

INSPECTION REPORT

PEMBURY SCHOOL

Pembury, Tunbridge Wells

LEA area: Kent

Unique reference number: 118280

Headteacher: Mrs C Thewlis

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 20th – 24th May 2002

Inspection number: 194918

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:	4 to 11 years
Gender of pupils:	Mixed
School address:	Lower Green Road Pembury Tunbridge Wells Kent
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Turner
Date of previous inspection:	June 1997

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21090	Mr D Manuel	Registered inspector	Mathematics Information and communication technology 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?
9942	Ms S Stevens	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?
16038	Mrs J Bavin	Team inspector	Art and design Foundation Stage	How good are the curricular and other opportunities offered to pupils?
10827	Mr M Marjoram	Team inspector	History Physical education Religious education	
17693	Ms E Digby	Team inspector	English Music Special educational needs	
20832	Dr M Galowalia	Team inspector	Science Geography Design and technology English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
 PART C: SCHOOL DATA AND INDICATORS	 21
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	 25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pembury School is a community primary school for children aged between four and eleven years. The school is situated in the village of Pembury, near Tunbridge Wells in Kent and serves the local area. It has 405 pupils on roll, above average for this type of school, organised into two similar classes in each year group. There are 72 pupils on the register for special educational needs (18 per cent - below average); nine have a statement of special educational need. Only four per cent of pupils are identified as eligible for free school meals (below average). There are six travellers' children. There are very few pupils from minority ethnic groups, one child speaks English as an additional language but is not at an early stage of acquisition. Attainment on entry indicates that children are above average. The headteacher has been in post for just under two years.

HOW GOOD THE SCHOOL IS

Following an unsettled period of change, the new headteacher provides outstanding leadership and has brought about a new positive learning culture in what is now a successful school. Staff work effectively as a team and all show a commitment to raise standards. This is evident in the good planning and teaching and the above average standards in six subjects. The school demonstrates its commitment to providing an inclusive education by having created a strong community approach within the village and doing its best for all pupils. Children's achievements and wellbeing are at the heart of the school's principles. Governors, staff, parents and pupils all acknowledge the improvements of the past year. Much has been achieved, although there has been insufficient time for the new initiatives to benefit every subject and aspect. There are still areas for improvement, of which the school is aware. Taking this into account, the school provides satisfactory value for money.

What the school does well

- The leadership provided by the headteacher is outstanding and sets a very clear direction for the future development of the school.
- By the end of Year 6, pupils attain above average standards in information and communication technology (ICT), art and design, history, music, physical education and religious education.
- Provision for pupils' spiritual, moral, social and cultural development is very good and results in very good attitudes and relationships throughout the school.
- Teaching and learning have improved to good levels and as a result, standards are rising.
- The provision for pupils with special educational needs is very good.
- There are very good links with parents, and parents themselves have very good views of the school.

What could be improved

- The breadth and relevance of activities in the reception classes require further development.
- Better use should be made of assessment procedures to ensure that all pupils are challenged to reach their full potential.
- The involvement of subject co-ordinators in monitoring and evaluating teaching and learning and sharing good practice needs to be more consistent.

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. The quality of teaching has improved, particularly in the past year following initiatives by the headteacher. The need to improve assessment practice has been identified and new

procedures have been implemented but there is still a need to track and monitor pupils' progress more closely in order to challenge all pupils to reach their full potential. The teaching and assessment of children in the reception classes have been improved but there is a lack of a sufficiently broad range of relevant activities for this group. Very good improvement has been made in the provision for pupils' cultural development and the monitoring of health and safety procedures. In addition to these previous issues, a positive teaching and learning atmosphere has been created within the school and this has resulted in a shared commitment to improve the quality of education provided for all pupils. Good improvement has been made in raising standards in ICT, art and design, music and religious education. However, standards in English, mathematics and science have fallen from above average levels to average levels. This fall is due to the lack of consistency in challenge for all pupils in the much wider areas of learning within these key subjects. Teachers' short-term planning has improved in some elements but still remains inconsistent in providing this challenge. Significant improvement has been made in the provision for pupils' spiritual, moral and social development and there have been improvements in pupils' attitudes, behaviour, curriculum provision, extra-curricular provision and in links with parents.

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	A	B	B	C
mathematics	C	C	C	D
science	C	C	E	E

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

Over the past three years, the trends in test results for pupils in Year 6 in English, mathematics and science show a decline when compared to national results, although there was a slight improvement in mathematics in 2001. The decline is due to the lack of focus in teaching and learning in these vital subjects for a significant period following the previous inspection. All groups of pupils have achieved well during the current year. In tests in 2001 at the end of Year 2, results have been well above average compared to the national average in reading, writing and mathematics. Reading and writing results for these pupils placed them in the highest five per cent nationally. These results indicate good achievement for this particular year group in relation to their levels of attainment on entry to the school.

In September 2000, the school identified the need to raise the standards of Year 6 pupils. Realistic targets for the year 2001 were set and results were close to the predictions. Predictions for the current Year 6 pupils show that proportions of pupils attaining average and above average results are expected to be close to the national standards for 2001 in English, mathematics and science. Inspection evidence indicates that as a result of improvements in teaching, most pupils achieve well in English, mathematics and science and are improving to reach average levels after the period of decline. Standards have risen to above average in ICT, art and design, history, music, physical education and religious education and reflect the new positive learning culture in the school. Inspection evidence shows that at the end of the reception year, attainment is above the expected levels relating to the early learning goals. Pupils in Year 2 attain standards in English which are at expected levels in reading, writing, speaking and listening. In mathematics and science pupils attain expected levels. Standards are above expected levels in art and design, ICT and religious education and are at expected levels in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good and contribute well to their academic achievements.
Behaviour, in and out of classrooms	Behaviour is good and is a major factor in the happy life of the school.
Personal development and relationships	Very good. Pupils enjoy taking responsibility and carry out their duties conscientiously. These qualities contribute to the purposeful atmosphere and the climate for learning.
Attendance	Good. Current attendance is above the national rate.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 is good. During the inspection teaching was satisfactory or better in nearly all lessons with almost three-quarters being good or better. There are now higher proportions of teaching that are good or better than at the time of the previous inspection. The teaching in the reception classes is satisfactory and enables all children to make satisfactory progress in their learning. In Years 1 to 6, teaching is good and reflects the greater consistency in planning in the past year. The characteristics of the good and better teaching include detailed planning to meet the full range of pupils' needs with clear expectations and good management of behaviour. These factors create a purposeful working atmosphere in lessons. Teachers question and prompt pupils skilfully, ensuring that pupils of all capabilities are fully involved in whole-class discussions. However, in a very small number of unsatisfactory lessons and in some which are satisfactory overall, relative weaknesses include not sustaining the levels of challenge throughout the lesson. Another weakness is inadequate use of assessment information to track progress and plan the next steps in learning.

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 wide curriculum of good quality for Years 1 to 6. However, there is insufficient breadth and range of the learning activities for children in the reception classes.
Provision for pupils with	Provision for these pupils is very good. They enjoy full and equal

special educational needs	opportunities to the curriculum.
Provision for pupils with English as an additional language	The very small number of these pupils receive the same good quality provision as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects are promoted very well through assemblies, religious education and other lessons. Pupils are encouraged to discuss a range of issues and show due respect for the opinions and feelings of others and their associated cultures.
How well the school cares for its pupils	A very good level of care is provided. The welfare of all pupils is a fundamental priority for the school.

