

INSPECTION REPORT

BARTON JUNIOR SCHOOL

Dover, Kent

LEA area: Kent

Unique reference number: 118392

Headteacher: Ms. Ceranne Litton

Reporting inspector: Sheila Browning
1510

Dates of inspection: 21st – 23rd May 2001

Inspection number: 194783

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Barton Road Dover Kent
Postcode:	CT16 2ND
Telephone number:	01304 201643
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Una. Mills
Date of previous inspection:	04/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1510	Sheila Browning	Registered inspector	Art Music	Standards of attainment and achievement Teaching and learning Leadership and management School improvement and effectiveness
9784	Rev. Stuart Munns	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
7148	Graham Hall	Team inspector	Special educational needs Science Physical Education	
11259 3	Diane Hall	Team inspector	Mathematics Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?
19774	Maura Docherty	Team inspector	Equal opportunities English as an additional language English Information and communication technology Geography History	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barton County Junior School is of average size compared with other junior schools nationally and has 233 pupils, 110 boys and 123 girls, aged 7+ to 11. The majority of pupils come from the local area of Dover. On entry pupils have a wide range of ability but for the majority of pupils attainment is below average, with a significant number who demonstrate low ability. The percentage of pupils identified as having special educational needs is 44 per cent, which is well above the national average. The percentage of pupils with statements of special educational needs, 2 per cent, is broadly in line with the national average. The proportion of pupils receiving free school meals at 22 per cent is above the national average. There are few pupils of ethnic minority origin and few with English as an additional language. The area suffers from considerable social deprivation. The school has a good reputation locally and parents are keen for their children to attend.

HOW GOOD THE SCHOOL IS

The average point scores in the 2000 National Curriculum tests for pupils aged eleven are not as good as they could be in comparison to all schools nationally and for similar schools in science. Attainment is below the national average. Expectations for pupils, although generally appropriate, are insufficient for those of higher attainment. Strong leadership from the recently appointed headteacher generates a positive atmosphere in which pupils give of their best and work hard. The staff is committed to high standards and school improvement. Teaching is satisfactory overall. Pupils' attitudes, behaviour and personal development are good. The school gives satisfactory value for money. Its strengths far outweigh its weaknesses.

What the school does well

- Leadership by the headteacher and deputy headteacher is strong.
- Pupils' attitudes, behaviour and personal development are good. Pupils relate well to each other and adults.
- The school monitors and evaluates its performance well and takes effective action.
- The overall provision for pupils' spiritual, moral, social and cultural development is good.
- Extra-curricular activities are wide ranging.
- The school is a caring community which gives good support to its pupils.
- Parents' views are strongly supportive of the school.

What could be improved

- Attainment is below the national average. The average point scores in the 2000 National Curriculum test results for pupils aged eleven are not as good as they could be in comparison to all schools nationally. In English and mathematics results were below those for all schools; for science they were well below. Science results were below those of similar schools. Over time school results show steady improvement from a big drop in 1998 but they remain below average results nationally. Higher attaining pupils underachieve. Standards in design and technology are below those expected for pupils of this age.
- Streaming within each year group is not successful in raising pupil attainment or in promoting inclusivity. Curriculum planning is not always sufficiently focused on learning intentions for the full range of ability within streamed classes. The quality of teaching and the use of learning support staff are inconsistent within streamed classes, as is the number and gender of pupils.
- The contribution of parents to children's learning at school and at home is unsatisfactory.
- The accommodation is inadequate. A few minor health and safety issues were drawn to the attention of the headteacher during the inspection.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded to the issues raised in the last report and has recently made steady progress since it was last inspected in March 1997. The quality of lesson planning is improving. Short and long term planning, school policies and schemes of work are developing appropriately. These all reflect the priorities of the school development plan, which now has a clear focus. Standards show improvement in ICT (information and communication technology) building on pupils' previously limited experience and skills. A new ICT suite is operational and teacher training in ICT has taken place. Standards in design and technology remain below those expected for pupils aged eleven. Subject co-ordinators have increased responsibilities and are appropriately undertaking their managerial role. The existing assessment policy is undergoing review. The headteacher has put into place an effective system that provides teachers with forecasts and targets for all pupils and associated training about how to use them is underway.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	D	C	Well above A average above B average Average C Below average D Well below average E
mathematics	D	D	D	C	
science	E	E	E	D	

The average point scores recorded in the 2000 National Curriculum tests show that pupils of eleven years of age reached standards below the national averages. Standards were higher at the time of the last inspection but fell sharply the following year. With the exception of science the most recent results show an overall improvement. When compared with similar schools, results were close to the national average in English and mathematics and were below for science. School analysis of pupil attainment recognises that results reflect underachievement by some pupils. Standards are not high enough for pupils aged eleven in English, mathematics and science. Inspection evidence reflects the results shown above. Standards in ICT, art, history, geography, music and physical education are in line with those expected for pupils aged eleven. Standards in design and technology are below those expected nationally for pupils of this age. Standards in religious education are in line with those expected by the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils respond well to the expectation that they will work hard. They are interested and involved in all activities.
Behaviour, in and out of classrooms	Good. Pupils show respect for each other and for property.
Personal development and relationships	Good. The school works hard to reinforce pupils' good social skills. Relationships with staff and among pupils are good.
Attendance	Satisfactory. The attendance rate is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	N/A	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 standard of teaching is satisfactory overall. Teaching is satisfactory or better in 93 per cent of lessons. Teaching is good or better in 43 per cent of lessons, of which 13 per cent are very good or excellent. Some 7 per cent of lessons are unsatisfactory. The quality of teaching is inconsistent within and across the different year groups. Overall, teaching in English is good. Teaching is satisfactory in mathematics and science. The teaching methods for developing literacy skills are good and they are appropriate for numeracy. Teaching for pupils with special educational needs (SEN) is satisfactory. Expectations of what pupils can do are generally satisfactory although higher attaining pupils are not sufficiently and consistently challenged. Lessons are usually well planned. Learning intentions, although shared with pupils, are not always appropriate to their ability. Good questioning and generally effective teaching methods reinforce learning. The quality of learning is satisfactory. In Year 3 teachers have to reinforce basic skills and knowledge from a low base to support the large majority of lower attaining pupils. Pupils are enthusiastic, interested and work hard. They are generally eager to participate in whole class activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers a satisfactory range of learning opportunities and meets statutory requirements. The range of extra-curricular activities is good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory.
Provision for pupils with English as an additional language	Few of these pupils are in early stages of learning English. Provision is satisfactory overall.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall provision is good. The range of moral and social opportunities is good. Spiritual and cultural provision is satisfactory; Multi-cultural awareness is not well developed.
How well the school cares for its pupils	Pupils are cared for well. Assessment of pupils' progress is developing; good practices are evident.

The school provides a satisfactory personal, social and health education programme. The range of extra-curricular provision is good. The curriculum meets statutory requirements. Strengths are evident in the way the school cares for its pupils. Parents are invited to be involved in the everyday life of the school. They are encouraged to develop a partnership with the school for example through hearing pupils read, recording their effort and helping with homework, though there is room for further improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The recently appointed headteacher has a clear educational vision, which is shared by staff. Some important and new developments such as assessment, developing the co-ordinators' role and curriculum planning are being implemented by the headteacher and deputy headteacher in order to take the school forward.
How well the governors fulfil their responsibilities	Governors are informed about and understand the strengths and weaknesses of the school.

The school's evaluation of its performance	The school's priorities for development have progressed. Monitoring and evaluation of standards are improving. Action taken to meet school targets is good.
The strategic use of resources	Good. Financial control is good and the strategic use of resources is satisfactory. Overall, there is an appropriate number of teaching and non-teaching staff. The accommodation is inadequate.

The number, experience and qualifications of staff meet the needs of the National Curriculum. Increased resources are proving to be beneficial to teaching and learning. The accommodation is inadequate. A few minor health and safety issues were drawn to the attention of the headteacher during the inspection. Leadership is well focused and initiates educational improvement. The school effectively seeks ways to ensure that it gets the best value for money spent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • The school expects children to work hard and achieve their best standard of which they are capable. • Parents feel able to approach the school with questions or a problem. • The teaching is good. • The school helps children to be mature and responsible. • Children make progress. 	<ul style="list-style-type: none"> • Activities outside of school are not wide ranging. • Information about their child's progress is insufficient. • Leadership and management. • Homework is inconsistent.

The inspection team generally agrees with the parents' positive views. However, some pupils of higher attainment make insufficient progress and do not reach their full potential. Teaching was judged to be satisfactory overall. The school provides a good range of interesting activities outside of lessons. The quality and range of information about the progress children make is good. The inspection found the leadership and management of the headteacher to be strong and effective. Although homework is provided, there is scope to widen its use. Some eighteen written comments were received; the majority were very positive. However parents were concerned by some instances of bullying, the inexperience of a few teachers and that children were not heard to read frequently by an adult. During the inspection no bullying was observed. Records of previous incidents showed that procedures were followed correctly. Children are heard to read by an adult on a regular basis and their progress is recorded.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry pupils have a wide range of ability but for the majority of pupils attainment is below average. The number of pupils with special educational needs is well above the national average.
2. The average point scores recorded in the 2000 National Curriculum tests at age eleven show that pupils attained standards below national averages in English and mathematics and well below in science. The results of national standard tests for the last three years indicate steady improvement, although they dropped considerably the year after the last inspection. Results since have gradually improved although at a slower pace than the national upward trend. The school's targets for eleven-year-olds in 2000 were exceeded for English, mathematics and science. The school's results showed an improvement of some 15 per cent in each core subject in comparison to the previous year. An analysis by the school shows that a large majority of this particular group achieved well in relation to their previous attainment. Some fifty-four per cent of these pupils had special educational needs. Teacher assessments matched the test results.
3. The proportion of pupils attaining the required standard (level 4) was close to the national average in mathematics, below in English and well below national averages in science. The overall point score resulted in the school's results remaining below the national average due to a smaller proportion than the national average attaining the higher level (level 5). The percentage of pupils reaching the higher levels, five and above, in the Year 2000 was below the national average in English and was well below average in mathematics and science. Standards were not high enough when compared with similar schools, with the exception of those for English, although not for the higher levels there. The results for this particular group of pupils reflect some underachievement.
4. The school has made significant improvements. In English and mathematics the number of pupils attaining Levels 4 and above is close to the national and local education authority (LEA) data. In science, results are not as good as those in English and mathematics. Overall, the number of higher levels achieved tends to be lower overall, except in writing where the results are in line or slightly better. The previous report also referred to some 15 per cent of teaching in Key Stage 2 as unsatisfactory; these same pupils would have experienced the effects of the unsatisfactory teaching as they progressed through the school.
5. Inspection evidence reflects the most recent national results for the Year 2000. Standards are as expected for pupils aged eleven in information and communication technology (ICT), art, history, geography, music, and physical education. Standards in religious education meet the requirements of the locally agreed syllabus. Standards are below those expected in design and technology. The standard of pupils' writing is a weakness and this to some extent limits the progress that pupils make in other subjects.

