

INSPECTION REPORT

WARDEN HOUSE PRIMARY SCHOOL

Deal

LEA area: Kent

Unique reference number: 118390

Headteacher: Mr G Stabbs

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 10th – 14th June 2002

Inspection number: 194868

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Birdwood Avenue
Deal
Kent

Postcode: CT14 9SF

Telephone number: 01304 375040

Fax number: 01304 371707

Appropriate authority: The governing body

Name of chair of governors: Mr A Eberlein

Date of previous inspection: June 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21090	Mr D Manuel	Registered inspector	Information and communication technology Music Foundation Stage Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9779	Ms S Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10827	Mr M Marjoram	Team inspector	English Art and design	How good are the curricular and other opportunities offered to pupils?
24019	Mr K Parry	Team inspector	Mathematics Physical education Special educational needs	
20832	Dr M Galowalia	Team inspector	Science Design and technology Geography English as an additional language	
23412	Mr A Jeffs	Team inspector	History Religious education	

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset TA8 1AN

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warden House School is a community primary school for children aged between four and eleven years. The school is situated in Deal in Kent and serves the local area, which is socio-economically below average. The school has 408 pupils on roll, above average for this type of school. There are 83 pupils on the register for special educational needs (20 per cent, below average). Twelve pupils have a statement of special educational need (well above average). A below average proportion of pupils (14 per cent) is identified as being eligible for free school meals. Two pupils speak English as an additional language but are not at an early stage of acquisition. Children start at the school with an overall level of attainment which is below the county average. The school was previously inspected in June 1997. The headteacher at that time retired in July 2001. The current headteacher started in January 2002.

HOW GOOD THE SCHOOL IS

Warden House is a successful school. The new headteacher provides very good leadership and management and has quickly brought about a positive learning culture by bringing staff closer together. He is aware of the areas where improvement is still needed. The quality of teaching overall is good but there is still a need for greater consistency in practice. The school demonstrates its commitment to providing an inclusive education by being approachable and being prepared to listen to pupils and parents. Pupils' achievements and wellbeing are strongly supported. Standards in most subjects are average by the end of Year 6, although in mathematics and information and communication technology (ICT) they are above average, and in science they are below average. Taking these factors into account, the school provides satisfactory value for money.

What the school does well

- The headteacher provides very good leadership and sets a clear direction for the future development of the school.
- The quality of teaching is good overall and particularly good teaching in reception gives children a good start to their schooling.
- Standards in mathematics and ICT are above average by the end of Year 6.
- The very good provision for pupils' personal development results in their very good attitudes and very good relationships throughout the school.
- The provision for pupils with special educational needs is good and is improving.
- There are very good links with parents, and parents themselves have very good views of the school.

What could be improved

- The monitoring of teaching and learning by subject co-ordinators is not consistent enough to enable them to evaluate progress and share good practice.
- The use made of assessment procedures does not ensure that the progress of all pupils is tracked closely enough and that they are challenged to reach their full potential.
- Standards in science by the end of Year 6 are unsatisfactory.
- Many lessons in English and mathematics are too long, thereby reducing the time available for other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June 1997. Progress in the identified areas for improvement has been satisfactory overall. Improvement in the quality of assessment practice to match that used in English and mathematics has been inconsistent. There is still a need to challenge all pupils to reach their full potential in many subjects. The range and quality of reference material in the library have been increased to enable pupils to develop their research skills effectively. Better facilities have been provided to support the teaching and learning of pupils in the mobile classrooms. Reports to parents have been improved and indicate more clearly the attainment and progress of pupils. In addition to these previous issues, the quality of teaching has improved from satisfactory to good. However, there are still small pockets of inconsistency in planning to meet the needs of all pupils, particularly in science. The quality of learning opportunities within subjects has improved from satisfactory to good. However, there is an imbalance of time allocated to different subjects. The school has identified the need to review the allocation of time. Good improvement in the provision for pupils' spiritual, moral, social and cultural development has resulted in better attitudes, behaviour and relationships in the school. The pace of improvement has increased in the past year.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	C	C
mathematics	B	A	B	B
science	C	C	D	D

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

Over the past three years, the results in National Curriculum tests for eleven-year-olds at the end of Year 6 have exceeded the national trend in standards in English and mathematics but have fallen below the national trend in science. In 2001, compared with all schools and with similar schools, the results were average in English, above average in mathematics and below average in science.

Over the same period, the school's results in tests for seven-year-olds at the end of Year 2 have matched the national trend in standards in reading and have exceeded the national trend in writing. In mathematics, results have fluctuated but have just exceeded the national trend overall. Compared with all other schools in 2001, pupils' results were average in reading, above average in writing and below average in mathematics. Teacher assessment of science showed standards to be average. Compared with similar schools, results were above average in writing and below average in reading and mathematics. The targets set for Year 6 pupils in this year's National Curriculum tests are challenging and results are expected to be close to the national averages for 2001.

Attainment on entry to reception classes is below the county average. During this inspection, evidence shows that by the end of the reception year, pupils achieve well and a majority will reach expected levels. By Year 6, pupils attain expected levels in English, above expected levels in mathematics and below expected levels in science. In other subjects, standards are above expected levels in ICT and at expected levels in all others. Pupils achieve well due to improved teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to learning throughout the school are very good and make a significant contribution to the good achievement of pupils.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They work, socialise and play together well.
Personal development and relationships	These are very good. Pupils show courtesy and consideration for others and this contributes effectively to the good will that permeates the school community.
Attendance	Good. Levels of attendance are above the national average.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. During the inspection, teaching was satisfactory or better in all lessons with nearly three-quarters of lessons being good or better. This results in good achievement by most pupils. The teaching of children in the reception classes is particularly good. Teachers and their teaching assistants work together very well. Lessons are very well organised and provide children with a very good range of interesting indoor and outdoor activities, which are firmly based in structured play. In Years 1 to 6, teaching has improved since the previous inspection, when standards were judged to be satisfactory. However, there are significant variations between subjects, for example mathematics and science. Particular strengths include teachers' good subject knowledge, except in science, effective planning, good management of pupils and good use of support staff and resources. However, in a number of lessons which are satisfactory overall, relative weaknesses include not sustaining the levels of challenge throughout the lesson and the inadequate use of assessment information to monitor pupils' progress.

The teaching of English and basic literacy skills is good. Teachers provide an adequate range of activities that develop pupils' communication skills and engage their interests. Teachers provide good opportunities in other subjects to develop pupils' speaking, reading and writing skills. The teaching of mathematics is good and mental calculation is a feature of all mathematics lessons. Good links are made with other subjects when pupils are involved in calculating, measuring and presenting information in graphical form. Pupils work well and share ideas to develop their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum for children in the Foundation Stage. The statutory provision for Years 1 to 6 is good.
Provision for pupils with special educational needs	Curricular provision for these pupils is good and gives them full and equal access to learning opportunities.
Provision for pupils with English as an additional language	The very small number of these pupils receive the same provision as other pupils, which supports their learning effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural	Provision is very good. All aspects are promoted very well through assemblies, religious education and other lessons. Pupils are encouraged to show due respect for the opinions and feelings of

development	others.
How well the school cares for its pupils	The school makes good arrangements for the care, welfare, health and safety of pupils, ensuring they thrive in a secure environment.

The effectiveness of the school's relationships with parents is very good. The large majority of parents are very pleased with what the school provides and achieves.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and gives a clear direction for improvement. Through considered delegation, he succeeds in encouraging staff to work effectively as a team.
How well the governors fulfil their responsibilities	Governors carry out their duties effectively and provide good support for whole-school development.
The school's evaluation of its performance	The school carries out effective self-evaluation and is taking decisive action to bring about the required improvements.
The strategic use of resources	Resources are used well to support teaching and learning. Levels of staffing are satisfactory and the accommodation and its use are satisfactory. The school applies the principles of best value well.

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. • Children make good progress. • Behaviour in school is good. • Teaching is good. • Parents would feel comfortable approaching the school with questions or a problem. • Children are expected to work hard. • The school is well led and managed. • Children are helped to become more mature and responsible. 	<ul style="list-style-type: none"> • Children should get the right amount of homework. • A more interesting range of activities outside lessons should be provided.

The inspection team endorses the many positive comments made by parents. With regard to what parents would like to see improved, the team considers that the quantity of homework given is similar to that normally seen in this age range and the range of activities provided outside lessons is very good and far wider than that normally seen in this type of school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the reception classes (Foundation Stage) in the September or January following their fourth birthday. They attend part time initially, and after two weeks, all children attend full time. The formal baseline assessment that is carried out soon after children enter the school shows that attainment varies from year to year, but is below the county average. Standards in speaking and listening are consistently below average. All children achieve well and make good progress in the Foundation Stage. As a result, by the end of the reception year, a majority are likely to achieve the early learning goals in all areas of learning. Standards are similar to those judged at the time of the previous inspection.
2. Since the previous inspection in 1997, the school's results in National Curriculum tests for seven-year-olds at the end of Year 2 have matched the national trend in standards in reading, and have exceeded the national trend in writing. In mathematics, results have fluctuated but have just exceeded the national trend overall. Compared with all other schools in 2001, pupils' results were average in reading, above average in writing and below average in mathematics. Teacher assessment of science showed standards to be average. Compared with similar schools, results were above average in writing and below average in reading and mathematics.
3. Over the same period of time, the results in tests for eleven-year-olds at the end of Year 6 have exceeded the national trend in standards in English and mathematics but have fallen below the national trend in science. In 2001, compared with all schools and with similar schools, the results were average in English, above average in mathematics and below average in science. When the percentages of pupils reaching the higher Level 5 are considered, results in mathematics were well above average and in English and science were above average. These figures confirm that the average and below average pupils achieve below the necessary levels to match the successes of the higher attainers.
4. During this inspection, standards attained by the end of Year 2 are at expected levels in English, mathematics and science. These are similar to the judgements of work seen in classes during the previous inspection in English and mathematics but show a decline in science where standards were previously above expected levels. In other subjects, standards are above expected levels in ICT and at expected levels in art and design, design and technology, geography, history, music, physical education and religious education. These are similar judgements to those at the time of the previous inspection, except in art and design, where they have dropped from above expected levels.
5. By the end of Year 6, pupils attain expected levels in English, above expected levels in mathematics and below expected levels in science. In mathematics, this is similar to the previous inspection's judgement, but in English and science, standards have fallen from above average and average respectively. Standards are above expected levels in ICT

and at expected levels in all other subjects. These judgements show a decline in art and design and physical education from above average levels.

6. The targets set for Year 6 pupils in this year's National Curriculum tests are challenging. Target setting takes account of factors such as percentages of pupils with learning difficulties and pupils' performance in optional National Curriculum tests in the past. The accuracy of these targets is hampered by weaknesses in the use of the school's procedures for assessing pupils' learning and tracking their progress. These factors limit the extent to which pupils' achievements can be judged in relation to what should be expected of them when their capabilities are taken into account. Children in the reception classes achieve well and very detailed records are kept. Inspection evidence from Years 1 to 6, shows significant variations in what is being recorded by teachers in both English and science.
7. The achievements of pupils in Years 1 to 6 are satisfactory or better except in science, where they are unsatisfactory. The steady gains that pupils make in learning in Years 1 and 2 result from good teaching and the very good attitudes that pupils have. These qualities are evident in ICT and contribute to the above average standards attained by pupils. The good achievement of pupils in ICT in Years 3 to 6 continues and their above average standards are maintained, even though they encounter a wider range of experiences and challenges in well-planned activities. Pupils also achieve well in mathematics in Years 3 to 6 and consistently attain above average results in their National Curriculum tests.
8. The higher attaining pupils in the school are achieving the standards that they are capable of and work planned for them is suitably challenging when they are organised in sets (pupils grouped with others of similar attainment) for mathematics. Amongst other groups of pupils in the school there are examples of some good achievement. However, in English and science, although the number of pupils attaining the higher Level 5 is above average, the average and lower attaining pupils are not challenged enough to reach their full potential. This is confirmed by national test results.
9. Pupils with special educational needs receive good support from teachers and from teaching assistants and, as a result, make satisfactory progress towards their individual targets. Most of them have specific problems with reading and writing, although a significant minority also has physical or emotional and behavioural difficulties. Pupils with more profound problems, including the 12 pupils with statements of special educational need, make good progress because of the focused nature of the support that they receive. Many examples were seen of teaching assistants enabling pupils to become fully involved in group learning tasks and to retain their focus during whole-class lessons. Standards attained by the very small number of pupils who speak English as an additional language (EAL) are good. They are fluent, confident and accurate when reading age-appropriate fiction and non-fiction books. Within all groups and classes throughout the school there are no significant differences between the achievements of boys and girls in any subject.