The school has created a very good partnership with parents. Their views are very positive and they welcome the improvements in morale.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and gives a very clear direction for improvement. She delegates well to key staff and succeeds in inspiring all staff to work effectively as a team.
How well the governors fulfil their responsibilities	Governors carry out their duties well and provide good support for whole-school development with the best interests of pupils in mind.
The school's evaluation of its performance	Although strategies have only developed in the past year, the school is taking decisive action to improve.
The strategic use of resources	Overall, resources are used well and support learning in all areas of the curriculum. The levels of staffing are satisfactory and the accommodation and its use are adequate. 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 in school. • The school expects children to work hard and achieve their best. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Parents would like to be better informed about how their children are getting on. • Parents would like the school to work more closely with them.

The inspection team endorses all the positive views of parents. With regard to what parents would like to see improved, the team is aware that the new headteacher and governors have identified these as areas for improvement. The team considers that the new 'open-door' policy has been successful in helping the school work more closely with parents. The new arrangements for parent consultations enable them to meet with both the current class teacher and the teacher for the following year. In the team's view, these arrangements are very positive and should address the concerns that parents have. At their meeting, parents were very pleased with improvements made by the new headteacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception classes with levels of attainment which are above average for this age. Children make satisfactory progress in the six areas of learning and by the time they enter Year 1, most achieve the early learning goals in these areas and a high proportion exceed them.
2. The school's results in the National Curriculum tests in 2001 for seven-year-olds in Year 2, were well above the national average in reading and mathematics and above average in writing. When compared to similar schools, standards were well above average in mathematics, above average in reading and average in writing. Trends over the past five years have been close to national trends. These results show that the above average levels that pupils have on entry to the school are maintained during Years 1 and 2. In the national tests in 2001 for eleven-year-olds in Year 6, results in English were above the national average, in mathematics were average but in science were well below average. When results were compared to similar schools, standards in English were average, in mathematics were below average and in science were well below average. Over the past five years, the trends in English, mathematics and science show a decline when compared to national results, although there was a slight improvement in mathematics in 2001.
3. The Year 6 results confirm the weaknesses in standards identified by the headteacher on her appointment. With the governing body and staff, she analysed the school's performances and identified the need to raise standards and provide greater consistency in planning, teaching and the use of assessment, as a significant number of pupils were not reaching their full potential. Annual targets are set by the senior management team and the governing body who predict the percentages of pupils who are expected to reach average and above average levels by the end of Years 2 and 6. Targets for the year 2001 were realistic and results were close to predictions. Targets for the current Year 6 pupils show that proportions of pupils attaining average and above average results are expected to be close to the 2001 results in English, mathematics and science. The school will maintain its priority to raise standards further.
4. Standards are broadly confirmed by the work seen during the inspection, which indicates that most pupils' achievement is often good and by the end of Year 6 they attain standards which are at expected levels in English, mathematics and science. The school's priorities, aimed at raising levels of achievement, are confirmed by the inspection judgements. Although achievement has improved, there is insufficient challenge for pupils of all levels to achieve their full potential.
5. Inspection evidence shows that pupils in the current Year 2 attain standards in English which are at expected levels in reading, writing, speaking and listening. In mathematics and science pupils attain expected levels. In the other subjects, standards are above expected levels in ICT, art and design and religious education. These judgements indicate that since the previous inspection standards have improved in these subjects, which previously had been at expected levels. In all other subjects, standards are at expected levels.
6. The current Year 6 pupils achieve well overall and attainment in English, mathematics

and science matches national expectations. In ICT, art and design, history, music, physical education and religious education attainment is above expected levels. Since the previous inspection, standards have improved in ICT, art and design, music and religious education, which were previously judged to be at expected levels. The improvements are due to better curriculum provision and the better subject knowledge of teachers. Standards in design and technology and in geography are at expected levels. Standards in English, mathematics and science have fallen since the previous inspection when they were judged to be above expected levels. This drop is due to the lack of focus in teaching and learning in these vital areas for a significant period following the previous inspection. All groups of pupils have achieved well during this year.

7. Pupils with special educational needs receive very good support and make good progress in relation to individual targets. Pupils with statements of special educational need and those with other significant special needs make good progress towards their individual targets and work is well matched to their needs. Higher attaining pupils have achieved well this year, since the greater emphasis on planning more challenging opportunities to extend their skills. As a result, these pupils make good progress towards higher standards. Average attaining pupils make satisfactory progress and the school has rightly identified the need to provide more challenge to extend their achievement. The very small number of pupils who speak English as an additional language make good progress and achieve their full potential.
8. Pupils of all capabilities are given adequate opportunities to develop their literacy and numeracy skills in links with other subjects. These opportunities were seen to good effect, particularly in history, geography and science lessons. Good reinforcement of ICT skills was seen in supporting work in literacy, mathematics and science.

Pupils' attitudes, values and personal development

9. Pupils' attitudes are very good. The high quality of their attitudes to school, their personal development and the relationships they have with each other and with adults who teach and care for them, have been improved since the previous inspection. Parents endorse the positive attitudes promoted by the school and the good support given to their children as individuals. Children enjoy coming to school and pupils themselves express very positive views about their experiences of school life. Their behaviour, both in the classrooms and around the school, is good and in assemblies it is very good. During their time in school, pupils develop mature and socially responsible attitudes to their school community and are eager to share their enthusiasm about the aspects of school life they particularly enjoy. These positive attitudes contribute well to their achievements academically and in the sporting field.
10. Children in the reception classes arrive happily at school with their parents and other siblings and settle quickly into the routines of the classroom, developing confidence with each other and their teachers. In Years 1 to 6, most pupils arrive at school in good time plunging enthusiastically into the many varied and interesting activities with enthusiasm and chattering with friends, developing good social and collaborative skills. Their behaviour is good and they listen carefully to each other and to their teacher, although a few quickly become bored and restless when their attention is allowed to lapse. Pupils help one another and tidy up carefully and sensibly, often without being asked. Because the school is committed to inclusion, very good support is provided for pupils with special educational needs and this help enables them to take a full part in all the activities offered in the school. Throughout the school, pupils' responses to the improved structure and challenge for the literacy and numeracy lessons are very

positive and are significant factors in the standards achieved in these subjects. They are keen to offer their own ideas about their work and, because teachers value all these contributions, pupils' confidence and enthusiasm grow. Because pupils are expected to work hard and to do the best they can, most settle quickly to their tasks and apply themselves with determination. They try hard to please their teachers and glow with pride when their efforts are rewarded with stickers or a house point. Pupils are articulate and interested in their work and show a friendly willingness to engage in conversation with visitors or explain, in detail, the correct way to collect tadpoles during a pond dipping exercise in the environmental area.