6. Standards in ICT for the majority of pupils are generally in line with those expected for pupils aged eleven. Standards are slightly better than at the time of the last inspection. Pupils are developing appropriate skills but from a low base. This is due to their relatively limited prior experience, breadth of study and daily access to ICT in classrooms for independent study and research. The school is taking appropriate steps to further raise attainment in ICT and these are beginning to impact positively.
7. Standards in design and technology were below those expected at the time of the last inspection and this remains the case. The subject does not have a high priority in the planned curriculum and, hence, pupils' experience is limited.
8. Results for boys and girls were not significantly different. In English boys did achieve slightly better than the girls in reading and in English overall. This is a reversal of the national trend. In science and mathematics also boys achieved slightly better than the girls. There has been a narrowing of the gap within the last five years. During the inspection nothing was observed to suggest that there is any significant disparity in the achievement of boys and girls.
9. In English across the school listening skills are good and levels of attainment in speaking are satisfactory. Standards in reading are satisfactory overall, with some pupils attaining better than expected standards by the time they are eleven. Some higher attaining pupils have limited additional opportunities to read and understand texts. The range of written work is generally satisfactory when pupils are supported by clear structures. When writing more creatively on extended texts, their spelling, punctuation and composition often fall below expected standards, particularly for middle and lower attaining pupils. Presentation of work ranges from very good to untidy. Pupils do not transfer their skills to different subjects and work in other subjects is often marred by failure to follow letter formation, basic punctuation and spelling rules as well as the use of key vocabulary.
10. In mathematics, improvements in pupils' mathematical knowledge and skills are seen as a direct result of the National Numeracy Strategy (NNS) and sound teaching skills. Analysis of test results by the school highlights low achievement in data handling and word-based problem-solving. Pupils in years 3 and 4 are slow at calculating with number bonds up to 20 and up to a hundred. Pupils understand different processes of addition and subtraction. They identify common 2-dimensional shapes but are less sure of 3-dimensional shapes. Pupils use standard measurements with reasonable accuracy. There are some satisfactory examples of using and interpreting data.
11. The school's results in national standard tests in science for the last three years indicate a steady improvement since 1998 when results went down considerably after the last inspection. Very few pupils reach the higher levels of attainment. Inspection shows that by the age of eleven, standards are below those expected nationally. Pupils do not have sufficient understanding or experience of planning investigations, setting up fair test situations and working together to ensure systematic observations. There is little evidence of the use of ICT programs to support their studies.

Literacy

12. Literacy standards in the school, although improving, remain below those nationally for pupils aged eleven. Pupils do not enter the school with high standards of literacy. Fewer pupils on average have reached National Curriculum Level 3 in reading and spelling than in other schools nationally. Progress is made in that the numbers reaching level 4 and above by the age of eleven are in line with those in similar schools. The teaching of literacy is good, but pupils do not apply these skills well enough in writing tasks in English and in other subjects. The literacy strategy is fully in place and the development of literacy across the curriculum is beginning to have a positive impact across the curriculum.

Numeracy

13. There are opportunities for using numeracy across the curriculum. Pupils arrive in Year 3 with well below average level skills and understanding of mathematics. The teachers' reinforcement of and groundwork in aspects of numeracy is good. Planned work matches the desired programme for the year groups. However, due to the lack of group activities, work is not always matched to the prior attainment of the pupils. The streaming of classes and the setting arrangement for mathematics results in many teachers not planning for the individual needs of pupils so as to build on their prior attainment. As a result the level of work is targeted at the majority. Group work, as recommended in the NNS strategy, is not evident in many lessons.
14. The percentage of pupils in the school with special educational needs, at forty four per cent, is well above the national average. Pupils with SEN are making similar progress to other pupils in all areas of the curriculum. They are generally meeting the targets set in their Individual Education Plans (IEPs). Targets are set in IEPs and statements all focus on the appropriate needs of pupils. The targets do not always appear in teachers' planning for the lower attaining pupils. The school has a history of streaming by ability. There is one higher and one lower ability class within each year group. The school aims to keep the numbers of pupils in the lower attaining groups to a lower number where possible and provides additional learning support to these classes. Attainment in the lower ability classes, particularly in years 3 and 4, is low. Teachers do not always give adequate support or pitch activities at a suitable level for these pupils. Teaching and learning is at a much slower pace due to the increased need many pupils have and the demand this makes on adult support.
15. The allocation of a greater number of Learning Support Assistants to the lower attaining classes has only recently occurred so the full impact of this is not measurable. Although learning support assistants have increased hours and many are trained, their skills are not always fully utilised. In some classes learning support staff and teachers work closely together and support is most effective. In others the teacher does not always maximise the skills of the learning support staff and their work is not as effective as it might be with the result that pupils make only satisfactory progress. Learning support assistants support all aspects of the curriculum including Literacy and Numeracy and they are all aware of the pupils' needs. The support they give is mostly helping pupils in class with work that the teacher has set. This is not always sufficiently matched to pupils' needs and learning support assistants do not always have the basic teaching skills to manage appropriate work.

16. Higher attaining pupils are not always sufficiently and consistently challenged by different tasks and clear learning intentions. Higher ability classes have many more pupils, whereas lower ability classes are smaller and have a predominance of boys, many of whom have learning and or behavioural difficulties. Such an arrangement perpetuates learning difficulties. During the inspection no evidence was found to suggest that standards of attainment were improved or that pupils benefited by streaming. Findings reflected the reverse and there were also issues of inclusivity. Invariably the quality of teaching and learning was better in the higher attaining classes but teachers' planning did not always plan for more demanding work for higher attaining pupils. Despite being higher ability classes the range of attainment within the classes remains very broad with only a few higher attaining pupils.
17. Since the last inspection, standards achieved by pupils have fluctuated slightly year on year. Results generally showed a similar trend up until 2000 when results in English showed a gradual improvement and upward trend. In analysing the National Curriculum test results the school has identified the gaps between writing and reading as key areas for concern. As a result the action plan for literacy has outlined these as areas for further development. The school has also identified that data handling and word based problems are areas in need of improvement. These are being addressed in the numeracy action plan and steps have been taken to raise teacher awareness and knowledge in these areas. The issues are also incorporated in the monitoring schedule and word problems are a central focus of classroom observations by the subject co-ordinator, headteacher and local education authority. The school has taken a similar approach for science and is currently identifying key areas that will raise achievement. The scheme of work is currently being revised. Good measures are beginning to be put in place to address these concerns.

Pupils' attitudes, values and personal development

18. Pupils enjoy coming to school and respond well to staff. They are keen to take part in school activities, both in the classroom and at play. Pupils are polite and helpful to staff, visitors and each other. The very positive behaviour policy adopted by the school is understood and appreciated by both parents and pupils. As a result, behaviour is good and produces an orderly community providing an environment conducive to learning. It also encourages pupils to develop close relationships between themselves and with staff. They listen to each other with attention and show respect for other people's feelings and opinions. Pupils apply themselves well both to individual and collaborative tasks.
19. Responsibility, when given, is at an appropriate level, but there is scope for a greater development of independence in a controlled way throughout the school. Staff know pupils as individuals very well indeed and consequently are able to monitor personal development. Annual written reports generally inform parents about targets and progress. As yet, however, there is no systematic whole school monitoring of progress in this area, though a trial for a possible system is currently taking place and appears sound. Both parents and pupils appreciate the way staff deal quickly and effectively with any oppressive behaviour. The level of attendance has improved during the current school year and is now satisfactory.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is satisfactory or better in 93 per cent of lessons. In 43 per cent teaching is good or better and in 13 per cent it is very good. Unsatisfactory teaching was seen in 7 per cent of lessons. The quality of teaching has improved since the last inspection. Teaching was satisfactory or better in 85 per cent, it was good and better in 34 per cent and in two per cent it was very good. In 15 per cent teaching was less than satisfactory. There are now more instances of good or better teaching and fewer instances of unsatisfactory teaching. There has been a significant change in staffing since the last inspection. The school is now very focused on improving the quality of teaching and learning.
21. In the lessons where teaching was unsatisfactory, it was mainly due to insufficient challenge, or work pitched at too high a level for pupils without adequate support. Teachers have detailed and often thorough planning, but it often identified the activities rather than the actual learning intentions, making it difficult for teachers to assess pupils' attainment. In mathematics, weaknesses related to too much time being spent on one topic, giving the pupils less time for individual work. In science, planning lacked the necessary detail to support pupils' investigational and experimental learning. For younger, lower-attaining pupils learning in science was restricted by the lessons being too long. In a few ICT lessons teachers did not always demonstrate different ways of working to help pupils understand what to do.
22. The best lessons are characterised by secure subject knowledge. For example, in English, teachers' knowledge and understanding of English have been underpinned by the implementation of the National Literacy Strategy. In geography, teachers demonstrate good subject knowledge and effective planning enhanced by the school's scheme of work. Teachers also manage pupils very well. In the streamed classes, teachers work hard to maintain pupils' low concentration skills. Questioning to promote and consolidate learning are good examples of effective teaching methods used in many lessons. Liaison between teachers and learning support assistants is often good but their effectiveness can be variable. Although learning support assistants have had training in ALS (additional learning support) and know how to handle challenging pupils they find themselves in general teaching situations for a majority of their time. For example, when using open-ended questions, reading strategies and recording actual learning progress or need for improvements, they require further basic teaching methods to enable them to support learning more effectively. Learning support assistants often provide encouragement for a variety of pupils within the class in addition to pupils with special educational needs and teachers often plan this group involvement with them. This supports learning of all pupils.
23. Across the school teaching of basic skills is satisfactory. Within English and the specialist ICT lessons teaching of basic skills is often good. The National Literacy Strategy is implemented well, but the strategy for numeracy it is not as advanced. In mathematics, group work as recommended in the National Numeracy Strategy is not evident in many lessons. Teachers' expectations of behaviour are good and pupils respond very well. Expectations of what pupils can achieve and are capable of are developing. Expectation could be higher; the headteacher is aware of this and has put useful strategies in place to address this. Teachers have a good starting point on which to build when using information about pupils' attainment targets.

