

INSPECTION REPORT

CHRIST CHURCH PRIMARY SCHOOL

Folkestone

LEA area: Kent

Unique reference number: 118674

Headteacher: Mr. J. Kreiselmeier

Reporting inspector: Mrs. Shelagh Halley
8203

Dates of inspection: 10 - 13 September 2001

Inspection number: 194683

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Brockman Road Folkestone Kent
Postcode:	CT20 1DJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. John Tapper
Date of previous inspection:	18 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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8203	Shelagh Halley	Registered inspector	Music Religious Education	What sort of school is it? How well are pupils taught?
13807	Chris Haggerty	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?
3687	Godfrey Bancroft	Team inspector	Foundation Stage Science Art and Design Physical Education	How good are curricular and other opportunities?
21038	Geof Timms	Team inspector	Information and Communication Technology Design and Technology Special Educational Needs	How well is the school led and managed?
20877	David Pink	Team inspector	English	
3588	Paul Missin	Team inspector	Equal Opportunities English as an additional language Mathematics Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church Primary is a Church of England school situated in Folkestone, Kent – an area acknowledged to be one of the most socially disadvantaged in the county. There are 425 pupils on roll, which makes it much bigger than most other primary schools. Eight pupils come from refugee families. There are currently 16 pupils with English as an additional language, with 14 of them at an early stage of acquiring the English language. The two main ethnic minority groups are Bangladeshi and Czech. The school houses a designated unit for 10 pupils with physical disabilities. Six of these places are currently taken up. The school is landlord to a privately run nursery school. The school's register of special educational needs numbers 142, a proportion which is above the national average. There are 12 pupils with statements of special educational needs, and this is also above the national average. Children enter the Foundation Stage (reception classes) at the age of four. They arrive with a broad range of abilities which are often below the county average. The inspection took place in the first full week of the new school year, when there were five classes with teachers new to the school, and classroom procedures and school routines had not been fully established.

HOW GOOD THE SCHOOL IS

Christ Church Primary is an improving school where strong features are emerging and weaknesses being addressed. Although results in the National Curriculum tests are still below the national average, in comparison with similar schools, standards are rising in English and mathematics, but not in science. For example, standards in English are well above the average and they are above the average in mathematics. Standards in science are below average. The quality of teaching is satisfactory overall, with several examples of good and very good teaching. The leadership and management of the school is good overall, and the school is becoming increasingly effective. Costs are relatively high because of the school's expenditure on the good level of academic and pastoral support. Taking all these factors into account, the school provides satisfactory value for money.

What the school does well

- The headteacher and his deputies provide a very good educational direction for the work of the school
- Provision for pupils with special educational needs is very good and they make good progress.
- Provision for the spiritual, moral, social and cultural development of pupils is good.
- Teaching is good in Key Stage One.
- The start provided for children in the Foundation Stage prepares them well for their school careers.
- The school takes very good care of its pupils.
- The school's relationship with parents is generally good
- The range of extra-curricular activities, including after-school clubs, provided by the school is good.
- Pupils' attendance is good

What could be improved

- Standards in the core subjects of English, mathematics, science, information and communication technology and religious education in Key Stage 2, are lower than could be expected.
- The teaching time in the school week is too short to cover all subjects of the National Curriculum in sufficient depth in Key Stage 2.
- There is a small proportion of unsatisfactory teaching in Key Stage 2.
- Assessment systems are insufficiently rigorous to provide enough information for teachers to plan lessons which meet the needs of all pupils
- The role of the co-ordinator is underdeveloped, particularly in terms of providing subject leadership

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 1997 and most areas of weakness then identified were fully addressed in the governors' post-inspection plan. It is true that standards of attainment have declined but this is largely due to the increasingly high proportion of pupils with special educational needs, and to staffing discontinuities in the recent past. Improvement was relatively slow until the appointment of a new headteacher in September 2000 since when progress has been rapid. Detailed schemes of work have been provided in all subject areas. Teaching arrangements for children in the reception classes have been reviewed successfully. The management structure has been reviewed and the leadership group, along with the headteacher, effectively monitor and evaluate classroom teaching. The school development plan has been greatly improved and is now a useful management tool. Recent initiatives in developing assessment procedures and its use in planning have not been in place long enough to have a more positive impact on provision. The school environment has been enhanced and further plans are in hand to extend and improve accommodation. Although some resources have been improved, notably information and communication technology, there are still inadequacies in supporting learning in English (particularly library provision), art, design and technology and religious education. Overall, there has been satisfactory improvement since the previous inspection, particularly in the last year.

STANDARDS

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

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

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

Pupils' standards of attainment in the 2000 National Curriculum tests at the age of eleven were below the national average in English, and well below in mathematics and science. The proportion of pupils attaining levels higher than those expected nationally was below the national average in English and mathematics, and well below in science. In comparison with similar schools, standards in English were well above the average, above in mathematics, and in science below. The overall trend in improvement over the last few years is below the national average, due to the increasing proportion of pupils with special educational needs. Early indications from the 2001 tests show an improvement in all three subjects, although the improvement in science is not as good as that in English and mathematics.

In the 2000 National Curriculum tests at the age of seven were below the national average in reading and mathematics, and well below in writing. This was because pupils' attainment on entry in this cohort was well below the national average and because of earlier discontinuities in staffing which affected pupils' learning.

In the current year groups, attainment in English in Years 2 and 6 is in line with the national expectation, in line with it in mathematics and science in Year 2, and below it in Year 6. The present Year 6 has a large proportion of pupils with special educational needs, and there is some underachievement because teachers' expectations are sometimes too low. Pupils with special educational needs, including those with statements of special educational needs, and those with English as an additional language, make good progress. Pupils identified as gifted and talented make very good progress. Children in the current cohort of the Foundation Stage, having entered the reception classes with abilities above the county average, are well on course to achieve the national early learning goals in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. The majority of pupils come willingly to school and are interested in the learning activities provided.
Behaviour, in and out of classrooms	Good overall. There is a small but significant minority of pupils, particularly in the upper junior classes, which does not respond well to the expectations of their teachers.
Personal development and relationships	Satisfactory overall. There are too few opportunities for pupils, especially in the junior classes, to use their initiative and take some responsibility for their own learning. The overall quality of relationships is very good.
Attendance	Good. Most pupils are punctual and most lessons begin and end on time.

Attendance is above the national average, and the rate of exclusions has fallen dramatically since the spring term, with the introduction of a new behaviour policy and system of rewards and incentives.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

The quality of teaching in English is good overall in Key Stage One, and satisfactory in Key Stage 2. In mathematics, teaching is satisfactory overall in both key stages. The good teaching in English in Key Stage 1 is characterised by higher expectations of behaviour and achievement. In the upper classes of Key Stage 2 teachers' expectations of pupils in English are sometimes low, and pupils do not always achieve as expected. In the teaching of mathematics, the picture is very similar. The small proportion of unsatisfactory teaching is caused by an insufficient knowledge of the National Numeracy Strategy. Teachers have adopted the National Literacy and Numeracy Strategies but these have not yet been fully implemented for long enough to have a significant impact on the achievement of older pupils. Although procedures for assessment of pupils' achievement and learning have been recently improved, they are still in need of further development. Teachers have yet to use the results of this data sufficiently rigorously to ensure that work is planned to suit the needs of all pupils and give them the opportunities for always achieving their best. Teaching and support provided to meet the needs of the large proportion of pupils with special educational needs is very good, and these pupils, including those with statements of special educational need - and those with English as an additional language - make good progress. The teaching of children in the Foundation Stage is consistently good, and often very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. Although the statutory curriculum is in place, there is insufficient teaching time in the school week for all subjects to be taught in sufficient depth in Key Stage 2.
Provision for pupils with special educational needs	Very good. Their needs are identified early and they are given very good support.
Provision for pupils with English as an additional language	Good overall. Pupils are given the extra support they need to help them acquire the language as soon as possible.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The spiritual needs of pupils are well addressed in acts of collective worship.
How well the school cares for its pupils	Good overall. The school takes very good care of its pupils. The monitoring and support for pupils' academic development is unsatisfactory because assessment procedures and the use of data are not yet sufficiently developed to be effective in helping pupils to achieve their best.

The school is aware that it must make further efforts to improve parents' perception of the effectiveness of their partnership with the school and eradicate the proportion of parents' dissatisfaction. Curricular provision for children in the Foundation Stage is good. In Key Stage 1, it is satisfactory. The pastoral care of pupils, especially those with emotional and behavioural difficulties, is particularly good.

Religious education does not yet make its full contribution to pupils' spiritual development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and leadership group, including the newly-appointed deputy head, have a clear idea of where they want the school to go next and know how to achieve their objectives of raising standards and improving provision.
How well the governors fulfil their responsibilities	Good. They have a very good understanding of the school's strengths and weaknesses, and how to address the latter.
The school's evaluation of its performance	Good overall. Governors, headteacher and leadership group have correctly identified most areas for development.
The strategic use of resources	Good. Governors make prudent financial decisions.

The school has a more than adequate number of suitably qualified teachers, ably supported by an experienced team of learning support assistants. Accommodation is satisfactory. Plans are already in hand to provide a library and to improve the unsatisfactory state of the mobile classroom for Year 3 and building is expected to begin very soon. Resources, particularly books, are inadequate in many subjects of the curriculum. The new headteacher has worked hard over the last year since his appointment to improve both the fabric of the buildings and the curriculum, and ensure that the school keeps up with educational initiatives. The restructured leadership group support him well and

are working effectively in their new responsibilities. The role of subject co-ordinators is still in the early stages of development. Governors apply the principles of best value when making large purchases and hiring expensive services.