Pupils' attitudes, values and personal development

10. Attitudes to learning throughout the school are very good and make a significant contribution to how well pupils achieve. Evidence during the inspection confirms the views of almost all parents that their children enjoy coming to school. Most pupils show high levels of enthusiasm and interest. In a few lessons there are some pupils who are easily distracted. Where this occurs it slows learning, particularly towards the end of

lessons. Pupils show considerable pride in presentation and, in some instances, evidence of a considerable effort to improve. In most cases there are good levels of attention and a strong desire to participate in question and answer sessions. There is a positive response to work set for them to do at home and most is completed well. The extra-curricular activities provided, mostly for older pupils, are very popular with high levels of attendance. When given the opportunity for independent work, pupils are usually keen to try things for themselves. They respond very well by carrying out personal research, solving problems and self-evaluation. This is seen particularly in younger pupils, where planning provides more of these opportunities.

11. Pupils respond well to the high expectations of good behaviour both in and out of lessons. Pupils work, socialise and play well together and this helps them to develop as confident learners. They understand school rules and only very occasionally does the behaviour of individuals disturb the learning of others. In most cases pupils respond well to the effective classroom management strategies used. This enables them to take full advantage of their lessons. There have been no exclusions because of poor behaviour during the last school year. In the dining room pupils behave very well. They are polite and courteous to the staff on duty, showing good manners and well-developed social skills. At break and lunchtimes they play very happily together, usually socialising effectively in pairs and small groups. Pupils have high levels of respect for school property. The site is relatively litter free and there is no graffiti. Pupils take good responsibility for equipment and materials used in lessons. These are handled sensibly and put away with care. The many displays of work around the school are valued and treated with respect.
12. Relationships are very good and a strength of the school. They are evident in the very good levels of personal development seen. Pupils show courtesy and consideration for others and this contributes effectively to the goodwill that permeates the school community. Pupils are confident to share views and opinions and listen well to each other. Bullying is very rare and pupils and parents are confident that staff will deal with their problems effectively. When working in groups, pupils co-operate well, sharing happily where needed. They show increasing levels of responsibility for school routines. As a result, older pupils give good support to those younger than themselves, for example as table monitors at lunchtime. As they move through the school they grow in their ability to express their ideas effectively. Opportunities provided through projects, visitors, trips and residential visits support a growing awareness of issues in the environment and community of which they are a part.
13. Staff work hard to promote a highly inclusive learning environment, ensuring that pupils with special educational needs enjoy the same very good relationships with adults as all other pupils. The majority of them have positive attitudes to work and are keen to do well. They also behave well, often as a result of skilful teaching. There is a strong element of respect and care for others evident in all pupils and this makes a positive impact on the self-esteem of those who are less confident.
14. As at the time of the previous inspection, levels of attendance are above the national average at 95.2 per cent for the last school year. There has been a small increase on this during the current year. Unauthorised absence is below average. The large majority of pupils arrive on time for the start of the day, although a very small number are regularly late. Attendance and punctuality make good contributions to learning.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good. During the inspection, teaching was satisfactory

or better in all lessons with nearly three-quarters of lessons being good or better. Overall standards in teaching have improved since the previous inspection when they were judged to be satisfactory. Particular strengths include teachers' good subject knowledge, except in science, effective planning, good management of pupils and good use of support staff and resources. Staff changes in the past year have also contributed to the improved standards.

16. The teaching of children in the reception classes is particularly good. Teachers and their teaching assistants work together very well, intervening at opportune moments by posing questions and probing understanding. This allows children to develop skills at their own levels of need. Lessons are very well organised and provide children with a very good range of interesting indoor and outdoor activities, which are firmly based in structured play. Equipment is particularly well organised so that the children are able to choose from a wide range of resources to support their learning. All adults working in the reception classes know the children well and use this knowledge to plan and deliver lessons successfully. Teachers have good systems for recording how children achieve in relation to the early learning goals.
17. Teaching is good overall in Years 1 to 6. There are, however, inconsistencies in a small number of lessons. The characteristics of the good and better teaching include high expectations and good management of pupils' behaviour. These expectations create a purposeful working atmosphere in lessons, particularly in literacy and numeracy. Teachers plan effectively to meet the needs of the particular levels of attainment within their group. This is seen at its best in mathematics. The relationships between teachers and pupils in these lessons are good and have a positive impact on pupils' attitudes to learning, making them keen to get started on their work. Teachers question and prompt skilfully, using different wording to ensure that pupils of all capabilities are fully involved in whole-class discussions and answers.
18. Other strengths include good pace throughout lessons, good subject knowledge and the use of subject-specific vocabulary to extend pupils' learning significantly. These were demonstrated well in a Year 6 mathematics lesson which required pupils to build on homework in which they had identified advertisements using special offers. The teacher's good use of specific vocabulary and challenging questions resulted in all pupils calculating the different ratios and proportions, using division and multiplication and the rounding up and down of decimals, to evaluate best value for money. In most lessons, resources are used well to support learning. This was very evident, for example, in work in geography, art and design and music relating to Africa and India, and in many mathematics lessons to help pupils solve problems. Teachers' subject knowledge is used well in the planning of these lessons and good links are made between subjects. In most lessons, teachers discuss learning intentions and constantly remind pupils of them as the lesson progresses. This approach enables pupils to gain a good understanding of what they have to do and how it relates to their specific learning targets.
19. However, in a small number of satisfactory lessons, relative weaknesses include not sustaining the levels of challenge throughout the lesson and missing opportunities to extend pupils' learning beyond the set task. Another weakness is insufficient use of assessment to identify the intended steps in learning to challenge pupils more rigorously. In some science lessons, planning does not provide sufficient challenge to meet the needs of all pupils. The teaching of basic skills is inconsistent and, together with the lack of opportunities for scientific enquiry and investigative work, leads to underachievement.
20. The teaching of basic literacy skills is good. Teachers are implementing the National

Literacy Strategy well by providing a good range of activities that develop pupils' communication skills and gain their interest. Teachers plan opportunities in subjects other than English, to develop pupils' speaking, listening, reading and writing skills. These are particularly evident in history lessons where pupils' work contributes to their progress in the basic skills of English. Lessons focusing on personal, social and moral education, when pupils hold discussions about issues that relate particularly to their personal development, are successfully used by teachers as opportunities for the development of speaking and listening skills. The National Numeracy Strategy is implemented well. Number work is effectively promoted and mental calculation is a feature of all mathematics lessons. Good links are made with other subjects such as science and ICT, when pupils are involved in calculating, measuring and presenting information in graphical form.

21. The quality of learning is good overall. All pupils respond very well to teachers and other adults and work conscientiously and co-operatively. Pupils maintain good levels of concentration and interest in their work, including occasions when they are required to work independently. Here they show commendable maturity in their attitudes. The pace at which they work and the amount of work produced are usually good, although these vary according to the expectations laid down by individual teachers. Where the teacher's delivery is brisk and expectations are highest, the pupils respond by working quicker and achieving more.
22. Overall, the quality of teaching of pupils with special educational needs is good. When pupils are withdrawn individually, or in small groups for extra help by the special educational needs co-ordinator (SENCO), it is very good. For example, Year 6 pupils were both challenged and supported very effectively by his brisk style and good subject knowledge in literacy. As a result they made good gains in their basic reading skills and in their personal development. Teaching assistants make particularly important contributions to the teaching and learning process. They are highly motivated and work closely with teachers to provide sensitive and caring support that not only promotes pupils' learning but also their integration into whole-class activities. In most cases they are well briefed by the class teacher to ensure effective teamwork. The very small number of EAL pupils are given good support to enable them to reach the same standards as other pupils.
23. Good provision for the all-round development of pupils supports the inclusive approach of the school and helps to create the very good relationships and attitudes throughout the school. Homework is set regularly and all pupils have regular practice in the basic skills of literacy and numeracy. This successfully consolidates their learning in lessons.

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

24. The school provides a good curriculum for children in the reception classes. This, combined with good teaching, ensures that these youngest pupils are prepared well for their transfer to statutory education. The statutory curriculum itself is satisfactory, providing adequately for the requirements of the National Curriculum and religious education. The quality of learning opportunities beyond the statutory provision is good, as seen in subjects such as mathematics, ICT and history. Curriculum provision for pupils with special educational needs is good. Very good use is made of the local community to support and enrich pupils' learning.
25. Satisfactory policies are in place for all subjects and for health and sex education. The policy for personal, social and health education was updated a year ago but there has

been insufficient time to implement it systematically throughout the school. Equality of access for all pupils is ensured and is good overall. In their medium- and short-term planning, teachers within year groups work collaboratively to implement the school's whole-school curriculum. This means that pupils in the same year group benefit from experiencing similar subject content. However, there are some inconsistencies in the outcomes of provision between classes within the same year groups due to variations in levels of challenge and use of assessment. These inconsistencies depress achievement in some subjects, particularly science.

26. The school places significant emphasis on the development of literacy and numeracy. A weakness in the English curriculum is that drama is not represented and this diminishes the overall quality of provision, resulting in few opportunities for the creative use of speaking and listening skills. In mathematics in Years 5 and 6, there is a system of setting, or grouping pupils according to attainment levels. This arrangement is successful in meeting the full range of pupils' needs. The science curriculum is not implemented effectively throughout Years 3 to 6 and results in attainment which is below expected levels. In most non-core subjects, the lack of monitoring and use of assessment means that there are gaps in provision and the systematic development of knowledge, understanding and skills in these subjects related to levels of attainment in the programmes of study.
27. Provision for pupils with special educational needs is good and the school is fully aware of the need to ensure that they are equally and fully included in the curriculum and in all aspects of school life. In most lessons, and especially literacy and numeracy, activities are planned carefully to match their learning needs. In Years 5 and 6 special arrangements are made to support pupils' learning in the daily literacy and numeracy lessons. In literacy they work in a small group that effectively develops their language skills. In numeracy, the arrangements for grouping pupils by attainment help teachers to challenge pupils at their specific level of need and help them to achieve well. As part of these arrangements, lower attaining and less confident pupils particularly benefit from the support teacher's well managed and highly structured approach. Pupils with statements of special educational needs have their individual requirements met fully through a carefully planned programme of support, which is regularly reviewed.
28. Arrangements for curriculum delivery through the current timetable are unsatisfactory because time allocated to some subjects is too long. This is seen particularly in literacy and mathematics lessons, where the length of these lessons is usually more than the recommended time. Consequently many pupils are unable to maintain their concentration and their progress in learning slows. The present arrangements restrict learning in subjects such as design and technology, geography, art and design and physical education. The school is aware of the shortcomings in both curricular provision and the timetable. Plans to restructure the timetable ready for the commencement of the next academic year are well in hand. The headteacher is rightly planning to provide better opportunities for subject co-ordinators to improve their own expertise, influence provision more effectively and directly manage their subjects. This will be achieved in particular through more rigorous monitoring of planning and the direct observation of teaching and learning.
29. A very good range of clubs and other extra-curricular activities enhances the basic curriculum and successfully develops pupils' intellectual, creative and sporting interests. These activities take place at lunchtime or after school. They include football, rugby, cricket, gymnastics, athletics, choir, keyboards, violins, guitars, recorders and board games. There are good opportunities for the pupils to take part in performances that include gymnastics, music and drama. The school participates successfully in

competitive matches and tournaments. Pupils take full advantage of these opportunities to develop their own interests and learn new skills.