24. Teachers have good information about the full ability and age range of their pupils. When providing work to meet the needs of all pupils, there are inconsistencies within the different year groups. Teachers do not always take account of the wide range of ability in the class. Schemes of work using Curriculum 2000 guidelines are being rewritten and developed, but many need updating. The guidelines are incorporated in the planning and short-term targets are also identified. Daily and half-termly planning linked to schemes of work has progressed. All teachers plan in detail in a consistent format. The distinction between longer-term and medium-term planning is currently being addressed, although this is at an early stage of development. Teachers usually plan jointly and this reinforces good practice. They also share their specialist subject expertise and use this successfully to teach to their strengths, as for example in ICT, geography and music.
25. Teachers use a good variety of effective teaching methods. The range and variety of interesting and practical activities and the use of visits and visitors to the school encourage pupils learning and help their motivation. Generally, teachers use time effectively. Resources are well used. Insufficiencies in design and technology, geography, history, ICT and religious education are identified and are on order. The recently installed computer suite enables teachers and pupils to use ICT more effectively in timetabled lessons as an integral part of learning. The school has made significant progress since the last inspection in terms of the quality and range of ICT available in the ICT suite, but currently there are no computers in classrooms. A major constraint for learning at the time of the inspection was the lack of access to the library due to building works.
26. Marking that is valuable to pupils is just satisfactory. On-going assessment of pupils' learning and developmental needs is at an early stage of development. Teachers recognise the need to move towards target setting. Many teachers do set targets, particularly those identified in IEPs. The headteacher and staff are aware that the next step is to relate these to the pupil's predicted level. Teachers give constant feedback and encouragement and praise to pupils that raise their self-esteem. Homework is appropriate but on occasions set inconsistently. When set, it makes a positive contribution to pupils' learning. Homework includes reading, spelling, mathematics and research work.
27. In most lessons pupils gain satisfactory skills and advance their knowledge and understanding appropriately. Pupils are learning to apply intellectual, physical and creative effort well. In art, music and physical education, pupils work hard and they are developing good creative and physical skills. Many pupils work productively but at a slow rate. They are well motivated and interested and concentrate and work well independently. Pupils also work well in pairs and small groups. The additional literacy support is having a positive impact on learning. Pupils are generally clear about what they need to do to improve the quality of their work. Pupils of higher prior attainment frequently work at the same pace as the rest of the class and, hence, do not receive sufficient challenge in order to attain the higher levels. Support and provision for pupils with special educational needs are satisfactory.

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

28. The school provides a satisfactory broad curriculum that meets all the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. The school organises the school day well. The school has recently improved the use of time for all subjects ensuring that there is no waste of time in the school day. There is a rigour about the pace of the lessons. There is an insufficient allocation of time for design technology in order to meet the expectations for the end of the key stage. Overall, there has been considerable improvement since the last inspection when planning did not ensure that each year built on previous work.
29. The organisation of the streamed classes prevents full and equal access to the curriculum for all groups of pupils. Within the streamed classes teachers seldom plan work to match the prior attainment of individual pupils. The school does not have a policy for gifted and talented pupils.
30. The school makes satisfactory provision for the high percentage of pupils with special educational needs. The special educational needs co-ordinator ensures that the school meets the requirements of the Code of Practice. In addition, teachers match the targets in the individual education plans to pupils' needs. Pupils follow similar topics of study in each subject. Where there is any imbalance, it is in the allocation of pupils to lower ability classes, which results in the majority of pupils with SEN in each year group being in the same class. The inequality is due to pupils receiving very few opportunities to mix with pupils with different levels of prior attainment and to raise their expectations of the standards they might achieve. Hence there is unsatisfactory provision for an inclusive education for all pupils at the present time.
31. The school has policies and schemes of work for all subjects. The school plans to review policies for science and some of the foundation subjects. The recent change in leadership and the revised delegation of responsibilities has had a positive impact on provision. The school teaches many subjects according to the recent guidance from the Qualifications and Curriculum Authority. Every co-ordinator has prepared a relevant action plan for improvements in their subject and there has also been an improvement in resources. For example, recent improvements in provision for ICT are beginning to have good effect.
32. The school has successfully implemented the National Numeracy and Literacy Strategies. The systematic approach to these subjects and comprehensive planning for each session is helping to raise standards. Teachers are committed to improving learning for all pupils, but in some instances the lack of appropriate challenge for higher attaining pupils is affecting their progress.
33. The school provides a good range of extra-curricular activities such as music, sports and ICT. There are also opportunities for pupils to be involved in raising money for charities such as Comic Relief Day.

34. The provision for personal, social and health education (PSHE) is good. Every class has a weekly Circle Time, when pupils discuss issues and develop their social skills. There is a limited programme for sex education and drug awareness that is covered mostly in the science programme. In science and religious education lessons pupils learn about healthy lifestyles and have the opportunity to explore deeper issues.
35. Links with the local community are satisfactory. Links with the feeder infant school are good. Links are particularly good in science, where Year 6 children visit a local secondary school for science lessons. In addition, pupils visit a local chemical research company for science days. This is a good provision that enables pupils to understand the workings of industry.
36. The school provides satisfactory opportunities to meet the needs of all pupils with special educational needs (SEN). Pupils generally have equal access to all curriculum subjects and school activities. The imbalance is in the allocation of so many pupils with special educational needs to lower attaining classes, which does not support social inclusion. Access to curriculum is ensured because both classes in the year follow similar topics of study in each subject. The inequality is due to the very few opportunities to mix with pupils with different levels of ability and to see the standards they might aspire to raise their expectations in other subjects in which they could achieve better. They are prevented from doing this by such high numbers of pupils with special educational needs in the lower attaining classes.
37. The school is on one level so access is easy for disabled pupils or adults. The entrance from the road is hilly but gentle ramps are provided.
38. Overall, the school provides good opportunities for the spiritual, moral, social and cultural development of the pupils.
39. The school has made particularly good provision for encouraging the moral and social development of all its pupils. Pupils know what is right and wrong and the school promotes this through the positive behaviour strategies and reward systems. In addition, the Golden Time arrangements give pupils a special time on Fridays to sign up for a range of recreational activities as a reward for positive behaviour. This also encourages pupils to mix with other year groups and teachers. The school also provides a very clear direction for pupils if they are involved in any bullying situation. Pupils have the offer of a private interview with the headteacher to disclose any concerns they may have about bullying and the school has a zero tolerance attitude to these incidents. Within the school there is a positive atmosphere reflecting good social skills, respect and understanding of other people's feelings. Regular weekly circle time sessions, a good range of club activities and a buddy system, in which Year 6 pupils support younger pupils around the school at lunch time and with reading, all contribute to this good ethos throughout the school.
40. The spiritual and cultural provision is satisfactory. The regular acts of collective worship and religious education lessons provide some opportunities for pupils to reflect on a variety of beliefs and values. In religious education pupils discuss the other beliefs and acts of worship and the whole school has opportunities to reflect on a range of attitudes and acts such as the brothers' hatred of Joseph who was favoured by his father Jacob in the Old Testament Story. Other subjects of the curriculum also provide some opportunity for pupils to ask questions about how science, music and art affect their lives. In science, pupils often research questions

about their new topics before starting their study as in Year 5 when they were studying the mysteries of the stars and planets. Music contributes well to pupils' spiritual, social, and cultural development. In art and music, pupils consider the styles of different artists and composers and interpret their own responses in terms of feelings and emotions. The cultural awareness of pupils is supported by the religious education scheme of work when other world religions are studied and by the curriculum provision of history, geography, art and music. Most of these provide links with aspects of European culture such as the lives of ancient Egyptians, Greeks and the Victorian era in Britain. Visits to local museums and Canterbury Cathedral and theatre and puppet groups coming to the school add to the cultural programme. However, there is very little planned to raise awareness of the wide diversity of multi-cultural traditions that make up our society. The range of books, pictures, artefacts and posters of role models to reflect this wide diversity of cultures is underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school operates an effective system of care and concern for all its pupils. Parents feel that their children are working in a safe and caring environment; in turn the children feel they are able to confide in adults with whom they can have a close relationship. The good use of class discussion times makes a very positive contribution to this. A very good and careful watch is kept on levels of attendance and lateness. Effective steps are taken to counter emerging problems. In this and in other areas of care the school has developed good working relationships with other schools and outside agencies. Positive behaviour is encouraged in a very effective way. Procedures for rewarding good behaviour are welcomed and enjoyed by pupils; they are equally aware of what privileges may be lost through poor behaviour. School policy and practice to counter oppressive behaviour are very good. Parents appreciate the swift and effective ways in which staff deal with any outbreaks of bullying.
42. There is a keen but unobtrusive emphasis on safety. This is hampered, however, by the bad state of repair of various parts of the building and campus. The situation is made even worse by building refurbishment currently in progress. Pupils demonstrate good self-discipline in avoiding these hazards. The fact that there is no systematic risk assessment programme is a weakness in health and safety provision.
43. The monitoring of pupils' academic progress is satisfactory overall in English, mathematics and the foundation subjects, but unsatisfactory in science where it lacks a systematic approach. School tests are used in Year 3 to identify and support grouping and allocation of pupils by ability. Parents of pupils with SEN are invited to all review discussions about their children. However, if they do not attend, parents do not currently receive details of the targets for the next term. Outside agencies such as speech therapy, behaviour support and learning support teams regularly support the SEN programme and the Special needs co-ordinator liaises with each of them effectively.
44. The support given to higher attaining pupils by all teachers is not consistent to ensure they reach their full potential.