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 • The school expects their children to work hard and achieve their best • The school is well led and managed 	<ul style="list-style-type: none"> • The amount of homework provided • Information about their children's progress • The way in which the school works with parents • The range of activities outside lessons

The inspectors largely agree with parents' positive views. They also agree that information about progress is insufficiently detailed in annual reports. They partially agree that the teachers' expectations of their pupils are appropriately high, although this does not always apply in Key Stage 2. They disagree about the amount of homework provided, since this complies with the latest national guidance. They disagree about range of activities provided outside lessons, which is good compared with most other schools of this kind. This is a response to views expressed by parents in questionnaires circulated by the new headteacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the national tests in English for pupils aged eleven in 2000 indicated that attainment was below national averages but very much above that expected of pupils at similar schools. The results of the national tests in 2000 for this age group were below the national average in reading and well below in writing. Proportionately few pupils reached levels higher than expected. Unconfirmed results of the 2001 national tests indicate that the majority of pupils reach the expected levels for their age at eleven and this is similar at the age of seven. The significantly high numbers of pupils receiving additional educational support accounts for the disparity between tests results and inspection judgements. Eighteen per cent of the age group in Year 2 and 30 per cent in Year 6 are on the higher stages of the special educational needs register. The school did not achieve its target for Year 6 pupils in 2001, because these pupils were not taken into consideration when those targets were set. The use of literacy across the curriculum is not yet fully developed and pupils make little use of their skills in subjects other than English.
2. Since 1996, standards achieved in mathematics in the national tests for seven-year-olds have been consistently below average and this is reflected in results for 2000, and the provisional results for 2001. By the age of eleven, the national tests show pupils' attainment as being below the national average in 2000, and this is reflected again in the provisional results for 2001. However, in 2000, when compared with similar schools, standards were above the average. The school has set up very challenging attainment targets for achievement in the national tests. It is unlikely that those set for 2001 have been met or that the published target for 2002 will be met.
3. The slight improvement evident during the last year has not enabled the school to keep pace with improving standards nationally. There is little difference between the attainment of boys and girls, and both are recognised by the school as urgent areas for development.
4. In the work seen during the inspection, standards of attainment in English, mathematics and science were in line with the national expectation in Year 2. In Year 6, pupils' attainment was broadly average in English, but below in mathematics and science. Pupils' use of their literacy and numeracy skills across the curriculum is currently underdeveloped with opportunities for learning being missed in geography, history and science and other subjects.
5. Standards in information and communication technology were in line at the end of Key Stage 1, and below it at the end of Key Stage 2. This is because pupils at the upper end of the school have not had the benefit of a systematic programme of study and therefore have few skills to build upon.
6. There was insufficient evidence to make a secure judgement on standards in religious education at the end of Key Stage 1, but they are below the recommendations of the Kent Agreed Syllabus at the end of Key Stage 2. Following the previous inspection, the subject was neglected and is only now being re-established in the curriculum.
7. In the non-core subjects, standards are above the national expectation in art and are average in all other subjects in Year 2, although there was insufficient evidence to make a secure judgement in music. At the end of Key Stage 2, standards are about average in art, geography, history, and physical education. There are no national expectations for French in Year 6, but pupils were achieving well. There was insufficient evidence to make a secure judgement in design and technology.
8. The pupils who are part of the unit for those with physical difficulties make good progress in relation to their prior attainment. This is due to the effective way they are included in all of the

normal work of the school and to the very good support provided for them. Pupils with special educational needs in the main school also make good progress towards the targets set for them in their individual education plans. Good use is made of appropriate computer software to support pupils who have difficulties with their skills in basic literacy and numeracy. Those with statements of special educational need receive a very good level of support in line with the statement, and this enables them to improve their knowledge and understanding in a variety of subjects. Pupils with English as an additional language, achieve well and make good progress towards the targets in their individual education plans. Pupils identified as gifted and talented make satisfactory progress overall, and very good progress in mathematics and their achievement is as expected, with sufficient challenge to help them do their best.

9. Pupils with English as an additional language are achieving good standards according to their previous ability. The well managed curriculum is providing an appropriate grounding in English language as well as supporting and enhancing pupils' current curriculum. Provision is enabling these pupils to gain a fuller access to the National Curriculum. When pupils no longer require specialised language support they are removed from the register.
10. Children in the Foundation Stage are well on course, even at this early stage, to achieve the national early learning goals in all areas.

Pupils' attitudes, values and personal development

11. Pupils generally have good attitudes to learning. They are keen to come to school and this is reflected in the improved attendance figures over the past twelve months. The inspection took place in the first full week of term and there are five teachers who are new to the school. In spite of this, the majority of pupils have settled very quickly and are enthusiastic in their learning, although a small minority of pupils are having difficulty in adapting to the changes. Pupils generally stay on task during group activities, but there is sometimes a lack of self-discipline particularly in the upper junior school and lessons can become noisy. For example when the teacher is giving out worksheets the noise levels rise and the attention of pupils wanders. Pupils in the infant classes show good levels of concentration and try hard to do their best for their teacher. During a class discussion, pupils followed the code of conduct perfectly, only speaking when they held 'Talking Teddy' and listening attentively when someone else was speaking, even though this was their first experience. This has a positive effect on their progress and attainment. Generally pupils are keen to both ask and answer questions. They respond well to the praise and encouragement of teachers and support staff. This has a positive effect on pupils' progress and self esteem.
12. Overall the behaviour of pupils is improving. This has a positive effect on learning and the standards achieved. Although there have been eight fixed term exclusions and one permanent exclusion during the past year, most of these took place when the new behaviour policy was introduced. The number of exclusions dropped dramatically during the summer term, when there was just one fixed term exclusion. Examination of the incident book shows a significant drop in the number of poor behaviour incidents in the last term. Pupils regard the new policy as fair and say that the behaviour of pupils has improved since the appointment of the new head teacher. Pupils do not regard bullying as an issue and say staff always listen if anyone has any problems. There were no incidents of bullying seen during the week of the inspection. Staff act as good role models and speak to pupils with respect. Pupils respond well to this. The majority of pupils show self-discipline by their good behaviour when moving around the school, quietly going to assembly or queuing nicely and in orderly fashion for lunch, although on occasion the noise levels increase amongst the upper junior pupils. Sometimes in lessons, a minority of upper junior pupils have difficulty responding to teachers' behavioural expectations, but this is due to the early date of the inspection when teachers, some new to the school, were still establishing classroom routines and procedures. The school has a system of staggered break times and generally pupils mix and play well together. The breaks are well supervised. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. The majority of parents completing the questionnaire, and parents at the parents' meeting regard the behaviour of pupils as good.

13. Overall, pupils' personal development and relationships within the school are good. Pupils understand the impact of their actions on others. For example, during circle time pupils are confident in speaking about their concerns in front of their peers. In an upper junior school class assembly pupils were able to reflect on their successes and failures and on living with disappointment. In a year two literacy lesson, pupils brought books from home and were pleased to be able to share them, respecting other pupils' values and beliefs. The relationships between pupils and between adults and pupils are good. Pupils work well in pairs and in groups, co-operating with each other. The personal development of pupils is satisfactory and pupils of all ages are fully involved in the routines of the school. The new school council contributes to the personal development of pupils and all pupils are encouraged to send ideas via the suggestion box for discussion. This is very effective in building relationships and trust between the school and its pupils. However there are limited opportunities for pupils to use their initiative and to become independent learners. For example in science, there are insufficient opportunities for pupils to develop their investigative skills. Pupils are not yet involved in setting the class or school rules. The school has recently become the first school in Kent to introduce the peer mentoring training programme, for Year Six pupils and whilst it is too early to judge whether this will be effective, the pupils are very enthusiastic about the training and are looking forward to taking on their new responsibilities. This has a positive effect on the personal development of those pupils involved. Pupils in the infant classes show their parents their work on the first Wednesday of each month after school. This is very effective in building pupils' self-esteem.
14. The attendance of pupils is good. The attendance figures given in the PICS for 1999/000 are well below the national average and the unauthorised absence is well above the national average. But the recently published attendance figures for 2000/01 have improved by just over three percent and are now above the national average. This has a positive effect on the attainment and progress of those pupils who attend school. The unauthorised absence is now well below the national average. There is no evidence of truancy and other absences are generally due to medical reasons, although there are some extended holidays taken in term time. There is some minor lateness and the school has recently introduced new procedures to record and effectively monitor punctuality. Registration is taken quickly and efficiently. Pupils enjoy school.
15. Pupils with special educational needs, including those attached to the unit, have good attitudes towards school. Their personal development is effectively assisted by the good quality support they receive from specialist support and welfare staff. The positive attitudes created have a positive impact on the pupils' learning. They are fully included in all aspects of school life.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The standard of teaching and learning is satisfactory overall, with several examples of good and very good teaching in all phases.
17. In the Foundation Stage, teaching and learning are consistently good and sometimes very good. Teachers, learning support assistants and volunteer helpers show good knowledge and understanding in the way they present the foundation curriculum. Their planning shows clearly how activities are carefully designed to enable children to progress appropriately through the identified stepping stones towards the early learning goals for the six identified areas of their learning. Teachers and their assistants assess children's progress thoroughly. Frequent observations are undertaken and the information gained is used to identify what each child needs to do next to maintain their progress. As a result, activities planned for all areas of learning are well matched to the needs and abilities of the children. The contribution made by teachers' assistants has a significant positive impact on the good progress children make.
18. The overall quality of teaching and learning in Key Stage 1 is good. In half the lessons seen, the quality of teaching and learning is good or better in English. Good lessons are characterised by a good pace so that pupils are kept interested and concentrating. Good use is made of encouragement to help pupils to value their work. Teaching in mathematics is judged satisfactory overall, and there were several good and some very good features. For example, in a very good Year 1 lesson, the teacher established a very effective learning environment by

her open, warm, caring approach and this motivated pupils and increased their confidence. Teachers' planning ensures that pupils have the opportunity to learn about all the required aspects of mathematics. In science, teaching and learning are good with pupils responding so well to their teachers' high expectations that many make good progress.

19. At Key Stage 2, teaching is satisfactory overall, with some examples of good and very good teaching, but a small minority of lessons were unsatisfactory. Teachers have adopted the National Literacy and Numeracy Strategies, but some are not confident in the use of them. In some lessons, pupils are not sufficiently challenged. This is because teachers do not have clear information as to what a pupil can and cannot do. This lack of detailed information means that inappropriate work is set for pupils at different levels. This is evident in the first week of term where teachers new to the school do not have sufficient data on pupils' attainment to plan lessons to suit the abilities of all the pupils. This is further compounded when teachers' expectations are too low, and the tasks provided place no demands on pupils; for example, the use of worksheets in Year 6 which are so simple they could be used in the infant classes. This lack of challenge leads to some disruption among the older pupils who have not had the benefit of the school's new emphases on personal and social development.
20. In information communication and technology, teaching and learning is good in Key Stage 1, with good use being made of the time available for support staff to teach in smaller groups and to support pupils as they work in the computer suite. In Key Stage 2, teaching and learning is satisfactory and, in half of the lessons observed, it was good. Where the teaching is good, there is an effective balance between instruction and the opportunity for pupils to use the computers. Teachers use the correct technical vocabulary and this helps pupils develop their knowledge of the appropriate terms when using the computer. Occasionally, there is a lack of challenge as, for example, pupils in Years 3 and 4 were observed to be doing the same task with no attempt to provide tasks accurately matched to the pupils' abilities.
21. The quality of teaching and learning in geography and history is satisfactory in both key stages with teachers ensuring that topics are covered to a satisfactory depth and that appropriate knowledge, concepts and skills are taught. Teaching and learning in French is good overall, and is sometimes very good, as in a Year 5 lesson where the teacher's enthusiasm led to pupils making very good progress. There was insufficient evidence to make a judgement on art, music and religious education at Key Stage 1, and in design and technology, music and religious education at Key Stage 2.
22. The teaching of pupils with special educational needs, including those attached to the unit, is very good. Teachers are very effectively supported by the good quality learning support staff. In the best lessons, the support staff are provided with clear and appropriate instructions about the nature of the task and expectations for the outcome. They feedback to teachers after the lesson on the learning that has taken place. Teachers are very aware of the needs of pupils with special educational needs in their classes and, where work is suitably matched to pupils' abilities and prior attainment, those with special needs often make very good progress. Teachers plan tasks with due regard to pupils' individual education plans, and they are aware of individual targets. These are mostly clear and specific, and include literacy, numeracy and personal development.
23. The teaching of pupils with English as an additional language is good. The support provided by the English as an additional language teacher and designated learning support assistant is good. The English as an additional language teacher is well prepared. Her lessons are carefully planned and she has good knowledge of her pupils. She liaises well with the class teachers to ensure that her lessons support and develop knowledge and skills that are being taught in the mainstream class. This ensures that appropriate attention is given to both the development of English as an additional language and also that it is related to the subject being taught in the class. The teacher of English as an additional language develops a good, positive relationship with the pupils and this encourages their motivation and improves their learning.