11. The pupils' good-humoured behaviour is a major factor in the happy life of the school community. The majority of parents, who expressed a view in conversations during the inspection, consider the behaviour in the school to be good and to have improved since the previous inspection. Pupils respond very well to consistent, kind and firm management by members of staff and they quickly understand how they are expected to behave. In a few lessons where a minority of pupils behaved in an unacceptable manner, it was largely as a result of some inadequacies in behaviour management by teachers. Pupils move about the school purposefully and sensibly. The oldest pupils provide good role models as do the elected members of the school council. Behaviour in assemblies is very good. They know the difference between acceptable and unacceptable behaviour and have a good understanding of the results of their own actions. They are well motivated by praise. Pupils with poor behaviour tendencies are very well supported to try to achieve their own personal goals, and potentially disrupting behaviour is managed sympathetically and firmly by knowledgeable staff. There is no evidence of bullying and the pupils say that they know it will not be tolerated. There have been no exclusions.
12. Pupils' personal development and their relationships are very good. They make a significant contribution to the purposeful and happy atmosphere in the school. Pupils are polite to adults and to each other and treat resources with care and respect. Year 6 pupils help and support the infant pupils and keep an eye on their welfare. They show kindness and good humour when organising small group activities in the conservation area, for example, during their lunch break. Pupils respond very well to the opportunity to take responsibility, conducting research into requests to the school council for mixed play or into the safety aspect of ball games in the school playground. They are reliable and willing and confidently express their many interesting views on school life as they carry out their duties conscientiously and with pride.
13. The rate of pupils' attendance is good this year, being above the national average. The level of unauthorised absence is below the national average and this reflects the school's good procedures for following up absences. The good rate of attendance shows a considerable improvement over that of the previous academic year, when the poor attendance of two pupils distorted the otherwise above average rate for the school as a whole. These two pupils no longer attend the school. Registration is quick and efficient, complying fully with statutory regulations in all classrooms. The majority of pupils are punctual and reflect the school's emphasis on prompt and regular attendance.

HOW WELL ARE PUPILS TAUGHT?

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

or better in nearly 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. These improvements have been achieved since the arrival of the present headteacher when she identified weaknesses in the consistency of planning and teaching and the lack of involvement of teachers in analysis of the school's results to identify areas for improvement. Good team commitment has been created by the new positive approach.

15. The teaching of children in the reception classes is satisfactory. Strengths include teachers using question and answer sessions skilfully with the whole class at the beginning and end of lessons. This approach enhances children's learning by increasing their knowledge and understanding of other cultures as well as their scientific understanding. Teachers work hard to support children's development of early reading, writing and mathematical skills and so successfully develop these basic skills. Unsatisfactory elements include teachers not sufficiently meeting children's individual needs because planning does not identify clear learning intentions for different groups of children or for different activities. Teachers have satisfactory systems for recording how pupils achieve in relation to the areas of learning and the early learning goals. However, they do not use this information sufficiently to ensure that all activities on a daily basis are relevant and purposeful for all children, taking account of their prior learning. There is insufficient use of the outdoor space to support children's learning in all areas of their development. In this respect there has been insufficient improvement since the previous inspection.
16. 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 detailed planning to meet the full range of pupils' needs with clear expectations and good management of pupils' behaviour. These factors create a purposeful working atmosphere in classrooms, particularly in the literacy and numeracy sessions. Teachers plan effectively to meet the needs of the particular levels of attainment within their group. The relationships between teachers and other adults 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, ensuring that pupils of all capabilities are fully involved in whole class discussions by phrasing questions in different ways. These particular strategies were used well in a Year 5 lesson, when pupils were looking at ways to plan their ICT work to calculate the mean and the mode in a range of information about pulse rates. In most lessons, teachers discuss learning intentions with pupils and constantly remind pupils of them as the lesson progresses. This approach enables pupils to gain a good understanding of the extent of their own learning and how it relates to their specific learning targets. However, in a very small number of unsatisfactory lessons and in some which were satisfactory overall, 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.
17. In the best lessons, other strengths include good pace being maintained throughout, good subject knowledge and the use of subject specific vocabulary to extend pupils' learning significantly. These were demonstrated well in a Year 6 lesson which required pupils to investigate the full range of probability from impossible to certain. The teacher's good use of specific vocabulary and challenging questions resulted in all pupils calculating the ways that different totals could be made from rolling two dice and identifying the different levels of probability. In most lessons, resources are used adequately to support the activities. This was very evident, for example, in history when

using the Internet to access details of the census carried out in the late 19th Century. Teachers' subject knowledge is used well in the planning of these lessons and good links are made between subjects.

18. 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. Sessions 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. Pupils' learning is supported well by teachers' good understanding of how skills in one subject can be consolidated by experiences in another subject, as in links between mathematics, history and ICT. Pupils are positively encouraged to work independently and in pairs, sharing ideas.
19. Teachers make effective use of the good number of classroom support assistants to provide additional instruction and guidance for pupils. Support staff are briefed well and, where they have a specific responsibility for helping an individual pupil, the quality of their guidance is good. These pupils are fully integrated into the activities and supported well in their involvement in asking and answering questions. Good planning ensures that pupils with special educational needs and those with physical impairment are well supported to reach the targets in their individual education plans. A good example of this was seen in Year 4, with the use of soft-play and body boards, to encourage physical and social development.
20. 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 and this successfully consolidates their learning in lessons.

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

21. The school provides a wide curriculum of good quality. This represents an improvement since the previous inspection when it was judged to be satisfactory. The provision for literacy and numeracy is good and together with ICT is reinforced in a variety of different subjects. However, improvements in using the National Literacy and Numeracy Strategies evident this year, have not had sufficient time to make a significant difference to standards. At the time of the previous inspection there were weaknesses in French, but this is no longer taught in the school. The organisation of the timetable means that some subjects, such as art and design and design and technology, are taught for alternate half terms and this works well. It ensures that lessons are long enough for pupils to explore their projects in depth. What is taught is drawn sensibly from units of work in national guidance.
22. There is now a policy for working with children under five. However, there are weaknesses in planning for a suitably broad and relevant curriculum that fully reflects

the latest national guidance. Children in the reception classes have increased opportunities for play since the previous inspection. Nevertheless, there is insufficient focus on the learning outcomes for different groups of children in all activities including those where adult intervention needs to be minimal but supportive. Additionally, there is insufficient planning for the use of outside space to support all areas of learning.

23. As well as meeting the statutory requirements, the school provides very well for pupils' personal, social and health education. Considerable thought is given to meeting the various needs of pupils either as individuals or in groups. There is a wide range of opportunities for pupils to discuss matters of concern or moral dilemmas in lessons or entirely privately. The school has elected to ensure that there is a good supply of resources to support this aspect of pupils' development. As a result, health, drugs and sex education are taught in science and religious education as well as in class discussion times.
24. The overall provision for pupils' spiritual, moral, social and cultural development is very good. The provision for pupils' spiritual development is good and shows improvement from the previous inspection when it was sound. As well as developing their own values and beliefs, pupils adhere firmly to the values and beliefs promoted by the school. This is seen in the mutual respect that they show for each other's views in lessons as well as their very tolerant behaviour of one another in and around the school at leisure times. The celebration assembly conducted at the end of the inspection week was outstanding. It provided an excellent opportunity for all pupils to acknowledge the achievements of particular individuals selected by teachers from all the classes in the school. The musical accompaniment performed by a Year 5 class was of the highest quality. Taken together, all pupils were able to develop a strong sense of empathy. In a very good Year 6 lesson in religious education, pupils were provided with pertinent opportunities to explore and understand feelings and emotions and the way in which they influence others.
25. The provision for pupils' moral education is very good and represents an improvement from the previous inspection when it was judged good. Pupils understand the need for rules both in class and in the playground. Each class subscribes to its own Golden Rules and as a result pupils learn to value each other's views and opinions. Consequently, all pupils have a clear idea about what is right and what is wrong. The school has developed a policy for personal, social and health education that has a successful impact, for example, upon pupils' understanding of environmental issues. Recorded information shows that many pupils have a good understanding of issues related to waste and energy reduction. They understand that these issues may be achieved in part through the introduction of recycling bins placed around the school. Older pupils in Year 6 undertake successfully a wide range of support activities. These include those associated with the role of house or sports captain, librarian or supervising pond dipping.
26. The provision for pupils' social development is very good and has improved since the previous inspection when it was good. There are very good opportunities for pupils to undertake responsibilities and since the previous inspection, the school has developed its ideas further. For example, it has produced a policy for citizenship and this is implemented very effectively. As part of this developmental process, the school has established a school council composed of elected representatives from the different year groups. Pupils value this council that has helped bring about various improvements, for example to the playground. Pupils relate well to one another and to others in a variety of social contexts, both in school and when out on visits. Pupils work co-operatively as members of a group in their lessons and develop a successful class

identity.