45. The use of homework is inconsistent throughout the school. Overall, the support of pupils is satisfactory, being informed by monitoring of academic progress, personal development, behaviour and attendance. Information gained from assessment procedures is underdeveloped and is not helping teachers in their planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are very supportive of the way the school cares for pupils, and parents are welcomed at special events, both sporting and social. Home-school agreements have been signed by most parents.
47. Only a few parents become involved in the day-to-day activities of the school. Those who do so make a very positive contribution to provision both in classrooms and in outside activities. There is scope for more developed collaboration between parents and the school by a wider and more systematic use of homework. Parental support in reading is limited. Also, if parents of pupils with special educational needs do not come to school they do not know about the next targets for improvement. The overall contribution of parents to pupils' learning is therefore unsatisfactory.
48. All parents of pupils with SEN are invited to termly reviews in addition to being able to discuss issues with the Special needs co-ordinator at other regular times. Parents are informed about the stage of SEN assessment that their child is on but there is no indication on that letter about the level of support that pupils will receive. This is to be changed by the Special needs co-ordinator as a result of discussions during inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the headteacher and key staff are good and effective. The headteacher has been in post for one year following a predecessor of five years. The headteacher is a very good manager and is well supported by the deputy headteacher. Together they have established a clear view of the strengths and weaknesses of the school and areas for future development. The school's aims and values successfully underpin the work of the school.
50. The delegation and the contribution of staff with management responsibilities are developing appropriately now. The management structure is clear and the school is working hard to strengthen the roles of those in posts of responsibility. The headteacher has negotiated non-contact time for the deputy headteacher, enabling her to strengthen areas of school development, particularly in monitoring and assessing school effectiveness. The roles of co-ordinators are now clearly defined and they are more pro-active and accountable. They identify, evaluate and act upon the priorities within their subject. Improvements have been made in the monitoring of standards, teaching, learning and the curriculum particularly in English, mathematics and science.
51. The headteacher has been careful to seek the views of governors and staff about the school and its future direction. She has successfully enabled everyone to contribute openly. She is sufficiently confident to delegate, whilst not abdicating any of her responsibilities. In fact this strategy has developed a team approach and strengthened the management of the school.

52. Governors work effectively through a committee structure. They are now involved in shaping the direction of the school. Governors are informed and responsive and act as critical friends. The Governing Body has an excellent relationship with the school. The Chair of Governors is highly valued by the school. She is supportive and is instrumental in moving the school forward. Governors are involved in monitoring and this is closely linked to the identified priorities in the school. Governors for numeracy and literacy have been involved in training and are aware of the need to raise standards. The governing body fulfils its statutory responsibilities.
53. Monitoring and evaluation of the school's performance and taking effective action are good. Formal procedures are in place for supporting, monitoring and evaluating standards, teaching, learning and the curriculum. The headteacher has weekly meetings with the senior management team to discuss issues and these are fed back to the whole staff through staff meetings. Year group meetings help to develop a team approach and the sharing of good practice in planning, teaching and learning and support assessment work through comparison and moderation. The headteacher has analysed and evaluated local data and national performance information. This information helps teachers to assess the general ability of the pupils. She has recently put into place a system that informs teachers of forecasts and targets for all pupils. Targets have been set in line with the local education authority (LEA) targets; in some cases they may prove to be quite unambitious. This information is being collated and will provide a more thorough and useful system to aid teaching and learning and raise standards. As a result of this, action plans are in place for literacy and numeracy. Monitoring of the curriculum by subject co-ordinators is developing. In English and mathematics it is more advanced with a systematic cycle of lesson observations by the subject co-ordinator, headteacher, deputy headteacher and outside agencies. Additionally, the headteacher monitors the quality of teaching and learning and planning in the school on a weekly basis.
54. The school's priorities for development and the action taken to meet school targets have advanced since the appointment of the current headteacher. The direction of the school is clear and well focused. The commitment to improvement and the capacity to further succeed are good and are shared amongst all staff. A new school improvement plan undertaken with the aid of the LEA has been produced with realistic timescales and targets. This improved action planning has given a clearer direction to the school and more autonomy to the staff. Redefining of school priorities has taken place. The school is continuing to move forward and teachers have reacted very positively to the various changes over recent years and those introduced by the headteacher in the last months. A new teaching and learning policy and a monitoring policy with guidelines have been developed. They raise the profile and importance of monitoring and evaluation towards raising standards, and consistent progression across the school. Teachers have further developed planning to meet the requirements of Curriculum 2000.
55. The school manages its provision for pupils with SEN appropriately. Satisfactory administrative systems are in place to support the progress of all pupils with SEN. Records and all legal documentation are filed and comply with all legal requirements. Very good relationships are established between all visiting agencies and staff. Most parents also appreciate the support and interest of the special educational needs co-ordinator who is involved with the target setting for IEPs and manages the timetable of classroom support. Allocation of staffing is carried out by the headteacher using the budget allocations and adding some from delegated school budget for additional staffing. An audit of SEN is carried out to support this. The governor appointed to

monitor the provision of special educational needs liaises well with the co-ordinator and she visits the school regularly. The special needs co-ordinator and the link governor ensure that the requirements of the Code of Practice are maintained efficiently.

56. The school has a commitment to policies and practice that promotes the inclusion of all pupils in the opportunities that it provides. Equality of opportunity is generally reflected well in the school's aims, its objectives, its curriculum and its compliance with relevant legislation. There are, however, no identification procedures or a policy for those pupils who may be gifted or talented. At present, there is a high level of demand in the lower ability classes on classroom management and behaviour supervision by staff. Learning support assistants and teachers use a lot of time managing these situations. This does not provide equal opportunities for all pupils within these classes; and, there are few good role models for pupils to mirror to support their learning. The organisation of the streamed classes prevents full and equal access to the curriculum for all groups of pupils. Within the streamed classes teachers do not always plan work to match the prior attainment of individual pupils. Pupils of higher prior attainment frequently work at the same pace as the rest of the class and therefore do not receive sufficient challenge.
57. At present the Special needs co-ordinator does not have a clearly prioritised programme to show where she will work or what will be her priorities at any one time. There is a need to provide for a realistic level of activity due to the large numbers of pupils on the register and the ad hoc demands on her time.
58. Since the last inspection the school has made steady improvement and progress in addressing the key issues. Standards in ICT show some improvement. A newly equipped ICT suite is operational. The quality and range of ICT available to pupils has improved in the suite but not in classrooms. Every class has timetabled access to ICT facilities and pupils are encouraged to use the suite at other times too, there are further opportunities through computer clubs. In lessons pupils are taught by or supported by specialist teaching. Staff knowledge and confidence has also been enhanced through professional development training in ICT. The school has endeavoured to upgrade its existing hard and software resources. Future planning will release the current hardware into classrooms and upgrade computers in the ICT suite. Standards in design and technology remain similar to those at the time of the last inspection. Formalising a clear policy with guidelines has been slow with insufficient time allocated to the subject. The headteacher has assigned responsibility to develop and raise the profile of the subject.
59. Planning has progressed and teachers plan using a consistent format. Longer term schemes and medium term planning are still developing. Teachers are piloting new methods and ideas. Schemes of work are being revised in association with Curriculum 2000 guidelines. The development and review of whole school policies continue to be addressed and they are identified in the school improvement plan as targets set within manageable timescales. The school is now addressing the assessment issues from the last report. The existing policy requires review and this is planned. The headteacher is aware of the need to move towards more formative information. Progress is evident, schemes of work are developing and resources are audited.

60. The number, qualifications and experience of teachers are satisfactory overall. The stability of the staff is a good feature of the school, but the problems with supply teacher shortages impact on staff development. Teaching, support and administrative staff work well together to support pupils in all aspects of their development. The provision of learning support and special educational needs assistants is appropriate and pupils with learning difficulties make satisfactory progress. The school develops the professional skills of its teachers satisfactorily. Training needs are identified. An appropriate programme of support for teachers new to the school, particularly those who are newly qualified, is in place.
61. The old building has a tired and worn appearance and it has not benefited from a refurbishment programme until very recently. Parts of the school and play area are in a bad state of repair. There are some significant improvements since the last inspection, as for example, new window replacements and a newly converted and well-equipped ICT suite. However, ventilation in the ICT suite is not effective. The entrance area is welcoming and it is clean and cheerful. The library was not accessible or observed in use at the time of the inspection due to building works. Storage remains a problem throughout the school. Adult toilets open directly out onto a corridor facing classrooms and they are in a poor state of repair. Access to some classrooms is limited and through the hall only. During the inspection access to the building site via the side of the playground was insecure. The playground surface has loose asphalt and some of the drain covers are uneven. There is no shade in the playground. Pupils can freely gain access to an unused part of the playground that is in a very poor state of repair. These factors are of concern and do have a detrimental effect on pupils' learning. A few minor health and safety issues were drawn to the attention of the headteacher during the inspection. For this reason the accommodation is judged to be only just adequate to meet the needs of the National Curriculum. Parents also expressed concerns about the lack of current playground space.
62. Learning resources overall are satisfactory. They are being increased across the school where deficiencies have been identified. The school has tried to accommodate much of the stock within classrooms. The school has a well appointed computer suite that provides good access to computers and is effectively used. Currently there is no provision in class bases for ICT. Resources are well used and contribute well to pupils' learning. Many of the desks in class bases are small with lift-up lids. They are not conducive for pupils producing larger scale work and for practical activities. The school makes regular use of outside resources and the local education authority loan schemes, the local church, visiting artists, performers and parents.
63. The governors and senior managers work together to prepare the financial plans and ensure that the identified educational priorities are adequately funded. There are good procedures in place to enable effective budgetary monitoring to take place. The administrative staff are conscientious and efficient and provide a very good standard of day-to-day administration and control of the school budget. The systems for ensuring that value for money is obtained when purchasing goods and services are good.
64. The best value principles of comparison, challenge, consultation and competition are applied in the management and use of resources. Governors, the headteacher, deputy head and curriculum co-ordinators are provided with regular statements of expenditure against allocated budgets. Specific grants are monitored to ensure that they are allocated and spent for the designated purpose.