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

24. The quality and range of opportunities for learning provided by the school is unsatisfactory. This is because the time allocated to teaching the subjects of the National Curriculum to pupils between the ages of seven and eleven is insufficient. Science is particularly affected by this situation and consequently standards in this subject are not as high as they should be. Those aspects of the curriculum that have to be taught by law are fully covered in the school's planning.
25. French is taught to all pupils as an additional subject. This helps their understanding of languages and emphasizes the importance of links with France for their own community. However, teaching French to this age group is not part of the curriculum required by law and one reason why insufficient time is available for teaching some other subjects.
26. The inclusion of all groups of pupils in all aspects of its work is a strength of the school. Robust policies are in place and these ensure that provision is effective; for example, there is a clear policy regarding action to be taken in the event of racial incidents. There is equality of access and opportunity to what is taught for all pupils. However, there are occasions when some pupils are withdrawn from subjects to do other things and this affects the progress they are able to make in the subjects they are withdrawn from; for example, where pupils are withdrawn from literacy lessons at the same time each week to change their library books.
27. Provision for teaching literacy and numeracy skills is satisfactory. However, not enough is done in subjects other than English and mathematics to support pupils' progress in acquiring literacy and numeracy skills. A similar situation is evident for information and communication technology where very little teaching is undertaken other than when pupils have access to the recently opened computer suite. Because of this, pupils do not always understand the contribution information and communication technology can make to their learning in other subjects.
28. Provision for extra-curricular activities is good. Sports clubs are well attended and include football, netball, dance, gymnastics and swimming.
29. The provision made for personal, social and health education and for the teaching of citizenship is satisfactory. The policies designed to ensure pupils receive appropriate sex education and guidance on the dangers of drug and substance abuse are good, following their recent revision. There are plans in hand to restructure the teaching of personal and social education and ensure appropriate coverage is in place for each year group. This is designed to further enhance the very good care and guidance provided for pupils as they progress through the school. All classes have times when they meet together to discuss issues of concern and mutual interest. The personal and social education of pupils enhanced by their participation in the school council that enables them to be part of decision-making processes. There is also a peer mentoring programme, emotional intelligence development programme, and friendship club through which pupils provide support and guidance for each other. Pupils are given time regularly to complete their reflective diaries and this helps them to consider how well they are making progress and whether they have tried hard to complete their work to the best of their ability.
30. The quality of links with the community and with other schools is good. There are excellent links with the independent nursery school, to which the school is landlord. These ensure a smooth transition from their pre-school setting into the Foundation Stage for many children. Staff work closely with colleagues from other local schools often sharing training events and holding discussions to address common challenges.
31. All pupils with special educational needs, including those attached to the unit, are given the support necessary to enable them to take a full part in the curriculum. Most of the provision is organised to meet the needs of pupils' individual education plans through the effective planning of the class teachers. At times, pupils are withdrawn from lessons for more specialised provision. For example, a number of pupils have the opportunity to practise their

literacy and numeracy skills on an individually tailored basis, using computer software. Pupils identified as gifted and talented are given very good support with sufficient challenge to enable them to achieve their best.

32. The curriculum for pupils with English as an additional language is good. Pupils' needs are assessed when they enter the school and the curriculum is organised in order to increase their understanding and confident use of English and so support and supplement their class work. The English as an additional language coordinator liaises closely with teachers to ensure that there is a close match between language support and work done in class. The curriculum is supported well by the learning support assistant. She has developed some good strategies and procedures to develop pupils' language skills and she keeps good records of what has been achieved.
33. The school is developing a more obvious Christian ethos and this is beginning to be reflected in its everyday work. Planning for pupils' spiritual development is good and contributes to this ethos. Pupils have the opportunity to reflect within assemblies and symbols of the cross and the doves of peace around the school remind them of the Christian faith. The local clergy make regular visits and the Christian symbol of the fish is linked to the local fishing industry so as to link the work of the school with the community. A quiet area has been formed in the playground for pupils to reflect. Pupils are expected to keep a diary in which they record personal reflections. In Year 1 science pupils are encouraged to talk about how humans need to live together and need love and companionship. Religious education has yet to make a specific impact in this area.
34. The provision for moral development is good. There is an established system of rewards and sanctions within the school that are accepted by the pupils. There are clear expectations on how pupils should conduct themselves and pupils are becoming accustomed to sharing responsibility; for example, two pupils in Year 2 were invited to judge which of the classes should be awarded stickers for leaving the assembly in the best way. The school celebrates the achievements of pupils through regular specific assemblies.
35. The provision for social development is good. The school has high expectations for pupils' behaviour and good role models amongst the pupils are recognised and noticed. There is a strong emphasis on developing good personal relationships and these are based on core principles incorporated in a set of rules. The breakfast club, attended by about 40 pupils, provides a pleasant and orderly place where pupils can meet when arriving at school. The school council made up of class representatives from Years 3-6 is beginning to debate issues of common concern in the school. Already the council runs a shop for the other pupils.
36. The provision for cultural development is good. There are opportunities in art and English lessons for pupils to encounter art from the western tradition. Close links have been made through modern languages with pupils in Finland and France. Pupils have pen pals through the e-mail and have been visited by their Finland friends. They make regular visits to France. The headteacher, who is from the USA, adds an international dimension to the school and Thanksgiving and Independence Day are recognised. In religious education, pupils gain knowledge about the major world religions, gaining an insight into religious customs and beliefs but have not yet begun to consider the implications of religious belief on everyday life. There are limited opportunities for recognising the achievements of people represented in multicultural Britain. Pupils from the additional education unit are well integrated in the school, as are pupils with English as an additional language.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for child protection and for ensuring pupils welfare, health and safety are very good. The school has maintained the high standards of care reported in the last inspection and has introduced some new initiatives, which have enhanced the provision. The staff follow the local authority guidelines and meet legal requirements. The schools' family liaison officer provides in house guidance on child protection issues and attends all case conferences. The school makes very good use of outside agencies to provide a high level of care for all its pupils. There are regular risk assessments of the school premises and the caretaker and his assistant carry out all minor repairs. All staff, both teaching and non-teaching, have attended a resuscitation course

and staff new to the school this term has been booked to attend a course. A number of staff have attended first aid courses and a further two members of staff will attend a course each term. Very good procedures are in place to attend to pupils' medical conditions and to dispense medication. Pupils are well supervised at all times by a very committed and caring staff. Parents report that staff are very helpful and supportive when there are concerns about a child. The school complies with current legislation and ensures there are police checks on all staff and volunteers. Pupils' records contain a wide range of academic and social information.

38. The school's procedures for monitoring and promoting attendance are very good. Parents report that their children enjoy coming to school and are keen to attend. The local authority rapid response team spent six weeks working with the school and the educational welfare officer to help to bring about improvements in attendance. This has been very effective and there is a marked improvement in the attendance of pupils. However there is no first day contact if the school do not know the reason for a child's non-attendance at school. Pupils are rewarded with a certificate for one hundred percent attendance at school.
39. Procedures for monitoring and promoting good behaviour are very good. Pupils are well aware of what is acceptable behaviour and what is not. Staff are using the new behaviour policy consistently across the school. There is a wide range of rewards to promote good behaviour and pupils respond well to this. There are very good strategies to support pupils with challenging behaviour and these range from targets on individual behaviour plans to a pastoral support programme. Class teachers record any minor incidents and the more serious incidents are recorded centrally. This is very effective. The head teacher monitors this book and records the action taken by the school and when parents are involved. This system has produced a marked decrease in the number of serious incidents recorded since the beginning of the summer term. Procedures for monitoring and eliminating oppressive behaviour are very good. A parent reported that the school had dealt with an incident of bullying very effectively but the process had taken too long. The school recognises that it needs to speed up this process.
40. Procedures for monitoring pupils' personal development are very good. Pupils' records contain a pastoral sheet where pupils' personal and social development is recorded and monitored throughout their time at the school. The school provides a number of counselling services for pupils and there is a programme for emotional literacy, which is proving to be successful. The school has also recently introduced an after school friendship club. Some of these initiatives are too new to be judged effective yet, but others are proving to be very effective in building pupils' self-esteem and confidence. Staff use a range of strategies to monitor pupils' personal development; these include sharing information daily with other members of staff to ensure effective support and monitoring of pupils' personal development. Personal development is also monitored by the use of the rewards and sanctions policy, and good efforts are celebrated at achievement assemblies. The personal development of pupils with special educational needs in the unit and in the main school is also monitored by the progress they make towards the targets in their individual education plans, and by regular contact and discussions between staff and parents. The provision outlined in the statements of special educational needs for pupils in the unit and in the main school is met in full.
41. Overall, the school has not yet developed an effective, coherent assessment system. This was a key issue from the last inspection and represents unsatisfactory improvement. However, there are elements of good assessment practice across the school. For example, the use of assessment in the Foundation Stage is good. The progress children make in their learning is regularly assessed and recorded. Good use is made of data from the test taken when children enter the school. Targets are set and progress re-assessed through testing at the end of the reception year. This data is then transferred to the teachers of the Year 1 classes.
42. Overall, the procedures for the collecting of assessment data in English, mathematics and science are satisfactory. Data is collected from optional and statutory national tests, standardised testing and the school's own testing; for example, at the end of taught mathematical units. Information on pupils' achievement is maintained in an individual pupil portfolio which contains the results of tests and examples of work, some of which is assessed according to National Curriculum criteria. This is good practice. However, assessment

procedures for subjects other than English, mathematics and science, including religious education and information and communication technology, are insufficiently developed.

