grassed area but the teachers do their best and make use of local park provision on occasions.

RELIGIOUS EDUCATION

149. Only one religious education lesson could be observed due to the timetable arrangements and the short duration of the inspection. Evidence from this one lesson, attendance at assemblies and scrutiny of work indicate that the pupils' attainment meets the expectation of the locally agreed syllabus, similar to judgements made at the last inspection. In the one Year 1 lesson observed, pupils were taught about the miracle of the healing of blind Bartemaesus. It was linked effectively to the theme of the assemblies for the week and pupils later acted out the story. The pupils listened well to the story and were later able to relate it back which then supported the improvised drama, which they undertook enthusiastically. The teaching of the lesson was good. The quality of questioning drew out the main parts of the event and helped them to empathise with the plight of Bartemaesus. Their recorded work indicated their difficulty in writing on their own.

150. Resource provision is developing but is overall satisfactory and related to the requirements of the recently published Agreed Syllabus. There are some good, recently acquired artefacts to teach about Judaism.