30. Pupils are pleased to welcome visitors to school. Examples include representatives from the local children's hospice that the school supports, and families who participated in the recent 1950s Celebration Day. Pupils also entertain senior citizens from a nearby residential home. In support of their learning, pupils visit places of interest such as Quex Park and Dover Museum and Castle. Older pupils benefit from a five-day residential visit to the Isle of Wight. Opportunities available through the Internet to extend pupils' learning are being developed very successfully. In history, for example, Year 3 pupils gathered information about the Vikings and used it effectively to answer a questionnaire. In the same class the pupils exchanged e-mails with a nearby school and one in Ohio, USA. All of these valuable experiences extend pupils' learning and add to the quality of the curriculum.
31. Links with partner institutions, for example the Castle Community School and Dover Grammar School for boys, are good. Together with the staff of the science departments, the headteacher is examining how best the science curriculum could be improved. Students in the community school's jazz band participated in the Warden House 1950s Celebration Day. Links with the broader business community are also developing well. For example, a local pharmaceutical company provides funding and spends time at the school supporting the teaching of science. The Kent Wildlife Trust has given support to creating the environmental garden. As a result of these good links, pupils from across the age groups are able to experience at firsthand a range of practical experiences that improve the quality of their learning. The school's Millennium Mosaic project was funded by a sponsored event and grants from Dover District Council and Deal Town Council. Subsequently the school invited a nationally acclaimed artist and a poet to work with pupils to produce one large mosaic and four smaller mosaics which are now evident in strategic locations throughout the school.
32. The previous inspection report indicated that provision for pupils' personal development was sound, with social and moral provision being good. There has been significant improvement since that time in all aspects of this provision.
33. The school promotes spirituality well. It complies with the requirement to hold a daily act of collective worship. Assemblies provide sufficient time for reflection and pupils are encouraged to think deeply about the subject matter of assemblies and services. Thus, in a very good assembly, Year 2 pupils displayed their work to the rest of the school. There was a genuine appreciation of their efforts from adults and pupils alike, and the assembly ended with a period of reflection that built upon this. Assemblies also provide opportunities for music, stories and art, to celebrate the beauty of the world and the many ways in which we represent this. Pupils talk knowledgeably about the meaning of worship and have a good awareness of the importance of the different values we hold. In a good Year 1 lesson, pupils shared news about interests such as fishing, pictures they had painted at home and a recent birthday. The attention shown by all pupils was a clear indication of the very real interest they had in each other as people. Similarly, a number of Year 6 lessons were observed which related to Victorian times. It was evident throughout that all pupils have a real understanding and strong empathy with people and children of that time.
34. Moral values are promoted very well throughout the school. Behaviour is well managed and there are consistent guidelines within every classroom. Rules are referred to and pupils are clear about the boundaries between right and wrong. This is largely as the result of the good role models set by adults in the school. Pupils are given opportunities

to show initiative through annual charity work. They are encouraged to help each other when conflicts arise, for example on the playground they are keen to assist younger pupils in their role as dinner monitors at lunchtime. The school promotes its triple aims – ‘be kind, be careful, be safe’ – and the effectiveness of this guidance is apparent in classroom work, social interaction around the school and the respect shown for personal and school property. Throughout the school, the emphasis on developing a personal moral code is very effective. Work and attitudes are supported by a clear sense of what is right. In their religious education lesson, Year 2 pupils wrote down what they need to do to develop this sense further. One wrote, ‘At home I am going to stop nicking chocolate’, while another wrote, ‘At school I am going to work harder’. This thoughtful approach to personal behaviour was evident in all classes during the inspection.

35. Provision for social development is very good. Lessons are planned to allow a wide range of learning experiences. Pupils work well together in pairs and groups; they mix well and are willing to take responsibility and share with others. Many older pupils assist younger ones at lunchtime, on the playground and in resolving arguments around the school. Pupils are polite and respectful to adults and visitors. Much of this results from the good examples set by adults. For example, one teaching assistant provides sensitive and skilled support at lunchtimes. She is available to ensure that pupils do not feel isolated or threatened in any way. The provision of group activities and the encouragement of team games allow her to model good social behaviour and make playtimes a time of real enjoyment and personal development for all pupils. Visitors to the school comment very positively on the maturity of pupils’ behaviour.
36. Cultural aspects of the curriculum are developed well in all subjects, but particularly well in English, art and design, religious education, history and music. The school encourages theatre groups, authors and artists to work with pupils. It uses visits and local organisations, such as the church and residents’ association, as opportunities to reinforce pupils’ sense of local identity. Texts used in English and topics covered in music and dance are related to a number of cultures apart from our own. Pupils develop a good idea of what it means to belong to a particular society or culture. In a good Year 4 English lesson, using the text of ‘*Gregory Cool*’ about a West Indian boy in Britain, pupils are asked, ‘What do we mean by culture?’ one pupil volunteers, ‘It’s the way we are’, while another suggests, ‘It’s how they’ve been brought up’. The replies indicate a reflective and mature approach from such young pupils.
37. Although spiritual and cultural aspects of provision are good, some areas still require development. Opportunities to meet people from faiths other than Christianity are limited as is preparation for living and working in the multicultural society that is Britain in the twenty-first century. The school is currently discussing its draft policy for spiritual, moral, social and cultural education. New elements are already beginning to appear within lesson planning aimed at improving further the provision for spiritual and cultural elements.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school makes good arrangements for the welfare, health and safety of pupils, ensuring that they thrive in a secure environment where safety is given high priority. As a result of very positive relationships with adults at the school, pupils are confident to share problems and concerns. The trouble taken to ensure a good understanding of the whole family results in staff being able to provide a high level of support where this is needed. This has recently been further augmented by the appointment of a family liaison officer in partnership with the local branch of the Children’s Fund. Suitable child

protection procedures are in place and a trained person has overall responsibility. The policy that supports this aspect of the school's work now needs updating to reflect the high standards seen in practice. The care taken at the end of the day to ensure that pupils leave with an adult known to staff reflects the high level of concern for pupils' safety. There are effective arrangements for dealing with first aid emergencies. Fire drills are held frequently to ensure pupils and members of staff are familiar with procedures. Statutory requirements for the regular testing of appliances and equipment are met and risk assessment procedures are in place.

39. The school has good procedures to promote and monitor good behaviour. Expectations are high and well known to both pupils and parents. Clear rules that have been developed with pupils are displayed in classrooms and pupils know, understand and feel ownership of them. Most members of staff have a consistent approach to managing behaviour and this further reinforces the understanding of expectations. There is a suitable system of rewards to acknowledge all aspects of achievement. The school is aware of the need to ensure that this system is more consistently applied. Arrangements to deal with the very few incidents of bullying are effective and parents confirm their satisfaction with the response from the school. In the event of any concern about the behaviour of an individual pupil, parents are encouraged to be involved at an early stage in finding and agreeing a way forward.
40. Registration procedures are effective and, together with actions to record those who are late, ensure an accurate record of pupils present in the school. The recently introduced arrangements to contact parents during the first morning of unexplained absence have made them aware of the need to keep the school informed of their children's whereabouts. Levels of attendance are reported to parents in annual academic reports.
41. The school has adequate procedures for monitoring and supporting pupils' personal development. The arrangements for personal, health and social education provide a comprehensive coverage of the work expected. The school is currently reviewing the consistency of its approach to these arrangements. At present there is no separate curriculum time allowed for this subject and this is currently being reviewed for the next school year. There are well-established programmes for health and sex education and drugs awareness, and parents are informed of the content. The broad range of opportunities provided through extra-curricular activities, use of the local community and visitors to the school, support personal development well. A recent review of pupils' personal development needs has resulted in firm plans to introduce a school council at the beginning of the next school year and there is ongoing exploration of the possible benefits to pupils from establishing a breakfast club.
42. The previous inspection recognised strengths in the school's assessment and recording systems for English and mathematics but identified weaknesses in other subjects. Although there have been some improvements since then, this remains an area that requires further development in order to play its full part in the school's ongoing efforts to raise standards. The school is fully aware of this and strategies to improve assessment and its use are evident in the current school improvement plan. The co-ordinator has been enthused by recent training and is beginning to influence colleagues' day-to-day assessment procedures. There have been few opportunities yet for this to happen on a school-wide basis through monitoring, discussion and training for staff.
43. Pupils are assessed carefully when they first enter the school to identify their particular strengths and weaknesses, and this information is used effectively to form groups and to plan teaching programmes. It is also used as a first step in identifying pupils who may

have a special educational need, and this is reflected in the very good provision made for these pupils in the reception classes. Class teachers identify pupils with special educational needs early in their school lives and are responsible for assessing and tracking their progress. They are also responsible for drawing up individual education plans for each of them, in consultation with the SENCO and teaching assistants. These are used effectively to help pupils make at least satisfactory progress and are reviewed termly. There are examples of very good practice but these have not been shared with colleagues in order to raise the overall quality. The records and files that accumulate are extensive. The SENCO, quite rightly therefore, has identified the need to use a database program to show the progress and provision for each pupil, so that information can be shared more readily with staff, parents and others. Outside agencies are involved appropriately in assessing the needs of pupils with more profound difficulties. Twelve of these pupils have been given a statement of special educational need, which is based on a very detailed assessment of their particular needs. All statutory requirements in relation to the annual reviews of pupils with statements are met.

44. Overall, the school's procedures for assessment are good. In addition to the well-established arrangements in English and mathematics, teachers in Years 1 to 6 now make regular assessments of pupils' work in science and ICT. In most subjects, there have been recent improvements in identifying what pupils are expected to learn in each study unit and assess and record pupils' knowledge and understanding against these criteria. However, these assessments are not matched closely enough to National Curriculum levels to enable teachers to develop a precise understanding of where pupils are in their learning. Teachers record the topics and activities covered rather than how well pupils perform. This makes it difficult for teachers to identify the next steps in learning that pupils should take in order to move from one level to the next. In music and physical education there are no formal procedures for assessing pupils' attainment.
45. The school makes satisfactory use of the information it gathers through the assessment process. This information is used well to form teaching groups within classes and, in Years 5 and 6, to form the mathematics groupings. Improvements include the careful review, by the headteacher and staff, of the school's results in national tests in English, mathematics and science. This resulted in a report identifying emerging issues and comparing the school's performance with national data. In addition, teachers this year have looked closely at the performance of each of their pupils in the school's internal tests in English and mathematics. This is being used to identify and address whole-school issues. The school improvement plan quite rightly refers to the need to involve teachers more fully in this process in order to detect areas where pupils are underachieving or others where they may be close to achieving a higher level. In a few classes, for instance in reception, Year 1 and Year 6, there are examples of teachers making very good use of assessment on a day-to-day basis to build very clear pictures of exactly what their pupils know, understand and can do.
46. Teachers' ongoing assessment of pupils' attainment is inconsistent. This is seen, for example, in variations in marking. There are some examples of very effective marking that have beneficial effects on pupils' learning and lead to improved performances. For example, when correcting work in English in Year 4, one teacher uses stickers to set the next targets for individual pupils. In an excellent literacy lesson in Year 1, the class teacher used ongoing assessment very well to record what pupils were achieving. This information was then readily available as an authentic source of reference to plan the next elements of work. The school should build on this good practice to improve standards of attainment throughout the school.
47. Procedures for monitoring and supporting pupils' academic progress are satisfactory. In