43. A significant weakness across the school is in the analysis and use of the assessment data which is collected. Some useful analysis of available data has been done. The headteacher has carried out a recent analysis of trends in attainment in national test scores, including reference to gender differences and has plotted graphs showing differences in performance between Key Stage 1 and Key Stage 2. However, this data has not been sufficiently synthesised nor have the overall trends been made sufficiently available to subject coordinators or class teachers. The use of assessment data to set individual, group or school targets is underdeveloped. Evidence of this is the gap between the school's published targets for the results of Key Stage 2 English and mathematics tests and the actual results. The school has recently introduced individual writing targets for English but the setting of attainment targets in mathematics and science is less developed. Another weakness is that the analysis of results of attainment tests on entry to the school is not giving the school a clear view of the value which is added to pupils as they move through. In addition, the data available is not being used effectively by class teachers in their planning. An example of this observed during the inspection was the way in which curriculum time was being used at the beginning of term to discover what pupils new to classes knew and could do, whereas a scrutiny of available assessment data would have provided clearer information.
44. Assessment procedures for pupils with English as an additional language are effective. When they enter the school, pupils are assessed according to criteria provided nationally and by Kent Local Education Authority. Pupils are then placed on the English as an additional language register and appropriate work is provided. The English as an additional language learning support assistant makes regular assessments of progress made in the language programme which she uses. Assessment procedures are used effectively to ensure that when pupils no longer require specialist support they are moved from the register.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Most parents have positive views of the school and are satisfied with what it achieves. However, parents at the parents meeting (13) and those who completed the inspection questionnaire (140), highlighted concerns about homework and the range of activities outside lessons. A significant number would like more information about their child's progress and a similar group thinks the school does not work closely enough with parents. The school has already increased the number of extra-curricular activities in response to previous requests from parents and the provision is now judged as good. The school is also reviewing the format of pupils' annual reports and the parents' consultation evenings to provide more information for parents about their child's progress. The use, and amount, of homework is judged to be satisfactory, and supports learning in the curriculum.
46. The school has effective links with parents. The family liaison officer has introduced a range of initiatives to encourage parents to work in partnership with the school. These include parenting sessions, a 'Drop In' session with the school nurse on the first Friday of each month and regular family trips during holiday times. These activities are very popular with parents and have a positive impact on the work of the school. The school is working hard at involving parents and pupils in the life of the school.
47. The quality of information provided to parents about their children's progress is satisfactory. There are termly consultation meetings, where pupils' progress is discussed and parents appreciate the many informal opportunities when staff make themselves available if a parent has a concern. Pupils' annual reports do not tell parents how well their children are doing relative to age and national expectations. Many of the comments are social comments and do not evaluate what pupils can do. Many of the comments on the foundation subjects are information about the topic studied and some comments are identical for different pupils. This is unsatisfactory. Information provided to parents of pupils with special educational needs is very good. There are termly reports on progress for all pupils on the special needs' register.

The school's newsletters are informative and keep parents up to date with all the forthcoming events.

48. Parental involvement in children's learning is good. Parents are invited into the school and the procedures for the Kent Test are explained clearly. Parents are advised by class teachers on what materials to purchase to provide additional support at home. Parents welcome this advice and support. They help with homework and with hearing their children read at home. There is a regular rota of parent and grandparent helpers in the school who listen to children read each week and a number of parents help regularly with swimming. This is very effective in raising standards. The newly established friends association has organised a number of social and fund-raising activities, which are well supported by parents and the local community.
49. Good links are established with parents of pupils with English as an additional language. The coordinator makes contact with all new families, sometimes inviting parents and their children to come to a social meeting at school. She invites all parents who use English as an additional language personally to consultation and curriculum meetings and supports them with translations of letters and other documentation. She meets parents regularly and liaises with them closely over educational issues. The focussed homework for pupils is discussed openly with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The quality of the leadership and management is good and has improved significantly since the last inspection. The work of the headteacher and his senior staff provides a very clear educational direction to the school. All members of the staff and the governing body are correctly focused on the need to raise pupils' standards of attainment from their current levels. There is a clear mission statement and this is a high profile, being displayed prominently all over the school. It is based on a detailed set of educational targets and provides a focus for the day-to-day work of staff and pupils.
51. The governing body is very supportive of the school and committed to its future improvement. It fulfils its statutory duties effectively. The committee structure enables governors to carry out their duties effectively. The headteacher's reports to the governing body contain a high level of information about developments in the school and future innovations deemed important for continuing the present level of improvement. Governors have a growing involvement in the school, through regular visits or attachments to cohorts of pupils whose progress they follow. Discussions with governors demonstrate that they have a good understanding of many of the school's strengths and those areas in need of development, on which the school's priorities for improvement are based. Particularly good practice is evident in the detailed report on the improved resources and accommodation for information and communication technology produced by a member of the governing body, which helps provide a sound basis on which further developments can be made.
52. The headteacher has created a good management structure, which promises to be very effective in bringing about the improvements necessary to raise standards. The leadership group, consisting of the headteacher, deputy and assistant headteachers, provides a forum, with the governing body, for strategic discussion and decision-making. The senior management team is intended to provide a practical means of turning decisions into successful action. Although a recent development, this structure is already assisting in prioritising tasks. The professional development of staff is an important priority for the school. This includes teaching, support assistants and office staff, and all are included in the school's effective arrangements for performance management through regular appraisal of their work. The recently appointed deputy headteacher has a training plan to support his new role, as does the newly qualified teacher.
53. The arrangements for monitoring and evaluating the performance of the school are improving and aspects are now good. For example, the senior staff have begun to analyse test results in more detail, in order to identify weaknesses in the teaching. This is not yet carried out in sufficient detail to provide information about different groups of pupils. The headteacher has

spent much time in lessons, getting a firm grip on some of the strengths and weaknesses in the teaching and learning. However, the monitoring role of subject coordinators remains underdeveloped and affects their ability to lead their subjects. The use of non-statutory tests in Years 3, 4 and 5 is now providing sufficient information to enable pupils' progress to be more effectively monitored.

54. The management of provision for pupils with special educational needs is very good. The coordinator has organised her base and the resources well, and this has a positive impact on the teaching and learning of pupils. Those attached to the unit are very well integrated into the school and are very effectively enabled to take a full part in the curriculum offered to all pupils, through the support they receive and the management of that support by the coordinator. Those pupils with statements of special educational need receive appropriate support and teaching in line with the requirements of the statement. Additional staffing for those pupils is deployed very effectively and the financial resources received by the school for the pupils with special educational needs are used well to help them to make good progress. Individual education plans are reviewed alongside pupils so that they are clear about their targets for the term and understand who they will receive support from and who they can turn to for help.
55. The management of provision for pupils with English as an additional language is good. The coordinator is aware of English as an additional language issues across the school and, although she is in the school only on a part-time basis, she promotes her work well. Provision is well organised and pupils, coordinator and learning support assistant are aware of what is expected of them. At the moment, most of the support for pupils is given outside the classroom. The coordinator had used different approaches, which had included in-class support and is aware of the possible disadvantage of pupil withdrawal. There was no evidence that this method of organisation was impacting negatively on their social development and awareness.
56. The school uses its allocated budget effectively and with due regard for improving standards. The governing body set and monitor the budget, taking advantage of appropriate advice from the school's business manager and the headteacher. Administration is very good and provides the school with a secure basis of financial and secretarial support. Money has been appropriately targeted at accommodation and building work recently, and good plans exist for the extension of the building to remove some of the mobile classrooms. When money is spent, the governing body and the headteacher pay full regard to obtaining the best value they can for the benefit of pupils. Part of this has involved consulting with parents through a questionnaire. The school development plan is put together after consultations with staff and governors. It contains appropriate priorities and these are closely linked to expenditure.
57. Overall, the resources available for teaching the National Curriculum are unsatisfactory. At the last inspection, the resources provision was satisfactory. Resources for pupils with special educational needs are good. The topics taught in geography, history, music and religious education are insufficiently resourced and the indoor equipment for gymnastics is poor. These resource difficulties limit pupils' further attainment in the subjects. Resources for English are also unsatisfactory, although there are already plans in hand to provide a new library and to stock it well. Resources for pupils with English as an additional language are satisfactory. School provision is supplemented well by teachers' and learning support assistant's own materials.
58. Overall, the school's accommodation is satisfactory. There have been some areas of improvement since the last inspection. At that time it was reported that the school building was drab and in need of redecoration, parts of the playground were in urgent need of repair and some furniture urgently required replacement. These issues have been addressed well. The internal redecoration of the school has provided a much more attractive and welcoming environment. The playgrounds now contain a range of interesting and challenging markings, and much of the old furniture has been replaced. The smallest and poorest of the junior mobiles will be replaced and a junior library provided with a new building programme which is due to start later in the term. The school's accommodation is used well to provide opportunity for several curriculum enhancements. There is a computer suite, a music room, English as an additional language room, and a family room. The accommodation for the Foundation Stage

and Key Stage 1 is generally spacious but some Key Stage 2 classrooms are small and space is restricted. This makes moving around the classroom and the management of some practical activities more difficult.