65. The school makes appropriate use of new technology for financial management, pupil records and administration. New technology is also used effectively to support the delivery of the curriculum and to enrich pupils' experience.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:

- (1) Raise overall standards in Key Stage 2 and particularly in the core subjects of English, mathematics and science by:
 - improving the range of work to meet the needs of all pupils
 - developing more effective and extensive opportunities for writing skills in literacy and across the whole curriculum.
 - identifying in planning clear learning intentions in order to carry out accurate assessments of what pupils know, understand and can do
 - refining teachers' assessment of what pupils can do and improving individual target setting. (Paragraphs 2, 3, 4, 5, 10, 11, 12, 21, 24, 59, 69, 70, 71, 74, 78, 91, 98, 114, 120).
- (2) Improve the standards of design technology by:
 - implementing the scheme of work according to QCA guidance
 - equipping the design technology area in order for pupils to use tools and equipment safely
 - improving teachers' expertise in the subject through appropriate in-service training. (Paragraphs 8, 28, 58, 107, 108, 109, 110).
- (3) Raise standards for higher attaining pupils by:
 - raising teacher expectations
ensuring that planned work appropriately matches the needs of the individual pupils
using assessment information effectively so that it supports teaching and curriculum planning.
 - improving formal recording of what these pupils can do in order to challenge them further. (Paragraphs 3, 4, 13, 14, 16, 21, 23, 24, 27, 44, 56, 69, 74, 89, 92, 98, 114).

- (4) Review the organisation of streaming in classes by;
- ensuring that the principles of equal opportunities, inclusivity and access to the curriculum are met for all pupils
 - providing learning intentions and tasks that more closely match pupils prior levels of attainment
 - providing suitable and challenging work for pupils of higher attainment
 - providing good support for pupils with special educational needs
 - ensuring that LSAs undergo training to enable them to support teaching and learning effectively, using their time more efficiently in class
 - creating an equitable gender balance and number of pupils within each class
 - raising pupils' expectations of what they can do and achieve.
- (Paragraphs 15, 16, 29, 30, 36, 56, 72, 82).
- (5) Improve the accommodation and address the health and safety concerns.
(Paragraphs 42, 61,).
- (6) Improve the provision for pupils' multi-cultural development by;
implementing a planned programme for multi-cultural awareness
(Paragraphs 40, 121).

Minor weaknesses

Encourage parents to be more active in their children's learning by

inviting parents to be more actively involved in hearing their children read and completing reading journals

supporting their children with homework

communicating more information to parents about what their children are learning and how they can help.

(Paragraphs 47, 48,).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	10	31	50	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	234
Number of full-time pupils known to be eligible for free school meals	N/a	52

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	29	31	60
	(1999)	(35)	(28)	(63)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22 (17)	22 (18)	24 (21)
	Girls	21(18)	21 (17)	22 (18)
	Total	43 (35)	43 (35)	46 (39)
Percentage of pupils at NC level 4 or above	School	72 (57)	72 (56)	77 (62)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19 (18)	18 (17)	20(19)
	Girls	22 (20)	19 (17)	20 (17)
	Total	41 (38)	37 (34)	40 (36)
Percentage of pupils at NC level 4 or above	School	68 (60)	62 (52)	68 (59)
	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	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	3
Chinese	0
White	228
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9.9
Number of pupils per qualified teacher	27.4:1
Average class size	29

Education support staff: Y3 – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	150

Financial information

Financial year	2000
	£
Total income	428894
Total expenditure	464568
Expenditure per pupil	1680
Balance brought forward from previous year	22626
Balance carried forward to next year	26865

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	233
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	46	6	1	0
My child is making good progress in school.	27	54	12	3	5
Behaviour in the school is good.	31	47	14	5	5
My child gets the right amount of work to do at home.	23	47	18	11	1
The teaching is good.	35	48	8	1	8
I am kept well informed about how my child is getting on.	26	31	28	14	1
I would feel comfortable about approaching the school with questions or a problem.	47	38	14	2	0
The school expects my child to work hard and achieve his or her best.	48	45	5	0	3
The school works closely with parents.	20	39	31	8	3
The school is well led and managed.	34	43	10	2	11
The school is helping my child become mature and responsible.	29	49	13	5	5
The school provides an interesting range of activities outside lessons.	21	40	20	6	13

Some eighteen written comments were received; the majority were very positive. However parents were concerned by some incidents of bullying, the inexperience of a few teachers and that children were not heard to read frequently by an adult. During the inspection no bullying was observed. Records of previous incidents showed that procedures were followed correctly. Children are heard to read by an adult on a regular basis and their progress is recorded.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

67. The results for 2000 in the National Curriculum tests that pupils take at eleven are low when compared with schools nationally, though close to average when compared with similar schools. Pupils come into school with low prior attainment, so these results represent good progress and a 15 per cent improvement on previous years. Test results have risen steadily over the last four years, though at a lower rate than the national trend. The school's target for 2001 of 69 per cent pupils achieving level 4 is realisable, though rather unambitious given the school's investment in smaller classes and additional learning support staff for the lower-attaining stream in each year group. In 2000 pupils achieved more highly in English and mathematics at the age of eleven than in science. Inspection evidence indicates overall standards in English are satisfactory, but there is under-achievement in extended writing. Pupils are not always using the literacy skills practised in the more structured Literacy Hour and are therefore not always achieving the standards they are capable of. Progress is good in speaking and listening, particularly where pupils' attainment increases well from low attainment.
68. In speaking and listening, attainment is good overall because teacher expectation is high. Pupils are expected to listen to the literacy and learning objectives of each lesson and contribute to the discussion at appropriate points. In the best lessons they recall what they have learnt with good judgement. They listen to each other's contributions and discuss the central ideas of the lessons with confidence and great interest. For example, in one year group pupils discussed an island farming economy at the turn of the twentieth century and why the loss of a calf meant serious hardship to the family. They were also able to understand why the main character felt such guilt at her own negligence. This discussion took them beyond the literal reading of the text or conventions of diary writing, which was the literacy objective.
69. Pupils' reading is satisfactory overall with some pupils making better than expected progress by the time they are eleven. While pupils have a good deal of opportunity to discuss the meanings of what they are reading in English lessons and other subjects of the curriculum, higher attaining pupils have limited additional opportunities to read and understand texts. Routine additional reading time is provided, though the reading record indicates over-generalised evaluation, for example "X read well today" does not indicate the standard achieved or help them make progress. Pupils are not always able to understand the more figurative and idiomatic language of literature and for this they need more wide-ranging reading.
70. In writing, standards of work seen in exercise books were generally satisfactory where pupils were supported by the tight structure of English language lessons. Where they wrote more creatively, however, in extended texts within English and across the curriculum, their spelling, punctuation and composition often fell below expected standards, particularly for middle and lower attaining pupils. Pupils did not transfer the linguistic skills they learned during language study work to enhance the overall impression of their extended writing. Evidence from pupils' books indicates that pupils generally do not have the opportunity to work on a writing task over a period of time, where drafting and editing would allow them to improve the finished work. While many pupils are developing a free-flowing cursive hand that allows them to concentrate on ideas and composition, others are still being slowed by poor letter

formation and weak spelling, even by a weak grasp of the key vocabulary of a given task.

71. Learning is good overall, with a high level of pupil participation in most lessons observed. Teachers' effective intervention to help pupils explore ideas raised the standard of speaking and listening responses. For example pupils were encouraged to discuss the feelings of the "Suitcase Kid" after his parents divorced. From discussion they understood why he felt torn between his father and mother, the comfort he received from the constancy of a special toy and the poignancy of his ironic "easy as ABC" when his parents and social worker outlined the custody arrangements. For some children this helped them reflect on their own experiences and the teacher was very sensitive to this and for others it helped them come to understand contemporary life-styles. Pupils' intellectual and creative effort in these sessions was very evident, though there was little opportunity in writing to explore their world in this way. In many classes pupils respond in a scholarly manner to their learning, using appropriate specialist language and referring to text to support an assertion. For example pupils drew up a glossary of nautical terms to help them understand the text "The Wreck of the Zanzibar".
72. When working pupils concentrate well and work hard, even when not directly supervised, allowing teachers to give more direct support to groups. Inspection evidence indicates that pupils are less practised in reading for meaning in the books they take home, often recording only a title and date in their reading log. Pupils respond well in lesson discussions and recapitulations and are generally keen to demonstrate what they have learned. Pupils with special educational needs (SEN) make good progress in their learning, particularly when supported by learning support assistants. Learning in some classes is not enhanced by staff in the linguistic demands of the task as well as in pupils' co-operation and good behaviour.
73. Teaching of English is good overall, with no unsatisfactory lessons observed. Teachers' knowledge and understanding of English have been enhanced by the implementation of the National Literacy Strategy and there is also evidence of good teaching of basic skills, including phonics and punctuation, particularly in the word level and shared reading activities of the Literacy Hour.
74. Work in some books indicates teachers' low expectation for pupils to finish work, to correct spelling or to complete tasks successfully. Marking in some books was again over-generalised ("you must do something about your spelling"). There was clearly no expectation for the pupil to rewrite the text or add words to a personal spelling log for learning by heart. It was also evident in books and in class that there were not enough vocabulary lists to help pupils learn the key words of the topics. For lower attaining pupils there were sometimes insufficient models of ways of writing that would help these children complete their tasks successfully. This evidence from scrutiny of pupils' work would explain the lower attainment overall which good teaching in lessons appears to belie.
75. Medium-term and daily lesson planning are developing. While the school's strategy for teaching literacy is good, planning does not identify the application of writing tasks in English and other subjects. The school has identified targets for each year group, based on assessment of standards at the end of the previous year. These do not appear to be translated into curricular targets to focus specifically where pupils' work is unsatisfactory. Part of the newly delegated and developing role of the literacy co-ordinator is to focus on this as a priority.