27. The provision for pupils' cultural development is good. This shows a significant improvement from the previous inspection when there were shortcomings in provision resulting in it being made a key issue for the school to rectify. Improvement stems from a number of factors. The school has produced its own cultural education policy. This document sets out clearly the approach to developing the cultural awareness of its pupils through its planning for the curriculum. In turn pupils understand and question more critically their own cultural values. These qualities were shown, for example, in a Year 6 history lesson. Pupils enacted short role-play scenes that demonstrated clearly their good understanding of the lives of Victorian children at school and in the work place. In discussion they compared children's lives in that era to the Britain of today. Pupils are presented with ample opportunities to understand and appreciate religious and cultural diversity and develop the ability to appreciate other people's values and beliefs. These were evident in displays of good quality and samples of pupils' work throughout the school. These displays celebrate Judaism, Hinduism and Islam. Pupils have a very positive approach to artistic and cultural enterprise, observed in music and art and design lessons where they learn about the work of famous composers and artists from different cultures. This good provision is extended in art, music and dance clubs to provide further opportunities for the study of other cultures.
28. The school has developed very good links with the local community. There are regular visits to the school from local groups and local businesses which contribute to pupils' learning. Good links exist between the school and the two local churches which provide visitors to the school assemblies. At the Harvest Festival, pupils enclosed thoughtful messages and placed them in the harvest baskets sent out to the senior citizens and those in need. There are long established links with music festivals in Tunbridge Wells when pupils participate with other primary schools in activities such as drumming, singing and dancing. Pupils also perform when visiting senior citizens and when singing carols outside a local supermarket, collecting for charities. Good links have also been established with local schools including the grammar school and the sports college.
29. Pupils take part in a wide range of extra-curricular activities throughout the year, many with parental involvement in the organisation. There is a very good range of sporting clubs including, cricket, hockey, football, rugby, netball and tennis and the school is well represented in many sporting events. Good community links are created with the local tennis, cricket and football clubs. In addition, pupils from Year 3 to Year 6 participate in drama, music, country dancing, modern dance, art and computer clubs. All activities and clubs are highly valued by pupils and parents and contribute very successfully to pupils' personal and social development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The welfare of all pupils, including those in reception and those with special educational and physical needs, is a fundamental priority for the school. It is reflected in the very good level of care provided. The kindness and commitment of all adults who work in the school ensures the personal support and care for individual pupils. The guidance and support provided for those with special educational needs are very good and these pupils make consistently good progress. The very good, and often excellent, relationships that the pupils have with their teachers and helpers, and the close communication between all members of staff, are important elements in the continuity and quality of the care provided.
31. The children in reception receive good induction procedures with their parents and the

caring atmosphere enables the children to settle quickly and happily into the routines of the classroom. Parents have very good opportunities to speak informally to staff about any matters of concern or to share greetings at the beginning and end of the day. The children are taught to share, to use resources carefully and correctly and the need to listen to instructions. Staff consistently praise good work and behaviour, planning activities to enable children to socialise and play together with good humour and kindness.

32. The policies and procedures established by the school to ensure the health, safety and protection of the pupils are good and have improved since the previous inspection when they were judged to be unsatisfactory. All staff ensure that the school is a healthy, very clean and safe environment, supported very well by the site manager and his team. A small number of parents expressed some concern that the mixed-age playground at break-time and during the lunch break could be intimidating to very young pupils. Pupils were given a choice as to whether or not to segregate the youngest children and the survey of opinion conducted by the school council confirmed the overwhelming support for continued mixed-age play. Members of the school council and Year 6 pupils assist supervisory staff with their monitoring at play times and help organise activities, such as supervising pond dipping at lunchtime. However, there are some areas in the extensive grounds where more boisterous play goes largely unchecked, usually amongst older pupils.
33. First aid provision is very good and detailed records are kept. All staff receive basic first aid training and more highly trained staff deal with more acute emergencies, such as the support and care for a pupil in severe anaphylactic shock, necessitating the calling of the air ambulance service and local paramedic personnel during the inspection. Fire evacuation is carried out regularly and equipment checked. Policy documents supporting the health and safety procedures are in place and regular risk assessments are conducted and used according to need and logged promptly. The designated member of staff for child protection maintains staff awareness of this issue at a high level and staff are vigilant in their approach to this aspect of care. Teachers ensure that pupils understand how to use resources safely, including the environmental pond area. The importance of good hygiene, diet and the use and misuse of drugs are taught during personal, social and health education lessons and visitors come to school to talk to pupils about issues of personal safety.
34. The school has good procedures for monitoring and supporting pupils' personal development. The systems for tracking attendance and following up absences are very good and have been effective in improving the overall level of attendance this year and discouraging unauthorised absence. All parents are reminded regularly of the importance of regular and punctual attendance in raising their child's individual achievement. Parents co-operate well by notifying the school of reasons for absence. The school has good procedures, both formal and informal, for recording and monitoring instances of poor behaviour and applying sanctions to those who misbehave, which are used consistently by all staff. Pupils value the awards, such as 'golden time', which they use as they choose and try hard to achieve. The pupils expressed confidence in the way any bullying is handled by the school, knowing it is swift and fair. The very good relationships between the pupils and their teachers promote good levels of communication and pupils know that all staff in the school will try to help them. There are very good links with outside agencies that promote professional guidance and help for pupils with special educational needs. These pupils enjoy participating in all aspects of school life, making good progress under the watchful care of the school's support staff, who know the pupils' strengths and weaknesses well.