59. The number and qualifications of the teaching staff are appropriate for National Curriculum requirements to be met. Teaching staff are deployed well. There are several part-time staff who are deployed effectively to give, for example, further support to the teaching of English as an additional language and French across the school. Provision of support assistants is good. The impact which these have on special needs and English as an additional language provision, the work of the physical disability unit and the general support in classes, is very positive. Their work contributes significantly to the pupils' achievements across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the quality of education offered, the headteacher, leadership group and governing body should:
- (1) Raise standards in English, mathematics, science, information and communication technology, design and technology and religious education in Key Stage 2 by:
 - raising teachers' expectations of what pupils know, can do and understand
 - further developing the role of subject leaders so that they effectively monitor and evaluate teaching and provision in their subjects**
 - improving book provision to support the intentions of the literacy hour and thus increase the rate of pupils' progress**
 - providing a well-stocked library where pupils can learn and use their literacy skills in research and the enjoyment of books**
 - increasing opportunities for pupils to use their literacy skills in all subjects of the curriculum
 - ensuring that sufficient time is given to teaching science, and design and technology
 - providing more opportunities in science and mathematics for pupils to pose their own questions and devise their own experiments
 - providing sufficient opportunities for pupils to use their skills in information and communication technology in all lessons**
 - effectively implementing the good scheme of work for religious education so that pupils' knowledge and understanding are extended and deepened**(*Paras. 1-7, 84-85, 88, 102, 106, 119, 130, 156*)
 - (2) review the time allocated to teaching the National Curriculum in Key Stage 2 to bring it into line with national recommendations. (*Paras. 24-25, 108, 120-121, 124*)
 - (3) Eradicate the small proportion of unsatisfactory teaching in the later years of Key Stage 2 by:
 - raising teachers' expectations of how pupils should behave in order to create a more effective learning environment
 - a more effective implementation of assessment procedures so that the data obtained can give teachers more assistance in planning lessons which suit the needs of all pupils**
 - providing further opportunities for in-service training to address areas of weakness in subject knowledge, particularly in literacy, numeracy, religious education, art and design, and design and technology**(*Paras. 19, 104, 121, 124*)
 - (4) Refine existing assessment procedures to secure a tighter focus by:
 - using a more rigorous and evaluative form of ongoing assessment to inform teachers of what individual pupils know, understand and can do

- ensuring that this information is incorporated into teachers' planning, so that tasks are better suited to pupils' needs** (*Paras. 41-44, 94, 96, 113, 122, 125, 129, 132, 159*)

** These issues have already been identified by the school and are prioritised in the current development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	26	31	3	0	0
Percentage	0	13	38	45	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	425
Number of full-time pupils known to be eligible for free school meals	0	122

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	0	142

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence	%
School data	7.1
National comparative data	5.2

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	25	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	27
	Girls	17	16	15
	Total	40	29	42
Percentage of pupils at NC level 2 or above	School	69 (60)	67 (63)	72 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	26	26
	Girls	16	15	18
	Total	41	41	44
Percentage of pupils at NC level 2 or above	School	71 (67)	71 (78)	76 (80)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	26	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	16	23
	Girls	23	19	19
	Total	43	35	42
Percentage of pupils at NC level 4 or above	School	73 (76)	59 (70)	71 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	22	22
	Girls	24	20	20
	Total	50	42	42
Percentage of pupils at NC level 4 or above	School	85 (72)	71 (74)	71 (80)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	6
Chinese	0
White	351
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	1
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	27.4
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	468

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	1094715
Total expenditure	1107612
Expenditure per pupil	2202
Balance brought forward from previous year	78311

Recruitment of teachers

Number of teachers who left the school during the last two years	9.2
Number of teachers appointed to the school during the last two years	10.2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	425
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	45	6	1	1
My child is making good progress in school.	36	52	8	3	1
Behaviour in the school is good.	24	56	11	2	6
My child gets the right amount of work to do at home.	24	50	21	5	1
The teaching is good.	37	47	9	1	6
I am kept well informed about how my child is getting on.	24	41	27	8	1
I would feel comfortable about approaching the school with questions or a problem.	53	36	9	1	1
The school expects my child to work hard and achieve his or her best.	48	47	4	0	1
The school works closely with parents.	20	49	21	8	2
The school is well led and managed.	42	49	3	2	4
The school is helping my child become mature and responsible.	34	51	12	3	0
The school provides an interesting range of activities outside lessons.	28	33	22	4	13

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

61. Over recent years assessments undertaken by the school shortly after children start indicate their attainment to be below average and in some cases well below average in all areas of their learning. By the time children were ready to leave the Foundation Stage of their education to begin the National Curriculum, their attainment was still below that expected for their age and only a minority achieved or exceeded the early learning goals in the six areas of their learning.
62. At the time of the inspection, the oldest children in the Foundation Stage had only been in school for two days with the youngest children attending for their first day midway through the inspection. From the moment these children entered the school it rapidly became clear that their attainment exceeds that expected for their age. These children are well on course to achieve the early goals, in all areas of learning, by the time they are ready to leave the Foundation Stage. The majority of these new children have clearly benefited greatly from good quality pre-school provision.
63. There are strong links with the independent nursery that shares the site belonging to the school. Wherever possible, teachers visit all the pre-school settings attended by their future pupils and make home visits to the small minority who do not attend any type of pre-school provision. This does much to ensure children's smooth transition into the Foundation Stage of their education and is clearly illustrated in the way new children settle quickly and happily into the routines of the school.
64. Links with parents are also developed well. Many parents accompany their children to school and spend time in the classroom at the start of the day, gaining insights into the way their children work and about the progress they are making. Regular letters to parents keep them well informed about what their children will be learning and about ways in which they can contribute to provision. For example, parents are very good at helping their children with tasks that are set for them to do at home and at sending materials that the school has requested for children to work with.

Personal, social and emotional development

65. Children are on course to achieve the early learning goals for their age group by the time they are ready to leave the Foundation Stage. The quality of teaching for this aspect of their development is very good and children respond well to the high expectations their teachers have for their behaviour.
66. When children listen in groups, they know not to interrupt when others are speaking and to observe the protocols for asking adults questions. They are good at working together and happily share the equipment they are using, listening to and responding to each other. Many are happy to work independently and sustain their interest in what they are doing for long periods. They also tidy up when they finish activities, consistently returning what they have used to the correct place.
67. Such events as lunchtimes, when children eat together, are very good social events when teachers successfully encourage children to eat appropriately and be suitably courteous towards each other. This is in response to the very high standards and expectations set by their teachers.

Communication, language and literacy

68. Children are on course to achieve the early learning goals for their age group by the time they are ready to leave the Foundation Stage. The quality of teaching for this aspect of their development is good.

69. Almost all the children speak clearly and confidently. They enjoy reading and being read to. They listen attentively to stories and are often eager to ask questions and to comment about what they are listening to. Higher attaining children retell the stories they have heard in their own words. For example, one pupil commented that Goldilocks was naughty girl because she had broken Baby Bear's chair, eaten his porridge and slept in his bed.
70. Many children write their own names and others can dictate their name for the teacher to write. They recognise the initial letters of many words and can read short words. They are making good progress in this aspect of their work based on the frequent and competent teaching of early reading skills.

Mathematical development

71. Children are on course to achieve the early learning goals for their age group by the time they are ready to leave the Foundation Stage. The quality of teaching for this aspect of their development is good.
72. Excellent use is made of opportunities to develop children's mathematical vocabulary. They understand and apply terms such as longer, wider and higher correctly. Their abilities to count to ten and beyond are developed very well for most children. This is because teachers and their assistants make very good use of every available opportunity to reinforce and extend children's abilities to count. One higher attaining child responded promptly and correctly by counting the twelve images of a girl on a poster by scanning rather than by counting each one aloud.
73. Children sort items, such as plastic teddy bears, into different sets by colour and count the items in the sets correctly.

Knowledge and understanding of the world

74. Children are on course to achieve the early learning goals for their age group by the time they are ready to leave the Foundation Stage. The quality of teaching for this aspect of their development is good. Teachers make excellent use of opportunities to introduce children to their locality and the community, regularly walking around the school, and visiting local parks and other places of interest, such as the supermarket.
75. During their daily act of collective worship children show they understand the significance of harvest time and comment on the contrasts between town and country. They also talk with their teacher about what they have eaten for breakfast and compare this with what is likely to be eaten for breakfast in France.
76. Children are introduced to computers as soon as they begin school. They make rapid progress in finding out what computers are capable of and quickly learn how to manipulate the mouse. One child, with no previous experience of computers, rapidly moved from 'Dressing the Teddy' onto a paint program, using the mouse to drag objects across the screen to create painted images.
77. Very good opportunities are created for children to explore and comment on the properties of many materials, such as salt dough. Children were treated to a demonstration of making porridge by one of their teachers' assistants. This excellent session allowed them to talk about the ingredients, report their experiences of shopping and count the amounts of each ingredient used to make the porridge.

Physical development

78. Children are on course to achieve the early learning goals for their age group by the time they are ready to leave the Foundation Stage. The quality of teaching for this aspect of their development is good.
79. Children manipulate glove puppets with confidence and control as they retell the story of Goldilocks and the Three Bears. The majority of children handle small and large apparatus

with skill and control. They use utensils such as scissors, brushes and glue sticks skilfully. In the playground they roll, throw, kick and catch balls of various sizes to a standard that is already well in excess of that expected for their age. When rolling hoops, using bats and balls and playing chasing games, children move quickly, showing good coordination by stopping, starting and changing direction with ease. They show excellent awareness of others moving around them.

80. There is good provision for children to play outdoors in a safe and stimulating environment. At these times, teachers and their assistants supervise them carefully, contributing significantly to the good progress children make. The only shortfall in provision for outdoor play is the lack of access to suitably challenging climbing equipment.

Creative development

81. Children are on course to achieve the early learning goals for their age group by the time they are ready to leave the Foundation Stage. The quality of teaching for this aspect of their development is very good.
82. During the inspection several children produced pots and plates moulded from lumps of clay. Many of these are very ornate with sculpted edges and handles. One child was able to explain, in great detail, the process he had followed to make his pot.
83. Children participate in role play activities with appropriate confidence, selling items from their class shop, entering the amount needed in the till and giving change to their 'customers.' These activities help greatly with the development of their speaking and listening skills and with their mathematical development. They also show great enthusiasm for playing with their puppet theatre and in the 'Bear Cottage.' When they do this, they assume the role of characters with ease and confidence.

ENGLISH

84. Standards of attainment of pupils in English by the age of eleven are close to the national average. Inspection findings match those of the school in identifying a weakness in pupils' writing. Further findings indicate a weakness in development of pupils as independent learners and as confident speakers.
85. Standards of attainment have been variable over the past three years and whilst standards have improved they are still below the average and the trend of improvement is also below the national average. Standards of achievement are not high enough in writing.
86. Pupils are generally well behaved and enjoy their learning. They respond well to their teachers and other adults. In some lessons, pupils become restless, usually because of the lack of challenge in the work set by the teacher.
87. Pupils who are identified as having individual learning needs are provided with additional support. This is generally effective. Pupils with additional needs achieve appropriately as do those pupils with English as an additional language.
88. Standards of speaking and listening seen during the inspection are below those expected of pupils of a similar age at seven and eleven. Pupils in Year 1 develop their vocabulary through lively contact with their teachers, who expect and challenge pupils to build upon their speech. Pupils are encouraged to listen to each other and respond. In Year 2, pupils were given fewer opportunities to extend their speech with the teacher requiring only short answers to questions. In Years 3, 4 and 5 there are few planned opportunities for pupils to discuss at length, and in Year 6 opportunities are fewer still. The final sessions of the daily literacy lesson are not used effectively to give pupils an opportunity to discuss their work.
89. Pupils throughout the school enjoy reading and achieve satisfactory standards. Pupils, by the age of seven, know their letter sounds and use them to read unfamiliar words. They can list

words in alphabetic order. The higher attaining pupils in Year 2 read with expression and observe punctuation to add meaning to the text. They know and understand terms such as author and title. However, little individual guidance is given to pupils in Year 6 to help them extend their choice of reading material. Pupils are familiar with local libraries but the lack of a school library means that pupils' knowledge of non-fiction texts and locating books in a library system has been limited. Pupils who experience difficulties with reading are well supported and so make good progress.