76. Resources for literacy are good but for the library they are modest. The lack of access to the library because of building work is an added disadvantage, particularly since children do not appear to have access to the public library or additional reading time at home. While pupils have a generally skills-driven ICT curriculum and are learning to access the Internet, they are not yet having enough opportunity to pursue personal study, particularly as there are no computers in the classroom.
77. It is difficult to judge the positive impact of streaming in literacy classes, particularly as standards are only close to national average when compared with similar schools. The small classes and additional learning support staff in the lower attaining streams appear to have only a limited effect on the school's overall performance in English.

MATHEMATICS

78. By the time pupils leave the school at the age of eleven standards in mathematics are below average. The results of national standard tests for the last three years indicate steady improvement, although they dropped considerably the year after the last inspection. The proportion of pupils attaining the required standard (level 4) was in line with national averages but due to a smaller than average proportion attaining the higher level (level 5) the overall point score resulted in the school's results remaining below the national average. In 2000 pupils achieved more highly in English and mathematics at the age of eleven than in science.
79. Although many pupils achieve standards expected for their age, a high proportion of pupils have special educational needs and attain well below expectations. Hence, overall, standards remain just below average. Pupils arrive at the school in Year 3 with well below average level skills, attitudes to and understanding of mathematics. By the time they are eleven standards are in line with schools in a similar context. Hence, pupils' progress and achievement are satisfactory. Improvements are the direct result of the impact of the National Numeracy Strategy (NNS) and sound teaching skills.
80. Inspection findings confirm that standards remain below average. Few pupils work at the higher levels. Evidence from lessons and pupils' recorded work show that higher attaining pupils are under-achieving. The streaming of these classes and the setting arrangements for mathematics result in many teachers not planning for the individual needs of pupils in the light of their prior attainment and hence the level of work is targeted at the majority. Group work, as recommended in the NNS Strategy is not evident in many lessons.
81. Pupils in years 3 and 4 are slower than their peers nationally at calculating with number bonds up to 20 and up to a hundred. Teachers work hard to give pupils this groundwork and throughout the key stage work in aspects of numeracy is good. By the time they are eleven pupils are competent when working with numbers of up to 3 digits. Pupils understand different processes of addition and subtraction and make calculations involving all the multiplication tables up to ten. They also work happily with fractions using whole and simple fractions but they are less able to translate these into percentages. They use decimals to two decimal places. They make appropriate decisions about when it is useful to use a calculator. This was evident in a Year 6 lesson when pupils used calculators effectively with higher numbers. All pupils can identify common 2-dimensional shapes, being able to describe their geometric properties, but are less sure of 3-dimensional shapes. They understand

how to work out the perimeter of simple and complex shapes. All pupils in this key stage use standard measurements for length, weight and capacity with reasonable accuracy.

82. Pupils with special educational needs make satisfactory progress due to the high level of support they receive from learning support assistants, although the quality of this support varies between classes. For example, in a Year 4 lesson pupils received exemplary teaching support from the learning support assistants that resulted in pupils being interested in their work.
83. There are some examples of pupils using and interpreting data, as when Year 5 were planning a frequency block graph. The school recognises this aspect of mathematics as in need of improvement. Pupils sometimes use data handling to support work in other subjects, as when Year 5 pupils were using a chart to record the changes in pulse rate during exercise. Teaching of ICT to support work in mathematics takes place in the new ICT suite, although no direct examples were seen during the inspection.
84. The quality of teaching the pupils receive is satisfactory overall: in 25 per cent of lessons pupils received very good teaching. This is a similar picture to the last inspection when teaching was also judged to be satisfactory. In the majority of lessons, teachers demonstrate good subject knowledge, using this to teach different strategies of working with numbers. Teachers use appropriate mathematical language, which extends pupils' thinking skills and enhances their learning. Teachers also manage pupils very well. In the streamed classes teachers work hard to stimulate pupils concentration. This is especially evident in the sets of lower prior attainment. In the best lessons, teachers also set a high level of challenge and, as a result the pupils work consistently hard to find solutions to their work. For example, in a Year 5 lesson the teacher had very good strategies for helping pupils set out an appropriate block graph for the frequency of vowel sounds in a passage of text; as a result the pupils made good progress in key skills. In a Year 6 lesson, pupils were finding the digital routes of numbers and the teacher created an exciting and positive challenge to solve a problem.
85. Pupils respond very well to this very good teaching, demonstrating real enthusiasm and excitement for their work. In many lessons the mental agility starts as a game and there is a good sense of pace as children try hard to find the solutions before others, as in the "Countdown" game in Year 4. Pupils have good positive attitudes to their work; they mostly work co-operatively and try hard but they are less able to identify their own mistakes and many need much reassurance with their chosen methodology.
86. Although all teaching was satisfactory, relative weaknesses that were evident related to too much time being spent on one topic, giving the pupils less time for individual work. In addition, the declared learning intentions were not always specifically related to what pupils will know, understand and do by the end of the lessons.
87. The school has successfully introduced the NNS and the planned work matches the desired programme for the year groups. However, owing to the lack of group activities, work is not always matched to the prior attainment of the pupils. For example, in a Year 4 class, the teacher demonstrated different methods of recording subtraction sums. This presented too high a level of difficulty for some pupils and they became confused.

88. Assessment procedures are satisfactory and many teachers record individual progress towards set targets. However, the present systems do not assist teachers to plan the most appropriate level for work to match the prior attainment of the children. Homework for mathematics is set in some classes, but it is set inconsistently throughout the school and parents and children need to be clear about the expectations of returning homework.
89. The mathematics co-ordinator provides strong leadership for the subject. She and the headteacher have monitored the teaching of mathematics and recorded their findings. She has a good level of expertise in mathematics and has attended many courses to support her own professional development. The action plan for the development of mathematics indicates that the school is well placed to improve further.

SCIENCE

90. By the time pupils leave the school at age eleven standards in science are below average. The results of national standard tests for the last three years indicate a steady improvement since 1998 when results went down considerably after the last inspection. However, the 2000 national test results indicate that the proportion of pupils attaining the required standard remains well below national averages with a small proportion attaining the higher level. The comparison with schools in a similar context indicates that attainment overall is below average. In 2000 pupils achieved more highly in English and mathematics at the age of eleven than in science. Inspection findings confirm that standards remain below average. Although many pupils achieve standards expected for their age, very few pupils reach the higher levels of attainment.
91. The school has identified the need to increase the focus on investigational and experimental science activities. The evidence from pupils' more recently recorded work and some lessons seen during the inspection confirms progress. However, there is insufficient challenge in most lessons for higher attaining pupils to reach the higher standards required. Pupils with special educational needs make satisfactory progress.
92. By the age of eleven, pupils know about the life processes common to plants and some animals, including humans, such as the need for nutrition through healthy eating and regular exercise to ensure growth. In particular Year 6 have studied:
the parts of plants including the reproduction process;
the structure of the human skeleton;
the functions of the heart, circulatory system and movement of different muscles;
the elements of the food we eat and the effects of diet on our patterns of growth.
93. In addition, pupils learn about the physical aspects of science through the study of forces such as testing the power of magnets and the way sound travels through the air. Year 5 pupils have studied the different properties of solids, gases and liquids and carried out an extensive study of the solar system.

94. In lessons, pupils do not have sufficient understanding or experience of planning investigations, setting up fair test situations and working together to ensure systematic observations. There are few examples of this experimental aspect of science in pupils' recorded work. This lack of experience restricts the progress of pupils during lessons. For example, in Year 6, when pupils were investigating the properties of bubbles and asking the question 'do bubbles always rise?' They did not have the skills to set up a range of fair tests. In addition, they had difficulty creating hypotheses, organising the equipment and deciding what evidence to collect. They needed considerable support and intervention from the teacher in order to make progress. There is little evidence of the use of ICT programs to support the collection of data or interpretation of results, although the new ICT suite is beginning to be used to support this work.
95. Pupils in years 4 and 5 are developing their knowledge and understanding of investigational science. They use a consistent format when planning experiments, making predictions, recording observations and drawing conclusions. For example, Year 5 pupils were using this format when studying the effects of various forces on moving objects, including gravity and air resistance. However, their use of fair testing criteria remains under developed.
96. The quality of teaching is satisfactory overall. There are examples of both very good and unsatisfactory teaching. This is a similar picture to the last inspection when the teaching was also satisfactory. Factors that contributed to very good teaching were: the high level of the teachers' subject knowledge, which challenged pupils to investigate further, using good questioning strategies to ensure pupils' understanding of the investigation, asking 'why', 'how' and 'what if' questions to maintain enthusiasm, detailed planning indicating the opportunities for pupils to work co-operatively, very good expectations of pupils' ability to follow instructions and to use their knowledge and understanding to investigate successfully, and good use of support staff to encourage pupils with SEN to progress well.
97. In the less effective lessons, pupils' learning was restricted by the lessons being too long, particularly for younger and less able pupils. The lesson planning identifies the activities rather than the actual learning intentions. This makes it difficult for teachers to assess pupils' attainment. The planning lacks the detail necessary to support the process of pupils' investigational and experimental learning.
98. Pupils enjoy their science lessons and mostly behave well and listen to instructions carefully. In many lessons, pupils show that they are developing good attitudes of co-operation when working in pairs or in larger groups as in Year 5 when pupils were comparing the gripping qualities of different shoes, and in Year 4 when pupils were studying how light can change direction when they use mirrors. Pupils with special educational needs are often supported by learning support assistants who help to maintain pupils' interest and motivation, especially in the longer lessons.
99. The management of the subject is currently the responsibility of a very new co-ordinator who is enthusiastic and ready to develop and improve the standards in the subject. However, although some monitoring of teaching has taken place, by the previous co-ordinator and headteacher, the teachers require greater support in order to improve the delivery of the curriculum. The policy and scheme of work are recognised by the school to be in need of revision in order to support the needs of the subject. In addition to the investigative and experimental learning aspects of the

curriculum such as animal and human reproduction need greater coverage. The current arrangements for assessment in science are unsatisfactory and this is also recognised by the co-ordinator as a priority for improvement.