English and mathematics, records of achievement include individual targets. In the best examples, these arise from teachers' ongoing assessments, are reviewed and re-set with each pupil on a regular basis, and form a clear focus for teaching and learning. More recently, a simple but effective recording sheet has been introduced to track the progress of individuals and classes in English, mathematics and science. This has been incorporated into the established record-keeping file that follows classes as they move through the school. It does not, however, allow for straightforward checking of the progress of whole age groups. A shortcoming that has been recognised by both the assessment co-ordinator and the SENCO is that there is inconsistency in linking assessment information and target setting to each pupil's potential. This restricts the effectiveness of focused teaching and additional support where it is most needed to develop pupils' potential to the full.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school's partnership with parents is very good. Parents are well informed about the school before their children start in the reception class, and they have suitable opportunities to meet relevant staff both in school and through home visits. The large majority of parents are very pleased with what the school provides and achieves. Parents value the quality of teaching that results in pupils working hard and making good progress, and they appreciate the approachability and accessibility of staff. Parents, particularly of younger pupils, also value the contact books as a means of two-way communication.
49. The prospectus and governors' annual report provide relevant information about expectations and the school's performance. Regular newsletters provide good quality information about school news and events, together with useful diary reminders. Most parents receive, each term, very useful information about the work their children will be doing. They value this as it enables them to be more involved in their children's learning. It is further supported by helpful information evenings that focus on various aspects of the curriculum, for example numeracy and health education.
50. Annual progress reports have improved since the previous inspection. In English and mathematics, they provide a useful evaluation of what pupils know and can do, often highlighting where extra effort is needed and commenting on progress made. Personal development is reported well. The school provides very good opportunities for parents to find out how their children are getting on through meetings with teachers. They are made aware that appointments to discuss progress reports shortly after they have been issued are available on request. In both the autumn and spring terms there are formal consultations about progress with class teachers. During the summer term there is also an opportunity for parents to see and discuss their children's work, and to view the work of children in the next year group. This provides a valuable indicator of expectations for their own children in the following year.
51. The involvement of parents and the interest they take in their children's learning have a good impact on the work of the school. A successful and thriving parent and teacher association organises both social and fund-raising events. Through these they make significant contributions to learning, for example through the purchase of computers and other materials and equipment. They take high levels of interest in the work their children do at home and show an awareness of the need for this to increase as their children prepare to transfer to the next stage of education. There are good levels of support from parents in the classroom and where special activities demand extra help.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides very good leadership and a clear educational direction for the work of the school, setting clear priorities and targets. The leadership and management of the school, currently provided by the headteacher, senior staff and governors are good overall. Upon his appointment, the headteacher identified several areas of weakness, including the need to bring staff together to create greater consistency and create a more positive ethos. All staff were consulted in identifying areas of priority. Work to achieve the agreed objectives, although taking time to have the required impact, has been managed well. The headteacher, together with the senior management team, has led the creating of a positive teaching and learning environment within the school. This has resulted in a shared commitment by all to improve the quality of education provided for all pupils.
53. More rigorous monitoring of teaching and learning has enabled the headteacher to begin to improve the consistency of planning and teaching but there is still more to achieve. The co-ordinators for English and mathematics manage their areas of responsibility effectively and make important contributions to the improving curriculum planning. The effectiveness of the school's literacy and numeracy strategies is good and has resulted in better planning, teaching and achievement. Other subject co-ordinators are at different stages of development, following a relative lack of involvement in monitoring their subjects prior to the current year.
54. The management of special educational needs is good and improving. The recently appointed SENCO provides very good leadership. He has quickly formulated a very clear view of what has to be done in order to build on the positive picture outlined at the time of the previous inspection and improve provision further. His clear awareness of the revised Code of Practice is evident in his day-to-day work and in his action plans, including the urgent need to review and update the policy. As a member of the senior management team, he is involved in the planned review of the deployment of the school's large team of teaching assistants. He has identified the need to raise the profile of their valuable work in improving standards and to extend the opportunities available for their professional development.
55. Governors have become increasingly involved in evaluating the school's performance, and they monitor the effectiveness of spending decisions well. They have a good understanding of their strategic role. The school improvement plan for 2002/3 has an important strategic role in identifying a range of short-, medium- and long-term priorities and targets that focus very clearly on improving the quality of teaching and learning. The governors fulfil all their statutory responsibilities and help to foster the very good links in the community. The school's aims and values are very relevant and well communicated to staff and parents through the new mission statement, reflecting the positive team commitment among staff and governors. The school places great importance on equal opportunities for all pupils in its aims and inclusive approach.
56. The school has an adequate number of qualified and experienced teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum. The monitoring of teaching and learning is becoming more closely linked to the school's own good appraisal procedures, which meet statutory requirements for performance management. Staff have an adequate range of individual strengths in subject knowledge, apart from science, and these are being increasingly shared to contribute to whole-school development in the curriculum and teaching. Induction procedures are good and new members of staff, including the newly qualified teachers, feel well supported when they join the school and able to settle quickly and successfully into their new roles.

57. Teachers and pupils are well supported by a good number of suitably trained and effective teaching assistants. They make valuable contributions to the work of the school and, in particular, to the good progress made by pupils with special educational needs. All staff have received computer training and this contributes to the good standards being achieved in ICT. The efficient administrative staff, meals' supervisors, caretaker and cleaners are valued team members and contribute significantly to the smooth running of the school.
58. The accommodation is modern and meets the demands of the National Curriculum and the needs of the pupils. The classrooms, although a little small for older pupils, enhance the range and quality of pupils' learning activities with bright, attractive displays around the walls. Facilities in the two mobile classrooms have improved since the previous inspection and are now broadly satisfactory, although there is no water supply. With the exception of the mobile classrooms, there is good access for disabled pupils. The library has been re-sited and the range of non-fiction and reference books has been improved since the previous inspection, when the lack of them was an identified weakness. Classrooms and the extensive grounds are maintained well. There is a valuable environmental area and a sensory garden has recently been developed with the aid of a grant.
59. The range and quality of resources to support teachers in their work are at least satisfactory in all subjects. For ICT, music, physical education and reception pupils, resources are good. The range of books in the library has improved and is now adequate to support pupils in independent work. The environmental area is an asset, which is used very well for such studies as science and art work. Very young pupils enjoy their experiences of finding mini-beasts in the sensory garden. Resources are well organised and easily accessible.
60. The overall efficiency of the school is good. The school has maintained the good standards of financial planning reported at the time of the previous inspection. The new headteacher, office manager and governors have developed suitably structured and systematic procedures that effectively support the school's educational priorities. This is a process that involves all members of staff in a review of the work of the school in order to identify and agree future priorities. Very good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Specific funding, such as the national funding for ICT, has been used efficiently and resources acquired are used effectively to support teaching and learning. The carry-forward figure from the previous financial year was planned to enable improvements in buildings and refurbishment. These have now been completed and the allocated funding has been spent efficiently.
61. The school successfully applies the principles of best value for money and has been involved in consulting and involving all those concerned in decision making about spending, including staff, parents and pupils. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness. As a result, money is spent carefully. The school's day-to-day financial controls and procedures are very good, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as developments in ICT, to help raise standards. The most recent financial audit took place just over a year ago and raised a small number of minor points which have been resolved.
62. Taking into account the below average levels of attainment on entry, the broadly satisfactory levels achieved by pupils leaving at the end of Year 6, the improved teaching and learning which take place, the identified areas for improvement and the average unit

costs, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to raise standards and further improve the quality of education provided, the governors, headteacher and staff should:
- (1) Increase the involvement by subject co-ordinators in monitoring and evaluating standards and developments in their subjects in order to share good practice and ensure greater consistency in teaching.
(paragraphs 53, 99, 116, 122, 127, 139, 145, 150)
 - (2) Refine assessment arrangements by:
 - (a) establishing closer links between assessment, learning objectives and National Curriculum levels;
 - (b) tracking the progress of individual pupils more closely as they move through the school;
 - (c) improving the use of assessment information to identify the next steps in learning to enable all pupils to reach their full potential.
(paragraphs 6, 19, 25, 42, 44, 46, 98, 105)
 - (3) Raise standards in science by improving teachers' subject knowledge and expertise.
(paragraphs 5, 26, 99-105)
 - (4) Review the structure of the school day, particularly the morning session, in order to make better use of lesson time and provide a better balance of curriculum coverage.
(paragraphs 28, 87, 97, 122, 139, 146)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

65

Number of discussions with staff, governors, other adults and pupils

39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	39	16	0	0	0
Percentage	3	11	60	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	408
Number of full-time pupils known to be eligible for free school meals	N/A	57

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	12
Number of pupils on the school's special educational needs register	N/A	83

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.7
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	29
	Girls	26	28	29
	Total	53	55	58
Percentage of pupils at NC level 2 or above	School	88 (81)	92 (86)	97 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	28
	Girls	28	28	27
	Total	55	57	55
Percentage of pupils at NC level 2 or above	School	92 (85)	95 (93)	92 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	31	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	21
	Girls	23	23	24
	Total	43	44	45
Percentage of pupils at NC level 4 or above	School	80 (77)	81 (91)	83 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	20
	Girls	21	24	19
	Total	39	45	39
Percentage of pupils at NC level 4 or above	School	72 (81)	83 (89)	72 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	353
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	370

Financial information

Financial year	2001/2002
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	£
Total income	816,390
Total expenditure	793,140
Expenditure per pupil	1,949
Balance brought forward from previous year	32,664
Balance carried forward to next year	55,792

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	408
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	4	1	1
My child is making good progress in school.	47	49	4	0	0
Behaviour in the school is good.	39	57	2	1	1
My child gets the right amount of work to do at home.	28	47	16	4	4
The teaching is good.	60	38	1	0	1
I am kept well informed about how my child is getting on.	39	49	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	38	1	0	0
The school expects my child to work hard and achieve his or her best.	54	42	2	0	1
The school works closely with parents.	41	48	6	4	1
The school is well led and managed.	53	39	2	0	6
The school is helping my child become mature and responsible.	43	53	1	0	4
The school provides an interesting range of activities outside lessons.	31	41	11	4	13

(Numbers in each row may not total 100 due to rounding up or down in each section)

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. The majority of children start in the reception classes in the September or January following their fourth birthday. They attend part time initially, and after two weeks, all children attend full time. Attainment on entry varies from year to year, but is below the county average. Standards in speaking and listening are consistently below average. All children achieve well and make good progress in the Foundation Stage. As a result, by the end of the reception year, just over half are likely to achieve the early learning goals in all areas of learning.
65. The quality of teaching is good, as it was in the previous inspection. During this inspection, two-thirds of teaching was good and one-third very good. The classrooms are very welcoming with attractive displays which celebrate the children's work and show them how much their work is valued. Teachers and their teaching assistants work together very well, intervening at opportune moments to pose questions and probe understanding. This allows children to develop skills at their own level of need. Lessons are very well organised and provide children with a very good range of interesting indoor and outdoor activities, which are securely based in structured play. Equipment is particularly well organised so that children are able to choose from a wide range of resources to support their learning. All adults working in the reception classes know the children well and use this knowledge to plan and deliver lessons successfully.
66. Activities are carefully planned and timed so that the pace of the day is maintained. Assessment procedures begin before children start school to enable teachers to be aware of each child's needs as soon as possible. This early evaluation begins with the induction procedures, which are very good and include links with pre-school groups and home visits. Parents and children have good opportunities to get to know staff before the children start school through visits to the classrooms. Once children have commenced school, careful observations are made during lessons and activities to identify exactly what the children have achieved and what they need to learn next. The outdoor area is used regularly for small groups of children to develop their physical and social skills. Good routines and work habits are quickly established so that all children are familiar with classroom rules and procedures and make good progress in developing basic social and academic skills.

Personal, social and emotional development

67. Most children are likely to achieve the early learning goals in this area of learning, by the end of reception. Children learn to develop good self-help skills through quiet encouragement. For example, as they change clothes for physical activity lessons, music is played quietly to help their concentration. All children do this competently and show good levels of independence. Children show good self-care skills when moving about the classroom and the school. This is reflected in the confident way in which they find their own space and develop their own ideas in sand play and the use of construction kits. Teachers provide good opportunities for children to play suitable games, encouraging them to take turns and share equipment. Skills of co-operation are developed further through structured learning activities. For example, in the play area, set up as a laundry to support the theme of the week, children acted out various roles in pretend situations of washing and ironing.
68. Children develop very good relationships together and learn to communicate with each

other in positive ways through speech and actions. These qualities are very evident when selected children talk about the adventures of the class teddy bears, William and Winston, when they go home with children. Children sit quietly and pay full attention to the speakers. The very good start that children make in their personal, social and emotional development is reflected in the very good relationships, attitudes and personal and social development found in the reception classes. Adults provide good role models and use positive encouragement, which results in the high self-esteem and confidence that the children develop quickly. All the children's answers and comments are received positively and welcomed by all adults working in the classroom.