90. Standards in writing seen during the inspection are close to expectations at both the age of seven and eleven. In Year 1, most pupils can write their name and identify simple words related to parts of the body. In Year 2, pupils use joined handwriting to write recognisable sentences, although the use of capital letters is inconsistent. The higher attaining pupils are beginning to have a beginning and end to their stories and use connecting words to write longer, more complex sentences.
91. By the age of eleven, pupils write confidently but within a limited range of formats. Pupils write short descriptive passages and letters and can state the outlines of an argument. In Year 6, pupils are used to drafting and re-drafting their work but overall the range of writing is limited. Writing about characters lacks imagination and depth. Spelling is generally correct but the use of words is not adventurous. The higher attaining pupils recognise the limitations of writing in various styles and can write stories, including fantasy. These pupils are confident in writing well-structured sentences, but less so about paragraphing. Handwriting is clear and legible and is a key feature of the good presentation in pupils' workbooks.
92. The use that pupils make of their reading and writing skills in other subjects of the curriculum is limited. There are some opportunities in history for pupils to write letters and accounts and to carry out research. Vocabulary work is developed. However, pupils tend to copy from Internet sources without using their own words. Again in science, pupils' writing tends to be copied from a common source. Pupils can gather text from books and from the Internet but these accounts are limited. There are few opportunities in other subjects for pupils to extend the range of their writing, or to write reflectively.
93. The quality of teaching and learning is satisfactory overall. In half the lessons seen, the quality of teaching and learning is good or better. There is no unsatisfactory teaching. A higher proportion of the better teaching is in Years 1 and 2, with a larger proportion of satisfactory teaching in Years 3-6. Teaching is conducted at a good pace so that pupils are kept alert and interested in their work. Good use is made of encouragement to help pupils to value their work. Teachers share their lesson objectives with the class so that pupils are aware of what is expected of them. Targets are used to help pupils to focus on areas of difficulty. Classroom learning assistants are effectively used to support pupils with special educational needs and those for whom English is an additional language.
94. In some lessons pupils are not sufficiently challenged. This is because teachers do not have clear information as to what a pupil can and cannot do. This lack of detailed information means that inappropriate work is set for pupils at different levels. This is evident from the first week of term, where teachers new to the school do not have sufficient data on pupils' attainment to plan lessons to suit the abilities of all the pupils. Teachers' planning is satisfactory but this lack of information on pupils means that teaching is not always sufficiently focused on the needs of the middle and higher attaining pupils. Pupils become too dependent on the teachers for their learning and so do not acquire the skills needed to work on their own. There are too few opportunities to enable the pupils to write at length. The withdrawal of pupils during literacy lessons to change library books is inappropriate.
95. Teachers have adopted the literacy strategy but some are not confident in its use. This is particularly evident in the timing of lessons and in the lack of development in helping pupils to become self-learners. The final part of the lesson is not always used effectively to ascertain what the pupils have and have not learnt and what this will lead to in the next lesson. Regular use of information and communication technology is included in teachers' planning. Pupils are expected to word process in Year 3 and carry out some desktop publishing in Year 6.

96. Regular assessments of pupil attainment are made and these are useful in tracking pupils' progress over a longer period. They also help to raise teachers' expectations. However, the lack of shorter-term assessment linked more closely to teaching means that much of the information available on pupils is anecdotal and does not sufficiently focus on what pupils can and cannot do. This lack of sufficiently detailed data on pupils' achievement is particularly noticeable in the planning by staff new to the school.
97. The co-ordination of literacy is satisfactory. However, the role of the co-ordinator as subject leader is not sufficiently developed and she has only recently had the opportunity to exercise her management role of monitoring and evaluation of provision and teaching. Therefore planning across year groups is inconsistent, there are no clear expectations of what pupils should achieve, and teachers have few guidelines as to what is expected of them in the teaching of speaking, reading and writing.
98. There is a satisfactory range of fiction texts in classrooms and in the library area for Years 1 and 2. However, the lack of a school library has limited the opportunities for the pupils to have space to reflect and gain an independence of learning. Some of the non-fiction in Years 1 and 2 is dated and should be replaced. There are too few non-fiction texts in Years 3-6.
99. However, pupils do have a chance to enhance their cultural development through the study of established authors like Charles Dickens and through book fairs and the school arts festival.
100. Improvement since the last inspection is satisfactory and the school has prioritised the greater provision of resources for English when the new school library is built..

MATHEMATICS

101. Pupils at the beginning of Year 2 are achieving average standards and are on course to achieve average standards by the end of the key stage. This is similar to the judgement made at the last inspection and represents a significant improvement in standards since 2000 and from the provisional results for 2001. This improvement is being achieved through the effective introduction of the National Numeracy strategy and is a reflection of the good teaching evident at this key stage. Pupils with special educational needs and those with English as an additional language also attain good general standards according to their previous learning and make good progress towards their individual learning targets.
102. At the beginning of Year 6, pupils achieve standards that are below average. At the last inspection, standards were judged to have been in line with those expected nationally. Pupils with special educational needs and those with English as an additional language currently attain good standards according to their previous ability and make good progress towards their own learning targets.
103. The quality of teaching and pupils' learning at Key Stage 1 is satisfactory overall but with several good and some very good features. At the last inspection, teaching was also satisfactory. The strength of the teaching observed in the inspection and the impact it has on pupils' learning is a major reason why the rate of improvement has accelerated recently. Teachers' planning, which follows the recommended National Numeracy Strategy format, ensures that pupils have opportunity to learn about all the required aspects of the subject. They know, for example, multiplication facts up to 20 and they recognise halves and quarters. They weigh objects using cubes and draw graphs to show the class's favourite games. At this key stage, all the teaching observed in the inspection was at least satisfactory with some good and very good features. Teaching in a Year 1 lesson, where pupils were counting to 20, illustrated several features of very good teaching. The teacher established a very effective learning environment by her open, warm, caring approach. This motivated pupils and increased their confidence. The lesson was well planned, and pupils' responses were very much valued by the teacher and the learning support assistant. The sustained pace of the lesson ensured that all pupils concentrated on brief individual tasks which they found challenging. As a result, pupils' learning was very good and they achieved good standards.

104. The quality of teaching and learning at Key Stage 2 is satisfactory. This was also the judgement of the previous inspection. Teachers' planning, which follows the recommended National Numeracy Strategy format, ensures that all aspects of the subject are appropriately covered. Pupils know, for example, some common fractions and their decimal equivalents, and how to calculate the perimeter and area of irregular shapes. They investigate the number of dominoes required to build a range of bridges and have a knowledge of the median, mode and mean of a range of data. At this key stage, although most teaching is satisfactory, similar proportions are good, very good and unsatisfactory. Where teaching is good or very good, the learning intended in the lesson is shared with the pupils, expectations of pupils' attitudes and behaviour are clearly established at the beginning of the lesson and new work is introduced and reinforced effectively. Other features of teaching which promote pupils' learning are where teachers use questioning effectively to challenge pupils of differing abilities and where teachers give clear instructions, quickly gaining pupils' interest. One of the most significant reasons for elements of unsatisfactory teaching is the lack of teachers' understanding of the requirements of the National Numeracy Strategy. This was evidenced in a lesson to younger pupils where the oral strategy was not sufficiently aimed at developing pupils' mental agility. In another lesson to older pupils, the teacher was unsure about the content and the timing of different sections of the recommended format. These uncertainties impacted negatively on pupils' attitudes and behaviour and the progress made in their learning.
105. A sound policy statement supports teachers and is firmly based on the National Numeracy Strategy. However, the late adoption of the strategy work in the school has meant that some teachers are still unfamiliar with its recommendations. Procedures for the collection of assessment data are satisfactory overall. Data is collected from end of unit tests and analysis takes place of the results of statutory and optional tests. However, this information is not used effectively by class teachers in their planning or by the subject coordinator, who is new to the subject and the school, to provide a clear view of how standards can be raised across the school. The school has not had the system and procedures clearly enough established to enable him to get a sufficiently clear view of the working of the subject. A programme of class observation and work sampling has been set for the coming term. Further mathematical programmes to support pupils in the junior classes is planned for later in the year. The teaching of pupils in Year 6 in ability groups is helping teachers to ensure that work is better matched to pupils' ability. Across the school, homework is used well to support and extend work done at school. The subject meets National Curriculum requirements.

SCIENCE

106. Inspection findings show standards in science by the time pupils are seven are close to that expected for their age and they make satisfactory progress. By the time they are eleven, standards are below average and these pupils make unsatisfactory progress. The high proportion of pupils with special educational needs make good progress and achieve well.
107. At the time of the previous inspection, standards in science were well above those found nationally. Consequently, provision for the subject has declined and standards have fallen significantly. This is largely due to the low time allocation and to staffing discontinuities in the past.
108. The quality of teaching and learning for the younger pupils is good. For the older pupils, it is satisfactory. Provision for pupils with special educational needs is good and they achieve well. However, higher attaining older pupils do not reach the standards expected of them. This is mainly because the school does not allocate sufficient time for teaching the subject, and there are not enough opportunities for these pupils to undertake the independent investigative work expected of them. The scrutiny of past work shows that, often, lower attaining pupils in the same age group were not given sufficiently clear guidance about how to make predictions or how to record the outcomes of their investigative work. This has an adverse effect on their understanding. The progress of older pupils is restricted because teachers do not explain what they are expected to learn, or create opportunities to review their learning towards the end of lessons. A consequence of this is that pupils are unsure of the progress they are making and

do not always understand what is expected of them. These weaknesses have been recognised by the school and current teaching and learning is satisfactory.

109. The current six and seven year olds are able to name and explain the function and growth patterns of many plants and body parts and show appropriate understanding of the effects of exercise on their bodies. They describe the properties of materials, such as wood, plastic and metal, identifying whether these are man-made or natural and explaining the effect various actions such as heating and melting have on them. Their ability to do this is the result of well planned and stimulating teaching that ensures that many make good progress.
110. Eight year olds undertake investigations to illustrate the importance of cleaning their teeth. They experiment, using tablets, to show which parts of the teeth are not properly cleaned. This work captures their interest and, as a result, they make good progress. Nine year olds show great interest in their work concerning magnets and forces. They participate with enthusiasm in a range of interesting practical activities. However, many do not make sufficient progress because there is not enough guidance about what to look for or a structure that gives sufficient help for pupils to record their findings. Ten year olds show appropriate understanding of the size of the earth in relation to the sun and moon and its position in the solar system. They illustrate this by responding well to questions and gaining confidence from the supportive approach of their teacher.
111. The oldest pupils undertake tests to analyse which food group particular commodities belong to. Because of this, they know the sources of proteins and fats. However, higher attaining pupils find this work easy on occasion, when all they are required to do is draw pictures of the food and label their diagrams. As a result, their work does not reach the required standard. This work is also similar to that undertaken by pupils when they are eight; although this reinforces earlier learning, it does not increase the knowledge of older pupils sufficiently.
112. There are many effective displays of science work around the school. These do much to enhance pupils' understanding and include such features as the life cycle of plants and animals, the seaside environment and an interactive sound display for the younger children.
113. Teachers regularly assess the progress pupils are making in science. However, this is not recorded in a form that is useful to other teachers. When children change classes, the information gained from these assessments is not used to establish a starting point for their work. Information and communication technology is not used sufficiently to enhance pupils' learning in science. The subject coordinator has developed a science website for the school but there are not enough opportunities for pupils to access this.