ART

100. Standards and progress were average at age eleven at the time of the last inspection. Standards and progress are still in line with those expected for pupils aged eleven. Pupils with special educational needs make satisfactory progress. Observational and recording skills are low in Year 3. Pupils know not to use erasers when sketching and talk about the different shapes, sizes and colours of leaves. They have difficulty in maintaining concentration for any sustained length of time, as seen when drawing from first hand observation and then progressing to printing. Pupils explore basic printing techniques but are not sufficiently confident to explore textured effects.
101. Pupils in Year 6 understand that artists have different styles and techniques and use different media. They make links with their own art and design work. They develop good critical skills using subject-specific language well. Pupils can distinguish between different brush and pastel marks and tones and textures that Edgar Degas used. Pupils can describe some of his most famous works. They enjoy sharing their ideas and preferences and their discussion deepened their knowledge of the Impressionists. They talk about how Degas applied colour by scraping, layering and smudging. They then successfully experimented and applied these methods to their own compositions. The resulting work showed good consolidation of techniques building on previous skills. Pupils talk about mood, expression and effects in different reproductions seen, using correct terminology.
102. Work on display shows that Year 3 pupils know and appreciate that Greek pots have different purposes and depict different stories. They have made accurate observational recordings of these. They have also studied masks for Greek theatre and made masks from card and plaster. Year 4 pupils have studied Roman mosaics and have made their own small replicas and felt bags to hold tiny fragments. Year 5 pupils have explored the work of Gustav Klimt and have designed and made collages and printed from them. They have also produced some sensitive watercolours of plants. Pupils recognise key features of Tudor portraiture and some delightful portraits of Tudor kings and queens are seen on display. By the age of eleven pupils have an increasingly secure knowledge of art from different periods.
103. The quality of teaching and learning is satisfactory. Teachers are enthusiastic and are confident. They have good knowledge and demonstrate techniques well. Teachers give good opportunities for discussion of ideas. Pupils with special educational needs are well supported, particularly when working directly with the teacher or learning support assistants. Pupils build on previous learning and acquire new knowledge, experience and skills, for instance when relating mood and expression and discussing previous studies of Degas. Practical activities are well organised but teachers do not always have additional adult support when it would be beneficial. Resources are satisfactory and are accessible. Pupils usefully extend their literacy skills through learning and use key vocabulary correctly. They practise mathematical skills through looking at shapes and designs. Links with history are well established. Pupils enjoy art and design and they are well motivated. They work co-operatively, for example sharing equipment and sometimes working in a confined area. The old desks present constraints on larger scale and more flexible group work.

104. The co-ordinator is experienced and is aware of the requirements of Curriculum 2000. Sketchbooks are used throughout the school, although their use is insufficiently focused for them to be really effective. No evidence of ICT use was observed, although this is highlighted in planning. Multi-cultural awareness is not effectively promoted through art. The subject contributes to pupils' spiritual, social, and cultural development.
105. Since the last inspection aims of lessons have become clearer and pupils are now encouraged to select from a wider range of media. Storage of resources remains insufficient and assessment is not fully developed.

DESIGN AND TECHNOLOGY

106. Standards in design and technology are below expectations. The subject does not have a high priority in the planned curriculum and hence pupils' experience is limited. This results in pupils not meeting the national expectations by the time they are eleven.
107. The school does not retain photographic evidence of working models and there were only a few examples of pupils' finished work evident around the school. These few examples indicated a low level of understanding of the key skills and elements of design and planning which children are expected to acquire. In addition, there was little written evidence of pupils evaluating and improving their work. For example, Year 6 pupils had made a model of a proposed settlement on another planet for which there was no supporting text, design or evaluation and was of a low level of finish. Year 6 had undertaken work on modelling a fair ground using a variety of materials and attempting some moving parts. This was of a satisfactory standard. Pupils in Year 3 had planned and designed some Greek masks with an accompanying list of equipment. These were also satisfactory.
108. Only one lesson was observed during the inspection. The quality of teaching was satisfactory due to the teacher's effective planning and her efforts to maintain pupils' enthusiasm. The pupils got too excited as they were unused to the methodology and all followed each other in the design of their bread, which resulted in all the boys designing footballs and all the girls hearts! In this lesson, pupils did not develop their own ideas and reflect on their progress as they worked. The choice of bread dough and decoration was also limited and pupils were only given a small portion of dough.
109. The coordinator is enthusiastic about her subject. The school is aware that this is an area of the curriculum in need of improvement. The school has just purchased £1,000 of equipment and is awaiting the refurbishment of the building that will have a specialist room for the subject.

GEOGRAPHY

110. Standards in geography are satisfactory. This matches the judgements made on geography at the time of the last inspection. Current work in lessons and in workbooks shows that pupils have knowledge and skills broadly in line with expectations. Pupils with special educational needs make satisfactory progress.
111. Pupils in Year 6 use maps of different kinds and are building up knowledge of the physical world progressively across the four years of the planned curriculum. For example, they indicate mountain ranges in Europe, showing the Alps as part of the landscape in four countries. In the map of the British Isles they identify particular towns and rivers and in more detailed work on the Southeast coast of England they mark and label built-up areas and talk about specific topographical features. They understand that settlements in the Southeast of England vary in size and characteristics because of specific location and economic activity. For example pupils in Year 4 understand why Dover has developed as a port, Canterbury as a cathedral town and Ashford as a market town. Pupils in Year 4 were able to classify built-up areas according to historical development and drew up a key to demonstrate what they had learnt. In one excellent lesson pupils in Year 5 studied the rain forest and understood the consequences of over-consumption of its timber but also discussed how this valuable resource could be used in a sustainable way. Pupils designed posters to persuade people to protect the world's rain forests, bringing together geographical, ecological and literacy studies to bring cohesion to their learning.
112. By the time they are eleven pupils have studied different countries of Europe and in the Year 6 lessons observed they made clear links to previous learning with confidence and good subject knowledge. For example, they drew on their knowledge of mountains from previous work on Snowdonia to compare and contrast it with a different mountain environment.
113. Teaching was good in the lessons observed, with teachers demonstrating good subject knowledge and planning enhanced by the school's scheme of work for geography. Pupils' response to teaching was also good. They were keen to contribute what they knew from their own family experience. For example in one class two children discussed their trip to Barbados, one to visit her grandmother and extended family, the other on a tourist holiday in the sun. They were pleased to share common experiences, for example swimming in the sea and eating coconut ice cream, but also listened to different aspects of their travels. Unfortunately, the map of the world was too high for pupils to point out where Barbados is or to trace their journey across the Atlantic. This was a lost opportunity. As at the time of the last inspection, assessment procedures are under-developed. Whilst the scheme of work ensures that each year builds on previous work, individual achievement is not recorded in any systematic way. Reports focus on topics covered rather than on pupils' attainment.
114. Where geography texts were studied in a literacy hour teachers raised good questions to help pupils explore the ideas, for example the harsh life of a farming community in a remote Scottish island and its dependence on its cattle for survival. Resources for geography are just satisfactory. Topic boxes are being built up to supplement present provision, for example globes, atlases, world and British Isles maps and CD-ROMs. Since there are no classroom computers pupils are not able to research using ICT or use CD-ROMs as learning resources for the subject.

HISTORY

115. Standards in history are satisfactory. During the last inspection standards achieved were above national expectation and progress was good. Pupils with special educational needs make satisfactory progress.
116. Due to timetabling arrangements few history lessons were observed during the inspection. Judgements are also based on pupils' work in books and on displays around the school, on discussions around historical texts in the Literacy Hour and evidence from field study work in folders, for example country life in Flatford Mill at the beginning of the twentieth century. In one year group pupils studied the ancient Greek civilisation. They looked at what is known of domestic life and sources of evidence that they consider reliable. For example, they are beginning to recognise the importance of archaeology as a primary source of information. They looked in detail at clothing on ancient Greek statues and scenes of everyday life on archaeological artefacts and discussed what they told them about the life-style of these ancient communities, particularly the roles that men and women had in this society.
117. Pupils in Year 3 looked at photographs taken on a recent "Greek Day". Discussion of the events of the day helped them consolidate learning from the topic. They then wrote letters telling friends about the different aspects of study and referred to their topic files for details. In this way they were also able to write an explanatory text in a letter format that enhanced their linguistic as well as their history skills. Other pupils studied the Victorian period, looking particularly at the lives of working class children and the differences in hospital hygiene and medical procedures that were in place during a period of great medical advance. Pupils in Year 6 discussed with horror the way operations were conducted and looked at artefacts and video material to support understanding. In this way they are not only learning historical facts but are also beginning to see the importance of first-hand evidence which real objects provide. Pupils are also developing a secure sense of chronology and understand the time lapse between an area of study and the present.
118. Most work in books and on display indicates sustained interest and application. Pupils work well in history lessons but also enjoy the opportunity to discuss the historical content of texts they are studying in the Literacy Hour. For example, one class was studying the ballad "The Highwayman", and besides discussing the personal sacrifice of the innkeeper's daughter at the heart of the poem and the poetic form, they also noted the historical context when highwaymen robbed travellers. Another class designed posters to persuade factory owners to improve the conditions of their workers.
119. The teaching of history is satisfactory. Teachers take care to recap on previous learning before introducing new ideas. They use appropriate resources to engage pupils' interest, for example artefacts of a Victorian operating theatre and photographs to help pupils revisit the work of topics. There are, however, insufficient vocabulary banks to allow pupils to write up their investigations with confidence and accuracy. Since the historical detail and explorations are the focus of the work, the absence of key word-lists means that pupils have to struggle with the spelling of unfamiliar and subject-specific vocabulary.