35. The school's arrangements for assessing pupils' attainment and progress have improved since the previous inspection and are now satisfactory. Assessments at the end of units of work based on national guidance are carried out in science, geography, history, art and design and ICT. Similar assessment has been introduced for religious education but is not applied consistently across all year groups. Assessment in music and physical education is carried out once a year against National Curriculum criteria but regular evaluation is missing. Statutory assessments for English and mathematics are well established. Optional tests have been replaced this year with commercially produced tests for all pupils in Years 1 to 6. Assessment information for pupils in Years 1 and 2 is being computerised and will be extended to other year groups by the end of the summer term. The use of the assessment information to modify the curriculum, though satisfactory overall, is not yet as extensive as it should be to raise standards in all subjects. However, the school's priority to improve the tracking of progress in science, agreed last year, improved pupils' knowledge, understanding and skills in aspects of physical processes. Tracking systems to monitor and support pupils' academic progress are satisfactory and are developing further to help teachers plan the next steps in learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school has created a very good partnership with parents and this has improved since the previous inspection. Parents are very positive about most aspects of school life and the improvements in morale under the new headteacher. They appreciate the open door policy and the manner in which the school listens to concerns, investigates and reports back to parents. They value the care the school takes of their children and the range of educational opportunities provided. The school encourages parents to become involved in the work of the school and the learning of their children and many parents take advantage of the three consultation evenings each year and the opportunities provided to see the work their children are doing. Parents chat informally with teachers, exchanging information as they bring their children to school, in the infant classes for example, or collect them at the end of the day. This availability of staff has a beneficial impact on the life and work of the school and on the standards the pupils achieve. Pupils take part in a range of activities after school, many with parental involvement in the organisation, and the school is well represented in many sporting events.
37. The school provides very good quality information about the school and the progress that pupils make. The prospectus and governors' annual report to parents contain useful and practical information as legally required. Regular newsletters keep parents up to date with activities taking place and the newly established school website contains all the above documents on screen, regularly updated with event diary notices. The annual written reports on pupils' progress are very good, providing very good indications of individual strengths and weaknesses, setting targets for improvement and praising effort. Parents meet with the current year teacher and the receiving year teacher to discuss each pupil's progress and to set targets for the following year. This arrangement enables parents to understand how they can assist with their child's learning. Parents know they are able to speak to staff and the headteacher if they wish, for more information, and many value the opportunity to do so.
38. Parental involvement is welcomed, valued and actively encouraged. The majority of parents actively help with homework and project work and some parents help regularly in school or with visits. The hard work of the parents' organisation provides considerable funding for extra resources and a focus for social events in the community. Parents are actively involved in homework, such as reading and listening to tables or spellings. Their

views on the content, quantity and timing of homework have been sought in a general questionnaire sent out by the school. The inconsistencies which parents highlighted in the setting of homework were observed during the inspection and the school is working on the findings. Most parents consider that the work their children take home is helpful and the majority take time to help them. They support their children and the work of the school well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. Since the previous inspection, there has been an unsettled period of considerable change involving two headteachers and a new deputy headteacher. The leadership and management of the school, currently provided by the headteacher, senior staff and governors, are good overall. The headteacher provides outstanding leadership and a very clear educational direction for the work of the school, setting clear priorities and targets. Upon her appointment, she identified several areas of weakness, including the need to raise standards, provide greater consistency in teaching and create a more positive ethos for learning. 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 very well. The headteacher, together with the deputy headteacher, has led to 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. These improvements have been acknowledged by governors, staff, parents and pupils.
40. More rigorous monitoring of teaching and learning has enabled the headteacher and the deputy headteacher to begin to improve the consistency of planning and teaching but there is still more to achieve. The senior management team is involved and committed to further improvement of the school. The co-ordinators for English and mathematics manage their areas of responsibility effectively and have begun to make important contributions to improve the curriculum planning. The effectiveness of the literacy and numeracy strategies has now improved 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 this year. A positive learning culture has been created and pupils clearly demonstrate the school's new philosophy of 'crossing the threshold to learning' as they enter the school. The management of special educational needs is good and the resources allocated for these pupils are used efficiently. Arrangements for complying with the new Code of Practice are good. A designated governor for special educational needs works closely with the special educational needs co-ordinator (SENCO) and is actively involved with the school.
41. The governing body has also undergone significant change. Governors have become increasingly more involved and effective by monitoring and evaluating spending decisions well. They have a good understanding of their strategic role. The school improvement plan for 2002 has an important strategic role in identifying a range of short-medium- and long-term priorities and targets very clearly, focusing on improving the quality of teaching and learning. Individual governors play a full and active part in the life of the school. 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, 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.
42. 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 appraisal procedures, which meet statutory requirements for performance management. Staff have an adequate range of individual strengths in subject knowledge 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 newly qualified teachers, feel well supported when they join the school, enabling them to settle quickly and successfully into their new roles.

43. Teachers and pupils are well supported by a good number of suitably trained and effective learning support 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. Support staff and lunchtime staff supervise activities at playtimes and this adds to pupils' enjoyment as well as encouraging their social interaction. The efficient administrative staff, meals' supervisors, site manager and cleaners are valued team members and contribute significantly to the smooth running of the school.
44. The accommodation is adequate to meet the demands of the curriculum and the needs of the pupils. The classrooms enhance the range and quality of pupils' learning activities with bright, attractive displays around the walls. The library has a suitable range of non-fiction and reference books and a good number of fiction books. The two halls in the school, one in the main block and the other in the old school building, are both spacious, bright and with very good floor surfaces for activities such as physical education and physical development. The classrooms are supplemented by sheltered courtyard areas, extensively planted with shrubs and trees, promoting extra learning resources such as the environmental pond enclosure. There are quiet shaded areas with seating for socialising and reading. The very extensive grounds, with large playing fields and hard surface play areas, allow for several different activities at any one time. The school is very clean and attractive although some of the buildings are old and areas, such as the Horsa block and external fabric of the old school buildings, are difficult to maintain to the same high standard as the rest of the school.
45. Learning resources are good overall and effectively support all areas of the curriculum. In ICT, music and art and design, the resources are very good and are appreciated by the pupils. History, physical education and religious education are areas of strength in the quality of the resources provided and considerably enhance pupils' learning. The enclosed environmental pond area is an asset, which is used very well for such studies as environmental and art work. Very young pupils enjoy their experiences of finding mini-beasts, describing in some detail how the tadpoles become frogs and hop about 'without their tails'. Resources are well organised and easily accessible.
46. 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 and governors have developed suitably structured and systematic procedures that effectively support the school's educational priorities. This is a process that now involves all members of staff in an annual 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.
47. The school successfully applies the principles of best value for money and in the past year 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 and, as a result, money is spent carefully. The school's day-to-day financial controls and procedures are excellent, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as the provision of extra teaching support to help raise standards. The most recent financial audit took place two years ago and raised a small number of minor points which have been resolved.

48. Taking into account the above average levels of attainment on entry, the good achievement by pupils leaving at the end of Year 6, the improved teaching and learning which take place and the average standards achieved at the end of Year 6, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to raise standards and further improve the quality of education provided, the governors, headteacher and staff should:

- (1) Improve the breadth and relevance of activities in the reception classes by:
- (a) identifying the planned learning intentions for all activities, including those without direct adult intervention;
 - (b) improving opportunities for children to learn in the outside play area.
- (paragraphs 15, 22, 51, 52, 53, 67)

- (2) Provide more challenge to raise levels of attainment for all pupils by developing the new assessment procedures to ensure that there is consistent use of them throughout year groups, to track pupils' progress more closely and rigorously. (paragraphs 16, 35, 82, 88, 133)

- (3) Extend the involvement by subject co-ordinators in monitoring and evaluating standards of teaching and learning in their subjects, to share good practice and ensure greater consistency in teaching. (paragraphs 40, 82, 96, 128, 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

75

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

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	37	20	2	0	0
Percentage	3	18	49	27	3	0	0

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

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	405
Number of full-time pupils known to be eligible for free school meals	N/A	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	9
Number of pupils on the school's special educational needs register	N/A	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data *	10.2
National comparative data	5.6

Unauthorised absence

	%
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.