ART AND DESIGN

114. Only two lessons were seen during the inspection and judgements are based mainly on retained samples of pupils' work and on photographic evidence. These show standards by the time pupils are seven exceed those expected for their age and that, by the time they are eleven, they are close to those expected. Pupils with special educational needs achieve well and make good progress. The improvement in standards made by the younger pupils since the time of the previous inspection is good.
115. Work seen during the inspection shows the quality of teaching and learning for pupils between the ages of seven and eleven to be satisfactory. Between the ages of five and seven, pupils produce work that exceeds the standard expected. They use vivid colours well to enhance collages of the Great Fire of London. This work is linked effectively to their work in history. Pupils have also produced good illustrations of submarines on black backgrounds, inspired by seeing a visiting Russian submarine. Art is also well used with this age group to enhance the display of their work in science.

116. Eight year olds produce portraits of their classmates, many of which show a clear likeness of their subject. They respond positively to the encouragement provided by their teacher, but opportunities are missed for them to improve their work further by sharing examples of good work and discussing the qualities and shortcomings of the chosen examples. Appropriate attention is given to appreciation of the work of well-known artists. For example, many seven and eight year olds successfully paint in the styles of Monet and Van Gogh.
117. The quality of pencil sketches produced by ten year olds is improved by encouraging comments from their teacher and by sound advice about how to shade in correctly. Many pupils produce good likenesses of the objects they are drawing and the highest attaining pupils enhance their work with good shading. Work undertaken by older pupils is effectively linked to their studies in history, as illustrated by the Tudor houses they make. Displays of work in English, based on poems about flowers and Colonel Fazackerley, is also enhanced by their artwork. On a larger scale, pupils have produced very attractive scenery for the school production of 'Peter Pan.'
118. The newly appointed coordinator for the subject has a clear vision for how standards can be raised further and plans are in place to enrich the range of art and design activities that pupils will be able to undertake.

DESIGN AND TECHNOLOGY

119. It was not possible to observe any teaching in this subject during the inspection. Little evidence of any previous work exists and it is not possible to make a secure judgement about the standards pupils attain, the progress they make or the quality of teaching. There has been no improvement in provision for the subject since the last inspection.
120. The planning documents suggest that the curriculum is covered satisfactorily and is in line with the National Curriculum. However, the time available for the subject would make it difficult to achieve full coverage. The planning also shows that the intention is to provide opportunities for pupils to experience the designing, making and evaluation aspects of the subject.
121. The subject has suffered from a lack of coordination in the past and this has resulted in a lack of consistency in planning and provision. For example, some year groups plan the subject as part of art and design while others treat it separately. This makes it difficult for teachers to provide consistent and effective teaching in the subject and to ensure that enough time is given to it. However, the recently appointed coordinator is knowledgeable about the subject and has a clear idea of what is needed to improve provision in the future.
122. The provision of resources is unsatisfactory and does not support effective teaching in the subject. There is no evidence of any accurate assessment of the development of pupils' skills, or records of the work covered as they move through the school.

GEOGRAPHY

123. Because of the way in which the timetable is organised, it was only possible to see one lesson being taught. Judgements have therefore been made from the scrutiny of previous work and from discussions with teachers and pupils. By the end of Years 2 and 6, pupils achieve average standards. This was also the judgement of the previous inspection. Pupils with special educational needs and English as an additional language also attain sound standards according to their previous ability.
124. Based on the scrutiny of pupils' past work, the quality of teaching and learning is satisfactory at both key stages. This was also the judgement of the previous inspection. The evidence from pupils' previous work indicates that teachers at both key stages ensure that topics are covered to a satisfactory depth and that appropriate knowledge, concepts and skills are taught. For example, at Key Stage 1, pupils' awareness of the world is developed as they trace the journey that 'Barnaby Bear' makes to New York and Florida. They are made aware of other distant places, such as the Isle of Struay, and they draw simple sketch maps of the local park. At Key Stage 2, topics covered included a study of world climates, desert plants and animals, erosion and weathering, ice and glaciations. In these topics the depth of pupils' understanding is good. However, in the single lesson observed during the inspection, the quality of teaching and pupils' learning was unsatisfactory. Features of unsatisfactory teaching were a lack of detail in lesson plans, some inappropriate use of lesson resources and a lack of attention and concentration by significant numbers of pupils.
125. Teachers are supported by a sound policy statement, but there are insufficient guidelines to help interpret the nationally recommended scheme of work which the school has adopted. There are insufficient systems and procedures in place to support the new coordinator as she takes up her role. It is planned that monitoring in the subject will take place later in the year. Topics are taught according to an overall topic grid where geography alternates with history, and appropriate time is given to the subject. Assessment is underdeveloped because there is no whole school system for assessing and recording pupils' progress in the subject which is matched to National Curriculum criteria. Overall, resources for the subject are unsatisfactory. However, appropriate use is made of the local area as pupils study the environment of the school and Folkestone town centre. The subject meets National Curriculum requirements.

HISTORY

126. By the end of Years 2 and 6, pupils achieve average standards. This was also the judgement of the previous inspection. Pupils with special educational needs and English as an additional language also achieve sound standards according to their prior learning.
127. Because of the way in which the timetable is organised, there was no teaching of history at Key Stage 1 during the inspection. However, a scrutiny of pupils' previous work indicated that sound standards had been reached and that the quality of teaching and learning are satisfactory, as was found at the previous inspection. Pupils are successfully learning details of historical times, are using different sources of information and are developing a sound appreciation of chronology. Pupils were made aware of the differences between historical times and the present as they considered some of the changes in the seaside today and in Victorian times. They know the events of the Great Fire of London and details of the life of Samuel Peps. They know that some famous people, such as Robbie Williams and David Beckham, are alive today while others, like Florence Nightingale and Michael Faraday, lived in the past.
128. At Key Stage 2, the quality of teaching and learning is satisfactory. This was also the case at the last inspection. In a Year 5 lesson, the teacher introduced the study of the Tudors well by checking pupils' understanding of the present monarchy and encouraging them to appreciate how long ago the Tudors lived by reference to a timeline. The introduction to the lesson successfully gained pupils' interest. Evidence from the work sample indicated that pupils had been taught topics to an appropriate depth and that they had a sound understanding and appreciation of some historical periods. For example, work on Roman Britain included

consideration of the invasion of Britain, details of Celtic society, life in the Roman army and the settlement of towns in Britain.

129. Teachers are supported satisfactorily by an overall policy statement and by the work of the subject coordinator. At the previous inspection, there was no coordinator in place. Curriculum time is appropriately shared with geography and planning follows an overall yearly grid. The school has adopted the nationally recommended scheme of work. Assessment in the subject is underdeveloped, because there is currently no whole school system for assessing and recording the attainment of pupils or the progress they make against National Curriculum criteria. Monitoring of the subject is at an early stage of development, although a programme of lesson observations and sampling of pupils' work has been planned for later in the current term. Although resources at the last inspection were satisfactory, they are now insufficient for teaching the subject. This deficiency limits the further progress pupils might make in the subject. Appropriate use is made of visits to local places of historical interest, such as Dover Castle and the railway at Tenterden. Pupils are encouraged to research further topics they are studying, including work at home and to use drawing and information and communication technology skills to enhance the presentation of completed work. The subject makes a positive contribution to pupils' literacy skills and meets National Curriculum requirements.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards among the majority of pupils in the junior classes are below those expected. This is due to the lack of experience in the subject over recent years, although the improved resources and training received by teachers is resulting in good progress being made and pupils beginning to develop more appropriate standards. By the end of Year 2, pupils are attaining standards broadly in line with those expected and the improved teaching and learning now evident should ensure that younger children make good progress as they move through the school. The present pupils in Year 6 are unlikely to attain the level expected of them by the end of the year although the improved resources and teaching are beginning to assist good gains in their learning. Overall, the improvement in provision since the last inspection is good.
131. In Years 1 and 2, pupils log on to the computer network and open the appropriate software, with support. In Year 1, they are becoming familiar with the keyboard and increasingly skilful at using the mouse to click and drag images on the screen. In Year 2, the work seen in Year 1 is built on and extended in line with the pupils' ages and past experience. Displays of past work show that older pupils are now beginning to use a range of software to create imaginative newspaper front pages, and use art programs to design playgrounds. They use word processing software competently to correct text and this provides good links to their literacy work. In Year 5, pupils create a document in desktop publishing software. During one good lesson, they learned to create a frame and demonstrated a sound ability to change the style and size of the font.
132. Pupils' attitudes to the subject are good. They are generally very enthusiastic about their work and when engaged in tasks on the computer they concentrate and try hard to achieve a successful outcome. The behaviour of pupils is good. When given the opportunity to work in pairs on computers, they do so sensibly and, in one good lesson, pupils who had achieved the task provided support and help for others.
133. The quality of teaching is good in Years 1 and 2. Good use is made of the time available for support staff to teach in smaller groups and to support pupils as they work in the computer suite. The quality of teaching in the junior classes is at least satisfactory and, in half of the lessons observed, it was good. As the inspection took place at the start of the school year, teachers were correctly teaching lessons that included a heavy input of routines regarding the use of the recently completed computer suite and making early assessments about pupils' prior learning. Even so, it was possible to gain sufficient evidence to show that the quality of teaching has improved since the last inspection. Where the teaching is good, there is an effective balance between instruction and the opportunity for pupils to use the computers. The tasks are appropriate and, for example, in Year 6 good use is made of the network. Teachers use the correct technical vocabulary and this helps pupils develop their knowledge of the

appropriate terms when using the computer. In the satisfactory lessons, a few pupils were capable of work that was more challenging than that provided. For example, in some lessons observed, pupils in Years 3 and 4 were doing the same task with no attempt to provide challenge accurately matched to the pupils' abilities. This is partly due to the lack of accurate assessment information about the skills and knowledge pupils have previously demonstrated. Good use of computer software is made to support some older pupils' literacy and numeracy skills, and they demonstrate a good level of independence in the way they access their work and record the session. Little evidence exists to show effective development of pupils' skills other than those using computers. Other technology does not have a very high profile and this is an area for further development. In addition, pupils demonstrate little understanding of the use of information and communication technology in the outside world.