120. Resources for history are being built up systematically into topic boxes, together with books and ICT resources such as CD-ROM and videos. Currently there is a lack of material to inform pupils of the contribution and achievement of black and ethnic minorities pupils. This is particularly important as the school has a small number of pupils whose cultural heritage and history is not represented in the planned learning.
121. The school has recently appointed a co-ordinator for history. He is a history specialist who has a clear vision for the development of the subject, has monitored work in books, and has produced with colleagues a scheme of work that addresses the requirements of Curriculum 2000. He also shows how teachers might exploit the resources for history that the local environment provides, for example the white cliff experience and the open archaeological dig in Canterbury.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. A small number of lessons in information and communication technology (ICT) were observed during the inspection week. These, together with discussion with pupils using ICT in computer clubs, displays around the school and in the ICT suite, and work in pupils' files, show that attainment is generally in line with what is expected by the time pupils are eleven. This is an improvement since the last inspection which indicated the need to raise standards in ICT. Pupils with special educational needs make satisfactory progress. The school has made some progress in improving provision with the development of an ICT suite. All teachers have been trained in ICT curriculum development with New Opportunities-Funded Training. Teachers have been working on a new ICT scheme since February 2001 and two specialist members of staff are available to help where support is needed. While development is at a very early stage, the school has made good efforts to respond to the issues raised at the last inspection. The subject is under-developed, however, because classrooms have no computers. Each class has one hour of timetabled ICT work and pupils are encouraged to use the suite at other times. Pupils have a skills-driven curriculum and they are able to use these skills to enhance learning outside the ICT suite in other areas of the curriculum.
123. Pupils load and save their work to disc. They present information suitable for specific subjects and audiences, for example describing and illustrating a chariot race in their topic on Romans, including a fact file on charioteers. Pupils in Year 4 organised information to present a coherent sequence of events, such as instructions to make a cup of tea. They use ICT to improve the presentation of work in mathematics, for example a pie graph to demonstrate the amount of time taken on specific tasks such as eating on any given day and a line graph to present their performance in a bicycle ride over time. They are beginning to use CD-ROM and the world wide web as a reference source for learning and understand the importance of framing their questions in such a way that they work efficiently and also get the information they need, for example when pupils in Year 5 researched information about the Amazon and Year 6 pupils researched their favourite web sites. There is little evidence in the school of pupils modelling using a computer or monitoring or controlling outside events.
124. Pupils are keen to use ICT and are beginning to show understanding of the procedures to be followed and act responsibly. Many pupils give up a lunchtime a week to attend a computer club. In class and in the club they work on their own or in pairs with concentration and commitment, working for extended periods

independently, even when not directly supervised. They are trustworthy and show respect for the school's ICT property and also show initiative and overcome difficulties by applying prior experiences, using logic to solve problems.

125. The quality of teaching in lessons observed was just satisfactory. Teachers do not always give enough models for ways of working to help pupils understand what to do. Consequently, the pace of learning is slow and pupils wait for individual support. In one lesson where pupils were learning how to frame questions appropriately to get precise information, much valuable lesson time was wasted. In another a class arrived fifteen minutes late, which again meant loss of this valuable resource. In some lessons learning support assistants were also available to help pupils make good progress and provide further support. All aspects of the ICT National Curriculum are addressed through the school's existing scheme of work, though not all can be developed without additional resources in classrooms.
126. The ICT co-ordinator is already influencing the strategic direction of the school and is well informed and provides good leadership. The school has plans for further investment in ICT, including the provision of classroom machines and additional teacher training which they anticipate will help raise the standards in teaching and learning in the future.

MUSIC

127. Standards and progress were in line with national expectations and singing was above expectations at the last inspection. Standards are now at least in line with those expected and progress is satisfactory and occasionally good for pupils aged eleven. There is evidence of good singing particularly in assemblies and the choir. Pupils with special educational needs make satisfactory progress. Pupils in Year 4 understand how changes in tempo can affect music. They improve their control of pulse and rhythm when playing tuned and untuned instruments together. Singing is quite melodic and pupils sing new songs and rhymes from memory. They follow directions well and show increasing control of voice and pitch when singing rounds of 'Hot Cross Buns'. Pupils in Year 4 listen carefully to pre-recorded music from different periods. They use terms such as dynamics, pitch and tempo accurately. Pupils perform well and are good in the role of audience. They explore music making and compose short musical pieces themselves using percussion instruments. They know the difference between soft and loud and high and low sounds. Although pupils work hard, it is difficult in the open dining area for both the teacher to be heard and for the pupils to concentrate.
128. No evidence of ICT use in music was observed. Pupils use instruments carefully and good relationships and behaviour contribute well to their learning and the progress they make. Pupils enjoy singing and sing tunefully and in unison in assembly. Several pupils throughout the school receive instrumental lessons in recorders, clarinet, flute, saxophones and piano; they are making appropriate progress. The atmosphere and relationships in the choir are excellent. Pupils sing in the round and use descants well.
129. Teaching is satisfactory, and occasionally good. This is an improvement since the last inspection. Pupils make satisfactory progress. Planning is good and teachers use and explain subject specific terms well. Good quality questioning promotes good learning and understanding. Lessons are well organised and instruments and resources are well matched to activities; this is another improvement since the last inspection.

Assessment is developing; oral assessment is particularly well used. The school has a tradition of musical clubs, choir, school productions and performances in the local community. Music contributes well to pupils' spiritual, social, and cultural development.

130. The co-ordinator is experienced in music and is fully aware of areas for development such as reviewing the music policy, teaching of formal and graphical musical scores and assessment. He has successfully undertaken an audit of musical skills. Planning has improved and there is less use of pre-recorded lessons. Resources have been ordered and they reflect a wider cultural range.

PHYSICAL EDUCATION

131. By the time pupils leave school at eleven standards are in line with national expectations, although dance is less well developed. Pupils with special educational needs make satisfactory progress. It was not possible to observe swimming lessons during the inspection but from information provided by the school most pupils achieve the minimum requirements of the National Curriculum.
132. By the end of the Key Stage 2, pupils know it is important to warm up the body prior to exercise and they demonstrate a wide range of stretching, jumping and running prior to the main lesson. Year 6 pupils have a sound knowledge of a variety of games skills including different methods of catching, throwing and batting. They demonstrate their understanding of the need to both work as an individual and to co-operate with others in games as in the Year 6 rounders game. Both boys and girls are developing correct techniques for throwing overarm although a minority need further practice to achieve a good standard. In gymnastics, pupils respond to instructions accurately when practising a wide range of balances using different parts of the body. Some pupils build a pattern of movements into a sequence and demonstrate to the rest of the class as in Year 4 when different twisting, turning and balance movements were decided by small groups of pupils. By Year 6 pupils have developed the ability to evaluate their performance and to suggest simple improvements.
133. The overall quality of teaching and learning is satisfactory, with some examples of good teaching. For example, in the better lessons progress in pupils' learning is clearly supported by the teachers' good subject knowledge that encourages pupils to improve. Learning objectives of lessons are made clear to the pupils and they know why they are practising different skills. The pace of learning and physical activity was high ensuring pupils had a good balance of activity and some challenge to improve. Good opportunities were given to the pupils to evaluate their movements and suggest changes.
134. In the less effective lessons there are insufficient opportunities for pupils to plan, improve and practise their movements as a result of evaluating their own or others' performance. In some lessons, pupils made too much noise and fuss during the most strenuous activities and this reduced their level of progress.
135. All pupils respond with enthusiasm and enjoyment during their lessons. Most of them share and work co-operatively when playing team games with other pupils in groups of two up to larger groups of 15 when playing rounders. Extra-curricular activities are provided for a wide range of games and pupils support these with interest and appreciation. These are mostly available for upper juniors but the school is organising some activities for younger pupils as a result of popular demand.

136. The co-ordinator is just completing her first year with the responsibility of developing physical education. She has produced a detailed action plan identifying a range of issues to improve pupils' attainment. The current scheme of work is in need of review, although some verbal advice has already been given to staff about the equal opportunities requirements of both boys and girls, particularly in games activities. The co-ordinator has bid for resources this year and has carefully used the allocated budget to provide an improved range of equipment, which is adequate to fulfil the curriculum. There has been no monitoring of teaching yet, but the co-ordinator is anxious to carry out this part of her role.

RELIGIOUS EDUCATION

137. Standards in religious education are satisfactory and in line with the locally agreed syllabus. Pupils with special educational needs make satisfactory progress. By the end of the key stage pupils have an increasing understanding of the importance of religion in peoples' lives. They also develop good knowledge of the essential elements of the Christian faith and have a clear understanding of the essential beliefs in other world religions.
138. There is much evidence in the pupils' recorded work that religious education is taught systematically and regularly. In particular, by age eleven pupils know about sacred writings, such as the Bible and the Koran. They also understand the relevance of symbolism in religion such as water, clothing and light. Pupils enjoy learning about the various festivals in Christian and other religions especially Christmas, Easter and Mother's Day. Year 6 pupils also know special parts of the Church such as the altar and font. Hence, all pupils receive a broad curriculum based on units of work about the many world religions.
139. Only two lessons were observed during the inspection. Overall the quality of teaching is good considering both the lessons and the quality of pupils' recorded work. In the two lessons seen Year 3 were learning about the plagues in Egypt. They learned that the Israelites wanted Moses to lead them to the Promised Land to escape their slavery to the Egyptians. They were interested in the story but low level writing skills made it difficult to write a letter about how it felt to survive the plagues. In a good Year 4 lesson, pupils were learning about Buddhism and the four noble truths and the eightfold path. They listened intently to their teacher and indicated a deep understanding of the spiritual issues in their thoughtful responses. The teacher's excellent subject knowledge was evident in this session.
140. The co-ordinator has a high level of expertise in the subject and hence the impact of religious education lessons is evident in much of the display around the school. The co-ordinator's leadership is very good and an asset to the school.