Communication, language and literacy

69. By the end of reception, most children are likely to achieve the early learning goals in communication, language and literacy and a small number are likely to exceed them. The quality of teaching is good. The teachers and teaching assistants successfully encourage children to talk about their personal experiences and they do so, confidently and happily, using appropriate language. In one lesson, the child due to take one of the class teddy bears home for the weekend, spoke excitedly with big smiles as he described his plans for the bear. Questions are used well to inspire children to talk freely about their work and to comment about stories they have heard. As a result, children develop the use of correct vocabulary. Thinking skills are developed well through carefully considered questions and prompts. The role-play areas, such as the 'laundry' and outside activities, provide good opportunities for children to talk together in stimulating activities that are carefully planned to promote the use of specific language.
70. Children make good progress in developing their early reading skills and habits due to good teaching of reading, particularly the teaching of phonics (letter sounds). Planning is structured and closely follows the national guidelines. This means that children learn new initial and end sounds in a systematic way. Stories are carefully chosen to match children's interests and also to give good opportunities for them to learn about the way stories are structured and to recognise key words by sight. Children quickly develop into confident readers who talk at length about their favourite stories, such as those about animals. They ask and answer questions about their work, indicating the good thinking going on during their learning.
71. Children make good progress in developing their writing skills. Many interesting opportunities are provided for children to write about the things that interest them, for instance making shelters for their animals. They make good attempts at spelling the words they do not know using their knowledge and understanding of letter sounds and names to help them, for example, 'I mad a hos For a Donkey'. Most write their first names unaided, forming most letters correctly. The good teaching in this aspect of learning builds well on what children know from previous lessons.

Mathematical development

72. Most children are likely to attain the early learning goals in mathematical development, and a small number are likely to exceed these levels by the end of the reception year. Good teaching ensures that different challenges match children's needs, based firmly on assessments of their previous experiences. Particular emphasis is placed on teaching children to count and recognise numbers. This is done effectively through the use of number lines, to which children regularly refer, and the provision of different resources to help their learning. Well-structured activities make sure that children get regular opportunities to read, order and count groups of objects accurately up to ten and sometimes beyond.

73. Children correctly name regular shapes such as a circle, square, rectangle and triangle, and develop suitable language for describing the size and position of objects. They also effectively develop their mathematical ideas in outdoor activities when counting the number of times they hit targets with beanbags. Children's learning is well supported through these well-planned activities that involve interesting tasks and spontaneous play as, for example, when using containers to identify the range of capacity from empty to overflowing. The school's inclusive approach is very evident in all lessons when encouraging children to reach their full potential.

Knowledge and understanding of the world

74. A majority of children are likely to attain the early learning goals by the end of the reception year. Good teaching through carefully planned themes and activities helps children to learn about the world in which they live. For example, making good use of the school's sensory garden, children grew seedlings to plant in the garden and participated in role-play as scientists when hunting for worms. Children's knowledge and understanding about the life-cycle of a butterfly were also significantly extended by their interest in the tasks. As a result of the teacher's close questioning, they correctly noted the changes in size and stages of development from egg, caterpillar and chrysalis to butterfly. They also look closely at different objects and materials, such as ice cream, chocolate, apples and a spoon, and investigate which will melt and which stay the same.
75. Children's knowledge is effectively reinforced through links with literacy and ICT. Children use computers regularly and know that these function by using sound, text and pictures. Children confidently use the mouse control to design patterns and use the spray tool to colour them in. They also develop early skills in using the keyboard letters to type common words and short phrases. In links with their story of *Mrs Mopple's Laundry* they investigate the effects of the wind in drying wet clothes and the sounds made by the wind when it blows on their wind chimes. Teachers make very good use of a stimulating range of indoor and outdoor activities to help children develop good learning habits.

Physical development

76. By the end of the reception year, most children are likely to attain the early learning goals. Teachers plan well and demonstrate high expectations by encouraging children's independence. Children have a good awareness of space around them when using equipment and they give due consideration to their own and others' safety when moving freely in different ways such as climbing, sliding, crawling and twisting. Children also enjoy the use of large wheeled equipment and show good control over them. These activities support their personal and social skills of sharing and taking turns. Teachers sequence tasks well to set different challenges for children and enable them to improve their physical control. The school use the local leisure centre to provide weekly swimming tuition and already many reception children are confident in water and a small number have learnt to swim.
77. Suitable emphasis is given to developing hand control through early drawing, writing and painting skills. As a result of the suitable opportunities provided for writing and colouring, most children have a firm pencil grip and form most letters correctly. They also show good control when using the computer mouse to carefully design and colour their patterns. Children's manipulative skills develop satisfactorily. They build carefully with small construction equipment and cut with scissors reasonably accurately.

Creative development

78. Children make good progress in their creative development and most are likely to achieve the early learning goals by the end of the reception year. In response to the well-planned and stimulating experiences provided by the teachers, children build on their good understanding of colours and design when using letter shapes to print patterns and when making bubble pictures. Children were observed designing and making their own wind chimes using a wide range of materials, including wood, pasta, foil and shells. Children were shown how to use the hole-punch safely to make holes in the materials they chose so that they could hang them and assemble them in different ways. As a result of the sensitive prompts and challenges by the teacher and their assistants, children talked enthusiastically about their finished models and decided that tinfoil made the best noises.
79. Children enjoy working with the good range of construction kits to make model toys. Early investigation and exploration skills are taught well through a good range of activities. In one activity, children built towers to enable marbles to travel in different ways along a track. The children sing regularly and enjoy different aspects of music. They sing together tunefully and add actions when singing songs about Noah's Ark to represent the different verses, such as Noah's hammering to make the ark, waves 'swooshing' and the doves flying by. The lesson was organised well and enabled children to use tambourines and shakers to explore sounds when accompanying the singing. Good management by teachers involves children totally and creates a happy learning environment where children's contributions are valued.

ENGLISH

80. By the end of Year 2 and Year 6, standards are at expected levels overall, with attainment in speaking and listening above expected levels. These are similar to the judgements made at the time of the previous inspection at both stages. The 2001 national test results showed that while standards were similar to the national average for all pupils, the percentage of pupils reaching the higher Level 5 was above average. These figures indicate that the average and below average pupils achieve below the necessary levels to match the successes of the higher attainers.
81. In order to remedy this situation, the school identified the need to provide better support for individual pupils. As a result of the effective introduction of the National Literacy Strategy, the average and lower attaining pupils make better progress. Pupils with special educational needs related to literacy skills, make good progress and achieve well in relation to their prior attainment and set targets. The very small number of pupils who speak English as an additional language make satisfactory progress. As part of its self-evaluation procedures, the school identified and prioritised the need to improve pupils' standards in writing. Subsequently much work has been undertaken to achieve this and has successfully raised standards. In support of reading, the school now undertakes appropriate evaluation of pupils' performance in its baseline assessment and completes more rigorous analysis of national test results at the end of Year 2, in order to identify areas for further improvement. The school anticipates higher standards of attainment for average and below average attainers, through introducing new strategies for monitoring individual and group reading practices.
82. Pupils have good attitudes to the subject and are very confident in expressing their ideas. They know that their opinions will be received sympathetically by adults and by their peers. This fact, together with the good level of teachers' questioning skills,

ensures that pupils' achievement in speaking and listening is good at the end of both Year 2 and Year 6. All pupils acquire skills at their own level of need, because they have frequent and good opportunities to use and develop them. Additionally, all adults in the lessons model these skills consistently and effectively. The high priority that teachers give to the development of these skills is shown not only in literacy lessons but also in other subjects. For example, in mathematics in Year 1, selected pupils were able to justify the predictions they had made relating to patterns in number. In a Year 5 geography lesson, many pupils used a wide range of subject-specific vocabulary that showed their good knowledge of the physical features of Kenya including the rainforests. Many pupils, in conversation about the books they were reading, listened closely to the questions that were posed. In response they were able to express their own ideas and preferences clearly.

83. By the end of Year 2, most pupils attain expected levels in reading. They read fluently, accurately and with good expression. This results from teachers' recognition of the importance of this aspect of reading. When reading unfamiliar words, pupils have effective strategies that include using picture clues and sounding out letters and words. Higher attaining and average pupils are aware of the differences between the contents and the index. By the end of Year 6 most pupils, at a level appropriate to their age, explain aspects of a story plot, give an opinion about their reading book and talk about their favourite authors. These skills are well supported by their writing of book reviews that develop gradually throughout the school. By the end of Year 6, pupils' use of inference and deduction are at expected levels. Most pupils have a sound understanding of the differences between fiction and non-fiction material.
84. There have been various alterations to library provision since the previous inspection report. Currently, not all pupils by the end of Year 2 show much confidence when asked to explain how the library works or where or how they could obtain a particular reference book. By the end of Year 6, pupils' skills are more refined and in line with the expected level. As they progress through the school pupils engage more effectively in independent learning at levels relevant to their ages. By the end of Year 6 most pupils recognise that the Internet is an excellent resource for information retrieval. They confidently access this source and select information to help them complete their tasks successfully. There are plans to expand the facilities for Internet access that will further enhance pupils' opportunities for learning.
85. Teachers' good planning for the progressive development of writing skills such as punctuation, grammar, spelling and handwriting enables pupils to attain expected levels. The quality of pupils' handwriting has improved over time, particularly since the introduction of a joined style three years ago. The teachers have rightly adapted the National Literacy Strategy but with amendments made to meet the individual needs of all pupils. They achieve this by adapting some lessons to ensure that there are appropriate opportunities to develop extended writing. For example, evidence of recorded work in Year 4 related to *Treasure Island* shows that pupils draft and re-draft their work successfully to produce a final copy of good quality. Extended writing skills are also used well in other subjects, such as in history when describing their feelings about people in Victorian times.
86. Pupils write for a range of specific purposes, frequently applying their well-developed skills in ICT to support this aspect of their learning. Pupils in Year 2 show this when presenting text in a font size that matches the character of each of the three bears in the story of *Goldilocks and the Three Bears*. Consequently, the text for daddy bear was large, of medium size for mummy bear and very small for baby bear. Older pupils also show this capacity for extended writing and for using skills that have been developed well in ICT. This is evident in Year 6 in pupils' written commentaries about 'Earwig

Week'. Here they engage in diary work, undertake research relating to food chains and food webs, and study flower parts. Pupils use computer programs well to gather information. For example, they access CD-Roms proficiently in order to present information in graphics and text related to the many different kinds of spiders. In conclusion, higher attaining pupils and some average attainers present effective composite summaries in their own style that show sustained concentration and progress over time.

87. As a result of the effective introduction of the National Literacy Strategy, the quality of teaching is good. Teachers know pupils well and assess progress successfully. Teachers' management skills are also good with some very good features. This was seen clearly in an extended writing lesson in Year 6. Here the class teacher introduced a number of poems that dealt with the theme of mood. In particular the pupils studied Brian Patten's poem, '*Looking for Dad*'. As a result of his very sensitive management of the pupils and the task, the teacher led pupils effectively in the ensuing discussion that evaluated emotions and feelings. In addition, the pupils themselves were able to discuss their own experiences in an open and uninhibited manner and showed great empathy with each other when so doing. However, the length of lessons is usually more than the recommended one hour. Consequently many lessons are too long and in a good number of these, progress in learning slows.
88. Teachers set termly targets for pupils that are recorded in the individual record of attainment sheets. The outcomes of learning are also recorded. Some teachers make very good use of short-term targets that provide a sharp learning focus and enable the pupils to make more rapid progress. However, this good practice has not been systematically developed throughout the school. Similarly, the quality of marking and its impact on learning are variable throughout the school. There are examples of very effective marking but again these are inconsistent. In the best examples, marking goes beyond a simple tick to offer praise and comments which set clear targets for improvement. Homework is used effectively by the teachers to support and develop pupils' learning and provide the basis for future work, as in the development of reading skills.
89. The subject is led well although the co-ordinator has been in post on a substantive basis for only one year. Although having very few opportunities to observe and monitor teaching and learning, she has led several initiatives that have helped to improve standards, for example monitoring extended writing books to evaluate pupils' progress. She is involved in the effective analysis of national tests and has introduced analysis sheets to help identify areas for pupils' improvement. She has a good understanding of the strategies for future development. Resources for literacy are satisfactory, used effectively and relate closely to the needs of the subject.