* Current attendance levels are much improved with a rate of 4.6 authorised absence.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	26	31	57

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	26	24	26
	Girls	28	25	29
	Total	54	49	55
Percentage of pupils	School	95 (96)	86 (85)	96 (98)

at NC level 2 or above	National	84 (83)	86 (84)	91 (90)
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Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	28	28	31
	Total	54	54	57
Percentage of pupils at NC level 2 or above	School	95 (98)	95 (98)	100 (100)
	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	25	31	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	21
	Girls	27	22	25
	Total	48	42	46
Percentage of pupils at NC level 4 or above	School	86 (86)	75 (69)	82 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	19
	Girls	25	25	23
	Total	41	44	42
Percentage of pupils at NC level 4 or above	School	75 (84)	83 (77)	76 (81)
	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	1
Bangladeshi	1
Chinese	2
White	336
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.9
Number of pupils per qualified teacher	27
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	259

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1.7
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	759,684
Total expenditure	735,787
Expenditure per pupil	1,817
Balance brought forward from previous year	50,996
Balance carried forward to next year	74,893

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	402
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	4	0	1
My child is making good progress in school.	41	53	5	0	1
Behaviour in the school is good.	18	70	9	0	3
My child gets the right amount of work to do at home.	34	52	9	3	1
The teaching is good.	50	43	4	0	4
I am kept well informed about how my child is getting on.	31	50	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	54	36	7	2	1
The school expects my child to work hard and achieve his or her best.	51	45	2	0	2
The school works closely with parents.	24	54	18	1	3
The school is well led and managed.	53	42	3	3	0
The school is helping my child become mature and responsible.	49	44	4	0	4
The school provides an interesting range of activities outside lessons.	42	37	9	2	10

[Percentages 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

50. Children join the reception classes either in the September or January following their fourth birthday. Most children start at the school having already attended playgroups or nurseries, so they are accustomed to working in groups away from home. Attainment on entry exceeds expectations for their age in communication, language and literacy, personal and social skills and mathematical development. All children achieve satisfactorily and sustain these high standards. Consequently, by the time they join Year 1 most children exceed the early learning goals in communication, language and literacy, personal and social skills, mathematical development and knowledge and understanding of the world. Most children join and leave the reception classes with particular strengths in expressing their ideas verbally. A significant minority of children are well above the levels expected for their age in this respect. This inevitably has a positive impact upon their attainment in other areas of learning. Children with special educational needs are identified early and supported very effectively, so they learn at a similar rate to their peers.
51. Satisfactory teaching overall enables children to maintain their strengths and most are likely to achieve the early learning goals in physical education and creative development. Nevertheless, there is insufficient planning for children to learn purposefully in a wide range of activities that are relevant to them and take account of both their shared and their differing needs. In this respect there has been insufficient improvement since the previous inspection. While members of staff have responded to key issues of the previous report by providing more opportunities for children to choose activities, they do not identify what children need to learn in all activities available to them. There is still an over-reliance on worksheets and too few opportunities for children to learn through movement, through their senses and to explore ideas and interests in depth.
52. The quality of teaching is satisfactory overall because teachers work hard to support children's development of early reading, writing and mathematical skills and so successfully develop these basic skills. Teachers have suitable expectations of all children and manage their behaviour sensitively. However, while their planning reflects the language of the latest national guidance for children at this age, they do not have a clear enough understanding of planning to meet the needs of all children effectively. For example, there is insufficient use of the outdoor space to support children's learning in all areas of their development. Teachers do not consistently plan to involve their support staff effectively to enhance children's learning in all activities, including those chosen and led by the children.
53. During the inspection, when teaching was good teachers used question and answer sessions skilfully with the whole class at the beginning and end of lessons. For example, they used thought provoking questions about aboriginal drawings such as, 'Where did they get their colours from?' This successfully challenged children who used their communication skills thoughtfully to reply, 'They got the black from the fire'. This enhanced children's learning by increasing their knowledge and understanding of other cultures as well as their scientific understanding. When teaching was unsatisfactory, children's needs were not met sufficiently because the lesson was not planned with clear learning intentions for different groups of children or for different activities. Teachers have satisfactory systems for recording how pupils achieve in relation to the areas of learning and the early learning goals. However, they do not use this information

sufficiently to ensure that all activities on a daily basis are relevant and purposeful for all children, taking account of their prior learning.

Personal, social and emotional development

54. Children develop their personal, social and emotional skills satisfactorily because they have sufficient opportunities to increase their independence. For example, they change clothes before and after physical education in the hall because they are expected and encouraged to do so. Members of staff in the reception classes support the whole-school ethos of valuing each individual and their contribution to school life equally. They provide good role models for polite and courteous behaviour and as a result, children have a good understanding of right and wrong. This understanding helps them to develop positive relationships with each other and share limited space, resources and adult attention with maturity. Teaching is satisfactory in this area of learning.
55. When children have suitable opportunity, they demonstrate good levels of confidence, for example by volunteering to read their writing to the class. They are keen to try new activities and when faced by a new, less familiar adult throw themselves into new ideas and activities with considerable, but entirely appropriate, enthusiasm. They readily express a suitably high level of enthusiasm and excitement when they enter school on Monday morning to find prisms on the floor reflecting light. They are understandably excited to discover 'rainbows' on the ceiling. However, this enthusiasm for discovery is not exploited fully in all areas of learning.

Communication, language and literacy

56. Children achieve satisfactorily in this area of learning. Most are likely to exceed the early learning goals in speaking and in early reading skills. A significant minority of children are likely to exceed expected standards of early writing skills. Teaching is satisfactory overall because teachers provide sufficient opportunities for children to answer questions and successfully encourage children to understand how books work and to develop early reading skills. They place a high emphasis upon this area of learning. When teaching is good, teachers give children sufficient time to express how they are thinking and to develop their ideas fully. For example, during the inspection children described their activities making clocks and books, and used the opportunity well to explain their ideas in detail. Children with special educational needs, including those with speech difficulties, also share their ideas confidently.
57. Members of staff are successful in maintaining children's interest in books and stories. Children are interested in words and ideas and they are skilled at explaining their understanding of vocabulary. For example, in a literacy lesson about colours, words and moods, children enjoyed sharing a poem about colour. Consequently, when asked why he did not like the colour black, a child explained, 'because it covers all the colours'. In the same lesson, when asked to define 'relaxed', another child replied 'It means you have lots of peace'. Many children arrive at school with an advanced understanding of letter sounds. Teachers develop this understanding satisfactorily by drawing children's attention to the first sound in a word and to combinations of letters such as 'bl' for 'blue'. As a result of this, most children recognise a good variety of words for their age.
58. The teaching of writing, however, is over dependent on worksheets and there is insufficient variation in the tasks for different groups of children. Teachers continue to use too much 'colouring in' of letter shapes as a strategy for reinforcing children's understanding of letter shapes and how to form them. There are too few opportunities

for children to practise writing in a variety of situations. For example, while there are areas for role-play such as 'space stations' in both reception classes, these areas do not contain writing materials to encourage spontaneous writing. Teachers do not plan clearly for different groups of children to gain specific skills in activities such as those with minimal but purposeful adult intervention.