134. The recently appointed subject coordinator is very knowledgeable and experienced and has a clear idea of the improvements needed to raise standards and ensure all pupils make appropriate progress. He is able to provide further training for the staff and this is already planned for later this term. The suite has a learning support assistant assigned to it and she provides very effective support for staff and help for pupils during lessons. Resources have improved greatly since the last inspection, as has the accommodation, although the computer suite is small and poorly ventilated. This has been recognised by the school and improvements are under consideration. A very good review of the provision and use of the suite has been carried out by one of the school governors. Recently purchased computers for classrooms have yet to be set up. When these are in place, teachers will be able to provide pupils with opportunities to revise and practise the skills they have learned in the suite. It will also enable the better use of computers as tools in all subjects.

MODERN FOREIGN LANGUAGES

135. Although not part of the statutory primary curriculum, French is taught throughout the school to all pupils, who achieve good standards at the beginning of Year 6. This reflects the findings of the previous inspection. It was not possible to see French lessons in the lower part of the school and so no judgement is made on standards, progress and the quality of teaching and learning in Key Stage 1.
136. In Year 5, pupils respond well to basic questions, using the target language appropriately. They make deductions about word meanings and translations correctly from the written text. They conduct simple conversations and count to 20 without difficulty, a significant proportion going on to 31. They sing well and competently, with due attention to pronunciation and accent. In Year 6, pupils accurately identify written numbers to 30 from the spoken word. They are confident and accurate in naming themselves and the days of the week. Most of them accurately identify France from an outline map. Pupils with special educational needs are well supported and take a full part in lessons.
137. The quality of teaching and learning in Key Stage 2 is good overall and, in Year 5, was very good in the lesson observed. Teachers use the target language appropriately, only lapsing into English when it is obvious that the pupil cannot understand. Most teachers have a satisfactory knowledge of the language and the country and make their lessons interesting so that pupils respond well, enjoying the oral approach and using their knowledge and skills in French confidently. Teachers use lively presentations and, in the Year 5 lesson, the teacher's enthusiasm led to pupils making very good progress. In Year 6, learning support assistants are well briefed and deployed to give good support to pupils with special educational needs, explaining the teacher's instructions during the introduction to the lesson, so that their charges can keep up with the class. Teachers ensure appropriate challenge for all abilities and pupils achieve well. This challenge and brisk pace in lessons ensure good progress in revising pupils' knowledge and understanding of the language and culture as they begin the new school year. Pupils in Years 5 and 6 write to pen-pals in Boulogne and renew their acquaintance when the French pupils visit their school every year. Occasionally, in Year 6, some teachers are less confident and a little nervous of using the language, which sometimes results in a slower pace and leads to some inappropriate behaviour from pupils. Managing these situations leads to some loss of learning time.

138. The coordinators have drawn up a policy and a draft scheme of work for the Foundation Stage and Key Stage 1, and work in the later years of Key Stage 2 is based on a commercial scheme. These take into account national guidance, and the emphasis is appropriately on cultural and social development rather than linguistic ability. The school has good links with a school in Boulogne and is involved in a local project on the teaching of French in Kent for the current year. Assessment is informal and ongoing during lessons so that teachers know what their pupils know, can do, and understand. Pupils in the current Year 6 represented the school at a language festival, and were given the opportunity to spend a weekend in France at the end of the summer term to remind them of, and reinforce, previous learning. However, the school only subsidise this visit for the very needy so that some pupils and their parents have to consider the financial implications and not all are able to take up the opportunity. The role of the coordinators is underdeveloped because they cannot monitor and evaluate teachers' planning or teaching in the classroom because of a lack of time.

MUSIC

139. Only three lessons were observed during the inspection and all in Key Stage 2. Judgements are therefore based on these three observations and attendance at assemblies. However, there is insufficient evidence to make judgements about standards, progress or teaching and learning in Key Stage 1. There is no coordinator for music, although a visiting accompanist works in the school three mornings a week.
140. By the end of Key Stage 2, standards are below the national expectation, although in Year 4, they were about average. In Year 4, pupils count and clap polysyllables accurately and rhythmically – one even managed nine syllables! Most understand the terms legato and staccato and carry out the instructions appropriately. About half of them quickly picked up the tune of a song, singing accurately and observing pitch and duration, thus practising singing as an ensemble. In Year 5, some pupils accurately identify piano and double bass in 'The Carnival of the Animals', listening well to the music. One or two groups – about a third of the class – succeeded in producing a rhythmic composition of their own. In Year 6, pupils of all abilities maintained two, three, and four- beat rhythms in time with a metronome. The majority correctly distinguish between loud and soft, and accurately follow their teachers' hand-signals to create a crescendo or diminuendo. Most pupils enjoy music lessons and this makes a positive contribution to their spiritual and cultural development. Pupils in the current Years 4 and 5 gave a concert for parents at the end of the summer term, in which they displayed satisfactory singing, dancing and choral speaking skills with great enthusiasm.
141. The quality of teaching and learning is usually satisfactory, although pupils in the Year 6 lesson did not take advantage of the opportunities given them for learning. Teachers are still getting to know their new classes and a minority of pupils in all the lessons behaved inappropriately, continually chatting whilst the teacher was talking. Years 3 and 4 taking their afternoon break outside the classroom window did not help the situation in Year 5. In this lesson, there was no special support for the pupil with a statement of special educational needs, except from the teacher who had her hands full with the rest of the class.
142. Lessons are based on a commercial scheme but, in the absence of a coordinator, no-one monitors and evaluates the quality of the planning or of the classroom teaching. This is unsatisfactory because some teachers lack sufficient knowledge and expertise to teach the subject well and thus enable pupils to get the most out of lessons. The school runs a choir during school time, and all pupils have the opportunity to perform in public at least once a year. They also participate in local music festivals.

PHYSICAL EDUCATION

143. Throughout the school standards are close to those expected for pupils' ages. Younger pupils achieve well and make good progress. Achievement by those between the ages of seven and

eleven is satisfactory, although the rate at which they make progress slows down. Pupils with special educational needs achieve well and make good progress. Overall improvement since the time of the previous inspection is satisfactory.

144. Throughout the school the quality of teaching and learning is good with the majority of pupils working hard during lessons. Seven year olds benefit greatly from good teaching in swimming. The activities provided are matched well to their abilities; many are appropriately confident in the water and swim to a standard that exceeds that expected for their age.
145. Work in gymnastics is developing well in both key stages. Nine year olds take responsibility for arranging the apparatus needed for their lesson. They respond well to the enthusiasm of their teacher, producing movements and balances that are controlled and integrated smoothly into sequences. The oldest pupils produce work in gymnastics that is close to that expected for their age. However, these pupils are not always given enough time to consolidate the skills they are acquiring.
146. Standards in games are close to those expected for pupils' ages. In some lessons, pupils do not make sufficient progress. This occurs when explanations and demonstrations are too lengthy and pupils do not have sufficient time to practise and develop their skills.
147. The quality of teaching in dance for ten year olds is good. This results in pupils making good progress based on clear explanations by teachers, and activities that are well matched to pupils' abilities. Teachers pose questions sensitively, allowing pupils to explore their emotions as they dance, and to extend their vocabulary.
148. In many lessons, pupils are not given sufficient opportunities to observe their classmates at work, to comment on the quality of what they see, and advise each other about how they might improve. As a result, their understanding of some aspects of the subject is not developed as well as it should be.
149. Accommodation for teaching the subject is good. There is a spacious hall and the school has its own swimming pool, which enables pupils to make good progress and achieve high standards in swimming. However, much of the large apparatus in the hall is dated and unsuitable for use by the younger pupils.
150. There is a good programme of extra curricular activities that includes football, netball, dance, gymnastics and swimming. The new subject coordinator has not yet had any opportunities to view work throughout the school in order to judge standards and provide guidance for colleagues.

RELIGIOUS EDUCATION

151. It was only possible to see three lessons during the inspection, one in the Foundation Stage and two at the end of Key Stage 2. It is not therefore possible to make a judgement on standards and teaching and learning at Key Stage 1. Other judgements are based on the lessons observed, scrutiny of pupils' past work and discussions with the coordinator.
152. Standards at the end of Key Stage 2 are below the recommendations of the local Agreed Syllabus. This is because, since the previous inspection, the subject had been neglected until the appointment of the new headteacher last September. The coordinator is recently appointed and is just beginning to re-establish the subject in the school with good medium-term planning which shows compliance with statutory requirements.
153. In Year 6, some pupils with prior higher attainment understand that saints are people who have done good in their lives and are remembered for it. The tasks set held little challenge, but their completed drawing and labelling show a clear understanding of the story of St. Christopher and the six main events of his life. This extends the simple knowledge and understanding of some saints for the majority of pupils but lacks sufficient depth of understanding in the concept of

sainthood and is not related to modern times or everyday life. The subject does not yet make its full contribution to pupils' spiritual development.

154. There was little scrutiny of past work in Key Stage 1, since most lessons in the Foundation Stage and Year 1 are oral and often subsumed into lessons on personal and social education, and circle time. In Year 2, much of the work is done through worksheets with very little writing. The scrutiny of pupils' past work in Key Stage 2 shows that pupils have studied the lives and events of prominent people in the Old Testament, such as Moses and Joseph, and of the life and teachings of Jesus. They have done some satisfactory work on saints like Lucy and Bernadette, and also on the Jewish festival of Hanukah. There is evidence of a little empathic and reflective writing in their attempts to write about the experience of a refugee child arriving at a new school. The subject is regularly taught, but last year all age groups in Key Stage 2 did the same work at the same level. Most of their written work is simple re-tellings of stories they have heard, and there is no evidence of personal research or work on learning from religion. They have so far lacked the opportunity to become independent learners and thinkers and so have no opportunities to express or form their own opinions.
155. There is insufficient evidence to make a secure judgement on the quality of teaching and learning. Teachers are just beginning to use the new scheme of work which ensures continuity and progression. The coordinator is aware of the shortcomings in provision and teaching, including assessment and its use, and has planned an in-service training day for next term. She now has oversight of teachers' planning and is working with the headteacher to monitor and evaluate classroom practice. The new scheme of work shows appropriate study of other religions such as Hinduism, Sikhism, Judaism and Islam. The school has good links with the local Anglican church, with the vicar taking assemblies regularly, and pupils visit the Anglican church twice a term. Places of worship other than Christian are studied through the use of videos. Staff and pupils of religions other than Christian are invited to share their own experiences. Resources – both books and artefacts – are not adequate for the teaching of the subject.