MATHEMATICS

90. By the end of Year 2, achievement is satisfactory and the standards attained by most pupils are average. By the end of Year 6, pupils achieve well and standards are above average. This is very similar to the situation at the time of the previous inspection. However, teaching has improved since then and is now consistently good throughout the school. In Year 2 this ensures that almost all pupils reach expected levels. This year it has also resulted in a greater proportion of pupils reaching higher levels although this was not sufficient to raise the overall standard. In Years 5 and 6 pupils are taught in groups according to capability, to provide a better match of work to the needs of different groups of pupils. Along with teachers' consistent implementation of the National Numeracy Strategy and pupils' very positive attitudes to the subject, the school has

identified this as a significant factor in ensuring that the above average standards in Year 6 have been maintained. The inspection findings support this view.

91. Pupils make at least satisfactory, and often good, gains in their knowledge and understanding of all aspects of mathematics as they move through the school. This includes number, shape, space and measure, and handling data. There is a good range of work across each of these areas of mathematics. There are no significant differences in achievement between boys and girls. Teaching of pupils with special educational needs is well organised and, with the support of teaching assistants, they also make satisfactory progress. In Years 3 to 6, they make good progress as a result of particularly skilful teaching.
92. Although satisfactory, pupils' progress in using and applying their mathematical knowledge could be more rapid. Teachers miss opportunities to plan tasks for pupils to practise their skills in other subjects. For example in an athletics lesson, pupils in Year 5 could have been more actively involved in timing and recording their sprinting performances and in discussing their results. Pupils referred to their times as 'fifteen thirty-six' or 'twelve fourteen' with no follow-up questioning to check their understanding of decimals. Some examples were seen, as in geography and science, but teachers do not plan these activities systematically. In ICT good use is made of the new computer suite to support and extend pupils' learning about shape and data in all classes. However, during the inspection there was limited evidence of the classroom-based computers being used during mathematics lessons. There were also too few opportunities for pupils to carry out open-ended investigations. This restricts their development as independent learners and has a particular impact on the work of higher attaining pupils.
93. By the end of Year 2, almost all pupils have good knowledge of the value of each digit in numbers up to 99. They use this knowledge well to explore patterns on a number grid and to explain their strategies when adding 9 or 19 to a given number. They estimate and measure weight and length accurately and tell the time to the quarter-hour. They are given a wide variety of opportunities to solve word problems, including those involving shopping and money.
94. By the end of Year 6, most pupils have good basic skills in mental calculations and work confidently with large numbers. They have a secure grasp of addition, subtraction, multiplication and division. Higher attaining pupils confidently complete written calculations involving multiplication and division of three and four digit numbers. Most pupils understand how to calculate area and perimeter and learn to draw and interpret line, pie and block graphs. Most pupils with special educational needs are working at lower levels. However, as a result of the sensitive support provided by teachers and teaching assistants, they show the same very good attitudes to their work as their classmates.
95. Teaching and learning are consistently good throughout the school. Teachers are enthusiastic about mathematics, have good knowledge of the subject and communicate their interests well. This is reflected in pupils' positive response in lessons and their obvious enjoyment of the tasks that teachers plan for them. As a result, they quickly become absorbed in their work and their behaviour is good. Other strengths include the co-operative planning carried out by teachers. This co-operation results in their highly inclusive style which ensures that all pupils within each age group enjoy similar experiences. However, teachers do not show enough awareness in their planning of future learning. For example, they do not consider the key objectives for the next age group in readiness for extending higher attaining pupils.

96. Teachers' methodical approach ensures that learning builds systematically as the weekly programme proceeds. The teaching support provided in Years 5 and 6 is good. In the most successful lessons with the higher and lower attaining sets in Year 6, this is coupled with high expectations. Higher attaining pupils are challenged to think hard as, for example while calculating the value for money in four special offers for mobile phones. The choice of task sustained their interest very well. In the lower attaining set, high quality questioning and very clear step-by-step explanations and instructions led to good gains in pupils' understanding of money problems and the need to check for accuracy.
97. Although the National Numeracy Strategy has been adopted and put into practice successfully by all teachers since the previous inspection, there are aspects that could be improved. For example, in the introductory phase of the lesson, more use could be made of practical aids and teaching assistants to support pupils' developing mental calculation strategies. This is particularly relevant for average and lower attaining pupils and those who are less confident. It would enable them to become more actively involved in their learning. All teachers use the final part of the lesson to check pupils' understanding but only rarely is it used as an introduction to future learning. The length of lessons is usually more than the recommended time and consequently many lessons are too long and in a good number of these progress in learning slows.
98. Mathematics is well led by an experienced and knowledgeable co-ordinator. He has sampled pupils' work and observed teaching to gain an overview of the subject. Good procedures for checking and supporting pupils' progress are well established. Teachers assess pupils regularly against the key objectives of the National Numeracy Strategy and set individual targets on a termly basis. However, these are not yet shared with parents to support work in the classroom. In addition, teachers carry out annual tests in most age groups and review the performances of their pupils in order to identify gaps in teaching and learning. These procedures are not yet sufficiently refined to track individual pupils' progress accurately against the requirements of the National Curriculum or to ensure that all pupils reach their full potential. Neither are they being used effectively as a basis for planning.

SCIENCE

99. By the end of Year 2, pupils make satisfactory progress and achieve standards close to expected levels. By the end of Year 6, pupils make unsatisfactory progress and achieve standards which are below expected levels. This marks a decline in standards since the previous inspection when standards at the end of Year 2 were above average and standards at the end of Year 6 were judged to be average. This decline is the result of unsatisfactory provision for the subject. Since the previous inspection, assessment information has not been used consistently enough to provide the required challenge for the different levels of need. Whilst there is some monitoring of pupils' completed work, there is no monitoring of teaching and learning in lessons. Teachers' expectations of what most pupils are capable of achieving are not high enough. Whilst planning of the curriculum is good in a few classes, it is not good enough in others and leads to gaps and overlaps in coverage and to inconsistent progress.
100. In national tests, Year 6 pupils had been attaining average results until 2001 when results fell to below both the national average and the average for similar schools. Although the proportion of higher attaining pupils achieving higher Level 5 is above average, results show that not enough average and below average pupils attain the expected Level 4. Evidence from this inspection confirms that situation. Overall,

standards by the end of Year 6 are below expected levels. During the present year, the school has identified the need to raise standards and provide more challenge to enable all pupils to reach their full potential. Strategies to bring this about are in the early stage of implementation and have had insufficient time to make an impact on standards. During the inspection, the quality of teaching was satisfactory but there are still inconsistencies in teachers' subject knowledge and planning.

101. Pupils in Year 1 and Year 2 enjoy learning about different living and non-living things. Year 2 pupils build on their earlier knowledge and understanding when they use their senses to investigate the different characteristics of a range of materials. They use their own relevant vocabulary to describe qualities such as, 'very bendy', 'slightly bendy' and 'not bendy'. The teacher makes pupils very aware of safety factors when carrying out these tests. Teaching in Years 1 and 2 is satisfactory with evidence of consistent planning and coverage of scientific topics between the classes in the same year group. However, there is evidence in pupils' completed work, of not enough coverage of scientific enquiry and investigation. Higher attaining pupils and most average pupils have only a satisfactory understanding of scientific concepts, while other average and lower attaining pupils attain below expected levels. There are some weaknesses in pupils' understanding, and weak writing skills restrict the recording of pupils' learning.
102. Year 3 pupils achieve satisfactorily in all areas of the science curriculum. Pupils extend their knowledge of materials and their properties by testing them with magnets. They learn the vocabulary of 'attract' and 'repel' in relation to unlike and like poles. Higher attaining pupils have a good grasp of properties of materials and their suitability for various uses. Pupils' investigation skills in relation to magnets are satisfactory. In Years 4 and 5 inconsistency in planning leads to unsatisfactory progress and achievement overall. Analysis of work indicates the lack of shared planning between the two classes in each year group. Pupils develop a structured approach to writing but are not always expected to make predictions. In addition, there is limited reference to fair testing which is an essential feature of investigations when pupils make comparisons. In Year 5, the development of scientific enquiry skills is weak and leads to misunderstandings and wrong conclusions in work relating to shadows and the sun. One pupil wrote, 'I don't know why the sun sets and rises at different times but it is probably something to do with the moon'.
103. Year 6 pupils build steadily on previous knowledge but overall, by the end of the year, standards are still below expected levels. Pupils learn about the need for an adequate and varied diet to promote good health. They discuss the differences between what they prefer to eat and what is described as a balanced meal. Good links are made with personal and social education when pupils discuss the fact that they have responsibility to themselves and their own good health, for what they eat. On other occasions, for example work on what happens to the growth of plants under different conditions, the teaching does not match the learning needs of all groups of pupils. They all have identical writing in their books. Teachers do not always emphasise the importance of fair testing when pupils compare the effect of different factors such as the effect of different weights on the fall of a spinner.
104. Overall the quality of teaching in Years 3 to 6 is satisfactory. The management of pupils is a strength. In the Year 6 lesson observed, there was good evidence of the school's inclusive approach when the teacher planned different activities to meet the full range of pupils' needs. In other year groups, weaknesses include teachers' expectations of pupils not being high enough and ineffective planning. Although planning to meet the needs of the higher attaining pupils is satisfactory, provision to meet the needs of the average and below average pupils is unsatisfactory. There are also weaknesses in the provision of

opportunities for scientific enquiry and investigative work. New strategies introduced by the headteacher are beginning to have an impact on improving the quality of teaching. Pupils with special educational needs make satisfactory progress towards learning targets when receiving individual support from teaching assistants.

105. The school's assessment procedures are satisfactory but, until very recently, have not been used well enough to improve the quality of the planned coverage of work. There is no target setting or close tracking of pupils' progress in science. As a result, earlier gaps in pupils' knowledge, skills and understanding are detected too late to be addressed sufficiently to improve their performances by the end of Year 6. Curriculum planning is not consistent and does not systematically build upon pupils' previous learning. In a few classes, there is a lack of subject knowledge and expertise in science. Links with ICT, literacy and numeracy are satisfactory. Overall leadership and management of the subject are satisfactory and are improving but there are insufficient opportunities for the co-ordinator to monitor teaching and learning in order to evaluate strengths and weaknesses and so develop the subject further. The new headteacher has identified the subject as a priority for future development and, with the co-ordinator, has prepared an action plan to improve teaching, planning and raise standards.

ART AND DESIGN

106. The previous inspection judged that at the end of Year 2 and Year 6 attainment in art was good. Since then standards of achievement have fallen and are now at the expected levels. Pupils with special educational needs achieve well in relation to their capability. One significant factor in this fall is that teachers have less time to dedicate to the progressive development of knowledge, skills and understanding in art and design than previously.
107. However, art and design are profiled well throughout the school. Attractive displays celebrate achievement and reflect pupils' enthusiasm for the subject. This is seen for example in Year 3 paintings in the style of Jackson Pollock's abstract expressionism. Art is also used effectively to support learning in other areas of the curriculum. The scheme of work is of good quality and all staff plan experiences that build systematically on pupils' prior learning. Pupils use sketchbooks effectively to try out ideas and this is a good feature of their work.
108. Pupils are given adequate opportunities to investigate and use a wide range of materials and media and to create work in the style of other artists. This is seen for example in recorded work in Year 2, where the pupils have recreated pictures in the style of Henri Matisse's snail using swirls, crayons and pieces of paper. In a good lesson also in Year 2, pupils used line and colour effectively when working in the style of Mondrian. A particularly good feature of this lesson was that the teacher planned it to develop over more than one session. The pupils concentrated well over time in the clear knowledge that they were expected to work thoughtfully and carefully. Consequently, all pupils achieved well and made good progress. Pupils' work is exhibited in classes and public areas of the school. For example, sketch work associated with the school's 'Earwig' environmental project shows expected levels of observation and accuracy.
109. By the end of Year 6, pupils experience an appropriate range of opportunities that ensure satisfactory achievement and progress in the subject. For example, in designing and making images, pupils in Year 5 were observed reproducing African style art using overlay printing techniques. In Year 6, pupils study work by Lowry as a prelude to producing atmospheric pictures of their own that portray Victorian city life. They comment critically on ideas, methods and approaches in their own and others' work. A

good feature of this work is that it provides good opportunities for pupils to use art to support learning in history. It also provides a forum for them to develop their speaking and listening skills and enhance spiritual and cultural aspects of their learning.