Mathematical development

59. Children achieve satisfactorily in their mathematical development because of satisfactory teaching overall. Teachers achieve a reasonable balance of teaching about number, shape and measures. They make good use of the guidance for using the National Numeracy Strategy when they encourage children to count mentally in twos and tens. Consequently, most children achieve this with greater confidence and accuracy than expected for their age. Children also have a good knowledge and understanding of shapes and their names. In number work, particular emphasis is placed upon extending children's understanding of addition. However, the use of workbooks to record their answers is not sufficiently balanced with planned opportunities for children to develop their mathematical understanding of ideas such as addition and subtraction through exploration.
60. When teaching is good, children develop their understanding of number meaningfully in relation to a practical activity. For example, during the inspection in a lesson with a focus on clocks and time, these and additional activities enabled children to learn through discovery, what is relevant to them. In this good lesson the teacher adjusted her suggestions for children as she learned what they understood and could do. This meant that she successfully met children's differing needs. Children demonstrated that they were extending their knowledge and understanding into new situations, for example, by making watches and decorating the clock face with a 'stripy' pattern or by making a map and explaining, 'You take seven steps onto the seven stones and there's the treasure'. Similarly, when teaching is good, children extend their mathematical understanding effectively, for example, by chalking numerals for hopscotch and by handling 'wobbly' wheelbarrows of 'heavy' mud in the outdoor play area.

Knowledge and understanding of the world

61. Children achieve satisfactorily in this area of learning because of satisfactory teaching and strengths in their ability to express themselves and in their curiosity. The strengths in children's communication skills mean that they express their understanding of their world skilfully and demonstrate that they have a good understanding of familiar environments. For example, they explain to a supply teacher what resources are available, where they are kept and any rules that accompany their use. They confidently describe journeys to school to visiting inspectors and have good recall of past events that have interested them. They develop a reliable understanding of time passing through topics such as 'Ourselves'. Strengths in teaching lie in the direct teaching of planned topics, such as the life cycle of a butterfly based on the book 'A Very Hungry Caterpillar'. These topics stimulate children's interest in the natural world.
62. Children's confident communication also enables them to demonstrate a lively interest in new experiences. When they are given good opportunities to learn through exploration, experimentation and discovery, they demonstrate a mature understanding and lively application of knowledge to new ideas. For example, children develop early scientific understanding when they look through prisms and explain to a friend, 'When I look at you through this you're over there!' Similarly they discuss a torch that is not

working and answer such questions as, 'Why doesn't this torch work?' with quick responses such as, 'There's no batteries in there'. They solve the problem of fixing a paper watch they have just made around their wrist by adroit use of Sellotape. However, such a potentially valuable activity is not planned in sufficient detail to ensure that each child develops from his or her own starting point.

63. When teaching is good, full use is made of the outdoor area and a wide range of resources and materials. In these stimulating situations, children harness their existing knowledge to experiment with ideas. For example, they elect to refer to the display of stars and planets to make a 'map of the planets'. Several children use symbols to make treasure maps, and one child made a 'clock steering wheel' ... 'because you can tell the time when you're driving'. Children also have regular access to the computer in their room and to programmable toys. However, during the inspection these were used by children with very limited adult intervention. Children also use computers regularly when they work in small groups in the computer suite. On these occasions they develop skills of using the mouse control satisfactorily while enhancing their literacy skills with appropriate software.

Physical development

64. Children make satisfactory progress in their acquisition of physical skills overall and so most are likely to achieve the early learning goals in this area of learning by the end of the reception year. A significant minority is likely to exceed these. All children have sufficient opportunities to practise controlling small tools and equipment such as pencils, brushes, scissors and spatulas. Teachers give suitable emphasis to developing hand control through drawing, writing, painting, cutting and sticking skills. Consequently most children have a firm pencil grip and form most letters correctly. They also show the ability to adjust their strength and movement suitably to fit the task. For example, they use their whole body and a very firm grip with both hands to carry the toy garden equipment.
65. Their access to the outdoor area is very dependent upon fine weather and their designated outside space is relatively small. However, during the inspection children used wheeled toys and scooters with the level of skill expected for their age and stage of development in this area. Children have regular opportunities to use the space and equipment in the school hall. They are confident in the large space. In a good lesson where the teacher's expectations were high, children learnt a simple dance sequence well and moved with greater co-ordination than is usually associated with their age.

Creative development

66. Children make satisfactory progress in most elements of creative development and most are likely to achieve the early learning goals by the end of the reception year. A significant minority is likely to exceed these. Teaching is satisfactory overall because of detailed planning to cover most aspects of the recommended curriculum. For example, children explore paint and texture to produce illustrations of 'outer space', they learn songs about spring and Easter and they develop imaginary stories in role-play areas. During the inspection, in good lessons children used their expressive skills and imaginations to develop complex stories about monsters, maps and caves. For example, one child explained, 'There's a monster in that cave and the monster eats treasure and the pirates guard the treasure', before working with peers to gather treasure into the safe haven of their 'spaceship'.
67. However, teachers' plans do not take equal account of all recommended elements in

this area of learning. For example, planning to recognise and explore how sounds can be changed, receives far less emphasis than planning to teach children to sing simple songs from memory. Opportunities for children to develop creatively are provided but not all are equally planned for and so not all are fully exploited to enhance children's learning.

ENGLISH

68. By the end of Year 2 and Year 6, standards attained by pupils in English are satisfactory overall. This represents a decline since the previous inspection when attainment was above average. Results of the national tests for Year 6 pupils indicate that standards in English have declined since the previous inspection and raising standards in writing has recently been identified as a whole-school priority. Strategies for improvement have resulted in good achievement in writing by the higher attaining pupils but have not yet had sufficient impact to enable all pupils to achieve as well as they might. Speaking, listening and reading skills are good throughout the school. Pupils with special educational needs make good progress due to the good support they receive.
69. The school has implemented the National Literacy Strategy effectively resulting in a clear structure to literacy lessons and better teaching of knowledge and skills. Standards of work seen during the inspection show that most pupils are achieving as expected and many are making good progress. Over the last few years girls have generally achieved better than boys, which matches the national trend. The school has focused successfully on improving boys' language development and as a result the differences between the genders is diminishing.
70. The school has set challenging targets for all pupils indicating their expected levels of attainment at the end of each year in reading and writing, as well as the statutory targets for English for pupils in Year 6. These are supported by short-term learning targets, which are identified by teachers and pupils together and shared with parents. For pupils with special educational needs these are linked to the termly targets on their individual education plans that are reviewed each term. As a result, both teachers and pupils have a good understanding of the standards for which each pupil is aiming, and the steps in learning to achieve this.
71. Throughout the school standards in speaking and listening are good. Most pupils start school as confident speakers with a mature knowledge and use of vocabulary which they continue to develop in the following years. For example, Year 3 pupils use vocabulary such as 'jubilant', 'outrage' and 'inconsolable' when describing characters. Pupils are attentive and listen well to instructions and explanations. Teachers provide good opportunities for pupils to develop their speaking and listening skills, not only in English lessons but also in many other subjects of the curriculum. For example, pupils in Year 6 discussed life in Victorian schools, drawing on knowledge from English texts and studies in their history topic. Year 5 held a debate in a geography lesson discussing the pros and cons of installing a pedestrian crossing near the school, with pupils taking on the roles of different interested parties such as councillors and children. The good range of well-planned lessons and numerous informal opportunities to evaluate, discuss and offer opinions, enable pupils to make good progress. Many talk in long sentences and show awareness of their audience. Oral work is often linked well to written work such as writing the main arguments for a debate or preparing a play script.
72. Pupils achieve well in reading. By Year 2, most pupils read confidently for their age. They are enthusiastic about books, reading fluently and with expression. They recognise many words and use pictures and context to help them decode unknown words.