110. The quality of teaching throughout the school is satisfactory. In the best practice, teachers plan links with ICT. This is seen, for example, in the Year 2 work related to Mondrian, where pupils design and print out patterns in the style of the artist. Teachers prepare and make sound use of well-planned lessons that motivate pupils. Teachers follow the school plans for each year group and this ensures that pupils' knowledge, skills and understanding develop systematically as they move through the school. Links to other subjects are identified and enhance pupils' learning in meaningful activities. This is evident, for example in Year 3, where they make pots in connection with the topic on the Romans. In Year 4 pupils make shakers containing pasta and rice in connection with work related to South American rainforests.
111. Inviting visitors to school enhances the subject further. For example, the artist Susannah Preston and the poet Abi Hughes Edwards worked successfully with pupils to produce The Millennium Mosaics in the school grounds. Funds were raised for a ten day 'textile residency' based on the theme of 'the seaside'. Activities included pupils creating woven banners using hessian as a base, an introduction to the techniques of felt making and the use of fabric dyes to create sea pictures. The co-ordinator has good expertise and although lacking opportunities to observe lessons, advises her colleagues as necessary, to further develop the subject throughout the school. She has identified the development of cross-curricular links as a way of improving the subject. Currently the subject makes a considerable and positive contribution to the school's inclusive approach and to pupils' spiritual, moral, social and cultural development. For example, this is achieved through links with geography in work related to India and South America and through the study of the work of famous artists such as Picasso and Monet. Resources are satisfactory and relate closely to the needs of the subject.

DESIGN AND TECHNOLOGY

112. By the end of Year 2 and Year 6, pupils' achievement is satisfactory and most pupils attain expected levels. It was only possible to observe one lesson during the inspection, in Year 6, due to the limited timetabling of the subject. Other evidence comes from analysis of pupils' work and discussions with pupils and the subject co-ordinator, including planning and assessment documents.
113. Pupils in Years 1 and 2 achieve satisfactorily when using a range of different materials. For example, Year 1 pupils design their own bridges and use construction kits well to make them, comparing the finished model with their plans. Year 2 pupils work with a good range of tools, equipment, materials and components to design and make products such as cakes and wheeled vehicles. They plan and sketch their designs, list what tools and materials they will need and evaluate the whole process of designing and making. Teachers provide adequate opportunities for pupils to reflect on problems that they have encountered, how they got over these and how they will use their subject knowledge and understanding to improve the quality of their future work.
114. Satisfactory achievement is evident in Years 3 and 4. Pupils learn different skills to tackle a wider range of tasks. Year 3 pupils create pneumatic monsters and learn how to stitch embroidery. They design their stitching on paper and improve its quality by practising on cloth. Year 4 pupils make Tudor homes in links with their history work. Teachers' planning places due emphasis on each of the designing, making and evaluating stages. Improving skills of evaluation is seen in the process by which pupils

score points for the different elements, such as the finished product, fitness for purpose, design, choice of materials and decoration. Pupils work with interest, share materials and resources and proudly present their finished products. This has a positive impact on their learning and confidence. Boys and girls of all capabilities have similar positive attitudes to learning and achieve similar standards.

115. Year 5 and Year 6 pupils show satisfactory achievement in their work on puppets, designing appliqué pictures in a frame and making their versions of fairground rides. Work relating to the fairground ride, included satisfactory planning, initial sketching of a design, a list of materials required and a plan for making and decorating. Pupils in Year 6 were observed designing and making a pull-along toy that had to be powered by using a cam mechanism. Overall, standards were at expected levels. Higher attaining pupils' make more detailed and accurate design sketches, which are fully labelled and include measurements of different parts. Finished products of higher attaining pupils are made to an above average standard. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress.
116. The overall quality of teaching is satisfactory. Teachers' planning makes relevant links with other subjects such as, mathematics when measuring accurately, and art and design when using different materials. The newly appointed co-ordinator is enthusiastic. Her overall leadership and management of the subject are satisfactory. She has attended professional courses and used the information gained to provide a clear direction for improving the subject. She uses her expertise effectively to improve the subject. The use of assessment related to national guidance is in the early stages of implementation. She knows the strengths and weaknesses of the subject by talking with staff and evaluating and analysing evidence of pupils' work but has had few opportunities to monitor teaching and learning. She is also aware of the need to extend the time allocated to the subject.

GEOGRAPHY

117. By the end of Year 2 and Year 6, most pupils make satisfactory progress and achieve expected levels for their respective ages as a result of satisfactory teaching and their good attitudes to learning the subject. Boys and girls, including the very small number of pupils who speak English as an additional language, all participate equally well in learning and make similar progress. Pupils with special educational needs receive satisfactory support to meet their specific targets and make sound progress.
118. Pupils in Years 1 and 2 begin to learn about features of their own and other areas. They draw maps of local streets and describe a walk along some of them. Year 2 pupils achieve well when learning map skills. They interpret different maps, comparing some to aerial photographs and describe places of local geographical importance, such as Deal Castle. They are good at asking questions, for example, 'what makes a holiday place attractive for tourists?'
119. Pupils in Years 3, 4 and 5 make satisfactory progress even though time spent on teaching the subject is limited due to restrictions in timetabling. However, during this time they acquire sound knowledge and understanding of the distribution of rainforests in the world and good knowledge and understanding of physical features of rivers and of how the process of erosion affects the landscape. Year 5 pupils develop good map skills, including the use of four-figure co-ordinates to locate features of geographical importance. They use different scales to work out the longest and shortest routes between two places. They are also given opportunities to use different sources of evidence to learn about environmental issues of their choice, for example acid rain,

dynamite fishing and oil spillage. However, there are inconsistencies between the Year 5 classes in the range of learning opportunities provided and in the teachers' expectations.

120. Pupils in Year 6 make better progress and the quality of provision is similar in both classes. They have good knowledge of the geography of St Lucia and they compare and contrast it with the geography of the local area. They learn about the different occupations that people have and how these can change according to seasons and local circumstances. Pupils effectively use various sources of information, including those accessible through the use of ICT. They also extend their knowledge of rivers by looking at the longer-term effects of water erosion on the landscape. By the end of Year 6, standards are at expected levels.
121. The overall quality of teaching is satisfactory. It is mostly satisfactory but in one lesson teaching was very good. In this lesson, the teacher had planned and prepared the work very well. The objectives were very clear and shared with the pupils. The teacher had collected and displayed a very good range of resources and organised teaching and learning to give the maximum benefit of these resources to pupils. In addition, the teacher had very high expectations of learning and made effective use of printed resources. She evaluated learning and revisited certain areas of work where her assessment of learning identified the need.
122. The leadership and management of geography by the co-ordinator are satisfactory. Although there are no opportunities for the monitoring of teaching and learning, she is aware of the strengths and weaknesses of the subject. For example, she is aware of the need to extend the amount of time allocated to the subject so that pupils' knowledge, skills and understanding are developed systematically and in greater detail throughout the school. Satisfactory assessment procedures are in place, but the school does not make effective use of this information to monitor pupils' achievement and identify areas requiring better coverage. Overall, resources and their use are satisfactory.

HISTORY

123. By the end of Year 2 and Year 6, standards in history are at expected levels. All pupils achieve satisfactorily and gain a sound knowledge and understanding in the subject. These judgements are similar to those made at the time of the previous inspection. Good planning and teachers' enthusiasm help pupils develop an interest in history and an awareness of time and its implications.
124. By the end of Year 2, pupils have a good understanding of the past and present. They use evidence in the form of photographs and artefacts well. They make informed guesses as to whether items are 'old' or 'very old'. This is encouraged by good teaching strategies, which place an emphasis on exploration, discussion and accuracy. Thus, in a good Year 2 lesson, pupils discussed photographs from the 1950s to back up a meeting they had had with a teacher's mother during Jubilee Week. Pupils were quick to identify what was different in the photographs, whether it was the modern use of plastic, the lack of television aerials or the dullness of clothing. The teacher challenged pupils and they were asked to justify their answers. In this way, pupils developed an understanding of similarities and contrasts between our own times and those of others. They also used their knowledge of science with regard to how gas lighting differs from electricity and how plastic is different from metal in objects such as pushchairs. Some work is repeated in Years 1 and 2 and the co-ordinator has plans to review this soon.
125. By the end of Year 6, pupils have experienced a range of activities. They have also experienced well-planned visits to the local church, Dover Castle and museums.

Through all of these experiences they develop their understanding of why people acted and thought as they did and how our ideas have built on those of past societies and civilisations. In Years 3, 4 and 5 pupils have explored how people lived in Ancient Egypt, in Roman, Saxon and Tudor times and thoughtfully identified the main differences between the various civilisations. Year 6 pupils learn about the Victorians and Britain since 1930 and discover how Deal and its residents were affected during World War Two because it was so close to France. Pupils with special educational needs receive good support to enable them to make good progress in their knowledge and understanding of the subject. They enjoy learning about the past.

126. In a good Year 6 lesson pupils researched and printed Internet materials in order to develop a timeline of the Victorian period. As well as thinking hard, they also developed skills relating to note-taking, chronology and sequencing photographs of Queen Victoria and her family. In addition, the work includes a residential visit to the Isle of Wight and Osborne House. This work typifies the way in which history builds on good teaching, good use of resources and the very effective use of reading, writing, listening and speaking skills across the whole history curriculum.
127. The quality of teaching is good. Strengths lie in teachers' good subject knowledge and good planning which makes good use of resources. The success of history throughout the school relates to good co-ordination. The co-ordinator has been able to monitor planning and build on the effective use of artefacts and other relevant resources. She has started to monitor teaching, but more detailed work needs to be carried out on this. Effective use is already being made of ICT in, for example, accessing the Internet for researching the second half of the twentieth century. This is an area that the school intends to integrate into history teaching with beneficial results. Given the expertise within the school, the co-ordinator now plans to encourage staff to share skills and teaching strategies and make more effective use of local visits.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

128. By the end of Year 2 and Year 6, achievement is good and most pupils attain levels higher than those expected nationally. This is a similar judgement to that made at the time of the previous inspection. A new computer suite has been created, resources have been updated and improved and there are good links with other subjects. Other improvements, including better subject knowledge and confidence by teachers and the appointment of a part-time technician, have also contributed to the good standards.
129. From an early age, pupils are keen to operate computers. They learn to access programs, using the mouse control and keyboard accurately and they acquire a range of basic technological skills. In Year 1, teachers link computer use well to other subjects such as literacy, numeracy, art and design and science. For example, Year 1 pupils designed their own illustration of the human body and added names of main parts, such as head and neck, down to leg and foot. Year 2 pupils develop their wordprocessing skills well when writing and printing their own text relating to the story of *'Goldilocks and the Three Bears'*. They change the font size of speech from large to medium or small to match the size of the speaker, namely daddy, mummy or baby bear. Teachers plan a wide range of experiences, including how to control the movements of a floor robot, designing patterns in the style of Mondrian and supervising access to the Internet to gather information about authors such as David McKee and his stories of *'Elmer the Elephant'*. These experiences fill them with enthusiasm and encourage them to share ideas, make things happen and learn more about the use of technology in the outside world.

130. In Years 3 to 6, pupils build enthusiastically on their knowledge and skills in the subject. They make good gains in their learning and effectively use different forms of technology in almost every other subject. Year 3 pupils extend their knowledge by creating different sizes and styles of print to create eye-catching articles similar to those they have found in magazines. Good provision by teachers in Year 4 enables pupils to use wordprocessing programs well to describe school events, with accurate use of capital and delete keys and punctuation. They also use a data handling program to carry out surveys and present information in the form of block and pie graphs. Year 5 pupils extend their control work to create sequences of instruction to design routes for a screen turtle. To enhance work in history, they access various sources to gather information about Ancient Egypt and then create their own Powerpoint presentations about life in that time.
131. By the end of Year 6, the good curriculum provision extends opportunities for pupils to work together in finding things out, developing ideas and making things happen. They access a wide range of information about the Second World War and in particular, how it affected the lives of people in Deal, who lived in a vulnerable area near France. They have also prepared their own slides for individual Powerpoint presentations about *'The Home Front, 1939-1945'*. In literacy work to create expressive prose about how it might have felt to be evacuated, one pupil wrote, 'I felt a tear come to my eye. Emotions flooded through me as I gave my mum and dad one last cuddle'. Good planning also enables pupils to use spreadsheets in links with mathematics, and art programs to design 'Healthy Living' posters by assembling graphics and text.
132. Pupils with special educational needs make the same good progress in their learning due to specific support from teachers and teaching assistants. They use technology to aid their own programmes for development and most attain expected levels or higher levels. Pupils who speak English as an additional language also make good progress and attain above expected levels. The strengths of the subject have been not only maintained since the previous inspection but have been improved and extended to meet the greater demands of the subject.
133. The quality of teaching is good. Strengths are in the teaching and reinforcement of skills through a well-planned lesson each week in the computer suite. Good opportunities are provided during other lessons to enable pupils to put their ideas into practice. Teachers and teaching assistants have a good knowledge of computing and make good links with most other subjects. Pupils work successfully in mixed-ability pairs and this collaboration successfully promotes their social and personal development. Teachers successfully promote pupils' very good attitudes to the subject and, as a result, they enjoy using computers and other technological equipment. The good financial investment in resources has had a positive impact on pupils' learning, which has benefited considerably from the greater opportunities to work regularly on computers.
134. The co-ordinator provides good leadership and manages developments in the subject well. Good use is made of a part-time technician who provides good support for pupils of all capabilities, reinforcing the school's inclusive approach. Good staff development has taken place in the subject. As a result, all teachers have greater confidence and expertise and use the resources to good effect. Sensors are also used at relevant times to enable pupils to monitor light and temperature levels over a period of time. Better planning, related to the curriculum coverage, provides increasingly demanding challenges to meet the needs of all pupils in each year group. Teachers evaluate and record pupils' progress effectively to inform the next stages of planning and to enable the pupils to set targets for their own attainment.

MUSIC

135. By the end of Year 2 and Year 6, pupils attain the levels expected for their ages. This is a similar judgement to that made at the time of the previous inspection. Since then, following a change of co-ordinator, new curriculum guidance has been introduced, teachers' confidence has improved and there is wider provision for pupils to learn musical instruments and participate in musical events.
136. Most pupils sing well. Pupils in Years 1 and 2 sing songs in tune from memory, in unison and with clear diction and phrasing. In one excellent lesson, all Year 2 pupils were given opportunities to learn more about the music of the 1950s following a recent school focus. Pupils sang tunefully and enthusiastically their versions of *'Rock Around The Clock'*, *'Blue Suede Shoes'* and *'Love Me Tender'*. In response to the excellent teaching strategies used by the teacher, they also identified musical patterns and elements relevant to each song. These were achieved by the teacher deliberately playing the wrong pitch of notes, the wrong rhythm of beats or the tempo too fast. Pupils were quick to demonstrate their knowledge by identifying what needed to be improved and their enjoyment was very evident.
137. Pupils in Years 3 to 6 build systematically on their knowledge and appreciation of music. Year 4 pupils widen their repertoire of songs satisfactorily when they sing counting songs from memory and then are challenged to compose their own songs, adding actions and instrumental accompaniment. They practise in groups, exploring ideas and developing their performances. At the end of the lesson, the groups perform to each other. They all listen carefully to each other and make sensible comments when invited to evaluate each other's performances.
138. Year 5 pupils took part in a well-planned lesson which made good links with geography work about Kenya, including African art and design patterns and a CD-Rom with examples of images and sounds of African musical instruments. Pupils were quick to identify whether the sound came from a wind, string or percussion instrument and were then shown the picture and the name of each instrument in turn, many of them completely new in their experience. The lesson was then sequenced well to enable them to use their own good range of instruments to compose phrases based on the African rhythmic patterns they had heard. The end results confirmed that pupils had effectively learnt the objective of the lesson, that 'the heartbeat of Africa is musical rhythm'. There were no Year 6 lessons timetabled within the period of inspection but evidence from assemblies and performances by a number of individual musicians confirms that standards by the end of Year 6 are at least at expected levels.
139. The quality of teaching is satisfactory overall, with one excellent lesson in Year 2. Music has a limited place in the curriculum timetable, but when it is taught, pupils enjoy their experiences and teachers plan satisfactory lessons which involve listening, appraising and performing actively. Little assessment takes place to monitor pupils' progress. Learning is enhanced by the opportunities for pupils to learn to play recorders, to receive instrumental tuition and sing in the school choir. The enthusiastic co-ordinator provides good support for other teachers and effective leadership in the development of the subject by introducing new curriculum guidance. It provides useful structure for teachers in planning lessons and supports the progressive development of knowledge and skills. However, he has had no opportunity to observe teaching and learning in other classes. There is a lack of systematic monitoring to identify and address areas in which teachers feel less confident and to share good practice to enable all pupils to achieve well. Resources are satisfactory and are used effectively to support pupils' learning.

PHYSICAL EDUCATION

140. The physical education programme includes all the essential aspects of the National Curriculum. Games, gymnastics and dance are taught throughout the school with the addition of athletics in Years 3, 4, 5 and 6, outdoor and adventurous activities in Year 5 and swimming in reception and Year 3. By the end of Year 2, standards in the work seen are at expected levels and have been maintained since the previous inspection.
141. The previous inspection judged standards in Year 6 to be above expected levels. As no lessons could be seen in Year 6, it is not possible to make a judgement of this sort, but standards in Years 3, 4 and 5 in athletics, dance and gymnastics are now similar to those expected for pupils of these ages. The school's records show that by the end of Year 6, standards are below expected levels in swimming. Pupils with special educational needs are fully integrated into lessons and most achieve at a rate similar to their classmates as a result of teachers' careful strategies to engage all pupils actively and fully in their learning. Frequently this involves the sensitive support of teaching assistants. There is no difference in the standards attained by boys and girls. Following the recent appointment of the new co-ordinator, physical education has been given a higher priority in order to reverse the apparent decline in standards in Years 3 to 6.
142. By the end of Year 2, most pupils demonstrate reasonable levels of control and co-ordination when exploring the basic skills of sending and receiving. They use a variety of balls and quoits of varying sizes and textures to develop satisfactory catching, bouncing, rolling and throwing skills. They show a growing awareness of space and work enthusiastically in small groups, mostly sharing equipment and taking turns successfully. They evaluate their performances while inventing a game in which all pupils can be involved.
143. In Year 4, they take part readily in practising relay baton changes, listening attentively to the teacher's clear explanations and instructions. They gain a good understanding of the need to warm up particular body parts to prepare for specific movements before vigorous activity. The warm-up phase is a strong feature also of gymnastics in Year 5 with individual pupils successfully leading different exercises to cover all of the main muscle groups. Although standards overall are in line with expected levels, a significant minority of pupils, mainly girls, attain higher standards of fluency in their performances. Their well-planned sequences included good examples of movements such as cartwheels and straddle handstands.
144. Overall, teaching is satisfactory. The quality of teaching and learning in good lessons has particular strengths which include the important skill of managing pupils well to promote high levels of responsibility and good attitudes and behaviour. Interaction between teachers and pupils is effective and good questioning and clear explanations were features of all lessons. Teachers provide frequent opportunities to watch and carefully observe the performances of others. In Year 2, for example, this gave pupils good ideas that they used well in designing their own games. This was particularly helpful as they were expected to explain the rules for their games and this encouraged careful thinking. However, this good teaching is not consistent throughout the school. Improvements have not had sufficient time to produce higher standards because basic skills were previously not being developed systematically by building on pupils' earlier experiences as they move through the school.
145. Teachers have insufficient guidance to ensure the progressive development of pupils' skills in planning, evaluating and performing, in addition to the improvements in control and co-ordination of movement that come with increasing maturity. This leads to

activities being repeated, for example the sprinting technique in Year 4 and Year 5, without making the core task more challenging for the older age group. In addition, there are no formal procedures for assessment to note pupils' significant achievements or weaknesses to form a basis for planning future activities. It is difficult, therefore, for teachers without specialist knowledge to identify what pupils need to do next in order to improve and to move from one National Curriculum level to the next.

146. The recently appointed co-ordinator is knowledgeable and enthusiastic and currently provides satisfactory support for colleagues. With the strong support of the headteacher, she is now working hard to raise the status of physical education within the school. They have identified the need, initially, to review the amount of time allocated to the subject as a whole and the time spent by each class on each of the elements of physical education. There has, however, been no monitoring of teaching and learning. Consequently there is no firm overview of what works well and what does not. There is very good provision for pupils to take part in extra-curricular clubs and activities and in competitive sport. These opportunities effectively support and extend pupils' classroom learning. They also contribute well to their personal and social development by encouraging them to pursue their own interests and to work with pupils of other ages and from other classes. The physical education curriculum is considerably enhanced also by activities such as the African dance sessions provided for older pupils during the inspection. This was an excellent opportunity for pupils to explore basic patterns of movement while learning about, and developing an appreciation of, other cultures as well. Resources are good and are used well to support the development of pupils' skills.

RELIGIOUS EDUCATION

147. By the end of Year 2 and Year 6, standards in religious education meet the expectations of the locally agreed syllabus. Pupils' understanding of moral values and the main events within the development of Christianity, is good. Teaching in religious education makes a good contribution to the moral development of pupils through, for example, developing their understanding of Bible stories and the value of helping others.
148. By the end of Year 2, pupils have a very clear idea of right and wrong and how stories, for example, in the Bible, demonstrate this. Teaching is satisfactory and uses a lot of story work and role-play to fully involve pupils. In a good Year 2 lesson, pupils listened attentively to a very well told story of Moses and the plagues of Egypt. Following this, they enacted the story, taking the parts of Egyptians, Israelites, Pharaoh, Moses and Aaron. Their involvement was total and their improvised dialogue indicated a good understanding of both the story and the issues. In another good Year 1 lesson, pupils listened to the story of Noah's Ark. They followed this by acting and drawing the pairs of animals. In both cases a combination of well told stories and pupil involvement provided pupils with experiences that helped them to retain the essential elements of important stories. In the process they also took in the moral and spiritual issues within the stories. Teachers' planning indicates that stories from other faiths are used as well, as are resources that emphasise the different ways in which religions record and celebrate key events and beliefs.
149. Teaching is satisfactory in Years 3 to 6. Pupils listen to, and digest, a lot of information given them by teachers, but they are not always provided with the strategies to help them understand and think about what they are hearing. Opportunities are provided for pupils to write about the subject and there are many occasions where good discussion takes place to reinforce issues. Year 5 pupils learn about the lives of early martyrs, such as St Stephen, and thoughtfully explore the issues of right and wrong. Year 6 pupils extend their consideration of moral issues in links with history work when putting forward

arguments for charity funding relating to Dr Barnardo in Victorian times. However, there are not enough occasions for pupils to express what they know in more lively ways, such as a comic strip or role-play. Pupils are not sufficiently encouraged to extract common themes from stories, to compare beliefs and values or to understand that there are different places, forms and texts for worship.

150. The school makes good use of the local church as a resource. Members of that church provide very effective contributions to school assemblies. At present this is the main form of input and does not provide an adequately balanced view of the many faiths that exist in the world. The co-ordinator is new to the school and is about to review her role with regard to monitoring and supporting staff. The subject currently lacks the benefit of a thorough evaluation and monitoring process to ensure that all classes have the same good teaching that some already receive. Resources are satisfactory and are used effectively to support pupils' learning.