However, less confident readers do not always make sufficient use of phonic knowledge to help them. The majority of pupils in Years 1 and 2 talk about what they have read, identifying the main plot and discussing their favourite parts. They read daily at home, reading books from the school library, the local library and their own collection, as well as school reading scheme books. Pupils develop good library skills and gain information from non-fiction books using the contents and index pages.

73. Higher attaining pupils read widely and talk about favourite books and authors. Informative home-school reading records are maintained. These contain useful comments from teachers and other adults in school who hear pupils read, parents and occasionally, contributions from pupils themselves. Most pupils in Years 3 to 6 choose their own reading books, which they read fluently and accurately, self-correcting on the few occasions when they make an error. They read to themselves daily at home and school and keep their own records of what they have read, often with a short evaluation or book review. Year 6 pupils talk analytically about their favourite authors and types of book that they enjoy reading. They show good comprehension of what they have read and develop good skills of inference and deduction in their personal reading and in class lessons. They offer opinions about the books and make comparisons with other texts. They use the computerised library system sensibly to look for books which will help them with their learning.
74. Pupils' attainment in writing does not match the good levels of their speaking and reading skills. By Year 2, pupils have standards of writing that are expected for their age. Handwriting and presentation are good with most pupils writing in a neat cursive script. Sentences are usually well structured with most pupils using full stops and capital letters to mark sentence boundaries, although this knowledge is not always used consistently. Higher attaining pupils use a wide range of punctuation and show a mature awareness of different styles and forms of language. Standards of spelling are broadly satisfactory. Pupils show a good understanding of basic spelling patterns, although these are not always well applied when writing independently. Pupils are familiar with different writing styles and write for different purposes, such as a diary, a story and a description.
75. Pupils make at least satisfactory progress in their writing throughout the school and by Year 6 write at length for many purposes, using different styles as required. Pupils write well-structured stories with effective characterisation and plot, using direct and indirect speech and with good use of descriptive similes and metaphors. Pupils apply their skills to present a balanced argument, to record an interview and write both formal and informal letters. Pupils record their analysis and review of texts such as Shakespeare's plays and well-known classical poetry.
76. The teaching of English is good. It is never less than satisfactory and over half the lessons observed were good or better, including one excellent lesson. All lessons are planned well, in line with the requirements of the National Literacy Strategy. Pupils are grouped by capability for literacy lessons in each year group. This strategy has benefited both the higher attainers, who have responded well to the high expectations and challenge of teaching, and those with special educational needs, who receive special targeted support that is well matched to their specific learning needs. The school recognises that some average attainers within the grouping arrangements are not making as much progress in their writing as the other ability groups. This is an area which has been identified for development. Most teachers identify clear learning objectives that they make explicit to pupils and evaluate at the end of the lesson. This approach results in pupils understanding the focus of each lesson and identifying how well they have met the objective by the end of the lesson.

77. The good teaching of lower attaining pupils is characterised by teachers valuing pupils' answers and developing their self-esteem. Teachers' modelling of responses is used effectively to set expectations. Teaching of small groups of pupils with specific special educational needs focuses very effectively on the development of personal and social skills. This enables pupils to make best use of the good range of teaching and learning opportunities provided by the SENCO and support staff.
78. Most teachers provide a very good range of different writing opportunities for pupils, ensuring that they develop an understanding of different styles for different purposes and audiences. Texts are used well by some teachers to develop pupils' own writing skills, as in an effective lesson based on a version of Cinderella in which the main characters had very different attributes from the original fairytale. In this lesson the teacher's high expectations, supported by effective questioning, resulted in pupils trying their best and developing a very good understanding of how characters and their behaviour influence the development of a plot. Questions and comments, such as 'Can we improve on that answer?' and 'You've answered the second part of the question but have you answered the first?', enable pupils to reflect on their answers and strive to improve them. The quality of teaching and learning is often closely linked to the effectiveness of teachers' behaviour management strategies, particularly in the lower groups. Additional time has been allocated to the development of writing skills and this has not been monitored nor evaluated to ensure that teachers are using the time effectively and that successful strategies are recognised and shared within the school.
79. Most teachers mark pupils' work positively and encourage effort through praise. Marking is more effective in the classes of pupils in Years 3 to 6, where teachers refer to pupils' individual learning targets and mark with reference to pupils' priorities for improvement, focusing pupils' attention on what they need to do to improve. This difference is particularly noticeable with the higher attainers in Year 6 where improvements in pupils' writing, resulting from references in marking to individual targets, is clearly monitored.
80. Literacy is used well to support other subjects and there are good cross-curricular links using ICT. Year 2 pupils wrote a four-day diary in the first person describing the events of the Great Fire of London, which was their current history focus. Pupils used wordprocessing skills when writing information leaflets about their own village and designing brochures advertising holiday places. Year 6 pupils prepared a Powerpoint presentation linked to their history topic.
81. All pupils are effectively included in the provision for English. The specific support for pupils with special educational needs, provided in specially withdrawn groups organised and often led by the SENCO, makes a significant contribution to their progress. Most teachers plan for and support these pupils well in whole class lessons. Additional help for lower attainers in Year 1 and those preparing for the national tests in Year 6 through nationally identified intervention strategies, enables these pupils to make better progress than before. A pupil with visual impairment is given good support to enable successful participation.
82. The experienced English co-ordinator provides satisfactory leadership and has a broad overview of the subject throughout most of the school. However, she has not developed a sufficiently rigorous programme of monitoring and evaluation. There is a lack of detailed information which identifies the most successful strategies and examples of effective teaching to share with staff on the school's progress in remedying weaknesses in pupils' standards in writing. Pupils' progress in reading and writing is assessed regularly and monitored but assessment procedures have changed several

times since the previous inspection and so do not provide sufficiently consistent and useful information about pupils' progress over time.

83. The library co-ordinator has made a good start in developing the school library by introducing a computerised library system that facilitates pupils' use of the library and which can be used to evaluate pupils' reading habits to target development areas such as boys' reading. Extra financial resources have been directed to this target in the past year. As a result the library book stock has not been sufficiently extended and replenished and is now in need of considerable improvement to provide enough fiction and non-fiction resources for the size of the school.

MATHEMATICS

84. The previous report judged that standards were above average at the end of Year 2 and the end of Year 6. In the current inspection, pupils attain average standards by the end of Year 2 and Year 6. This indicates a drop in standards over the past five years and is confirmed by test results over the same period which have dropped steadily in relation to national trends.
85. Strategies for teaching numeracy are good and have been more successful since 2000 due to better planning and the introduction of new assessment procedures. However, there has been insufficient time for these improvements to have a significant impact on test results, apart from a slight increase in 2001. Through its self-evaluation, the school has identified that the proportion of above average pupils who attain above average standards is close to the national average but is aware of the need to raise standards attained by the other pupils. Inspection evidence endorses this judgement. Through their better planning, teachers are beginning to focus on meeting the needs of all pupils and on the development of mental strategies. The resulting enthusiasm that pupils have when answering questions is evident in all lessons and indicates the capacity to improve further.
86. Year 1 and Year 2 pupils use mental strategies satisfactorily to solve number problems using addition and subtraction and more demanding concepts, such as multiplication and division. Pupils use number lines and other equipment effectively to help them reach correct answers. They recognise and name common two- and three-dimensional shapes and use correct mathematical vocabulary to describe their basic properties, such as the number of sides and edges. All pupils have a sound understanding of standard and non-standard units of measurement such as centimetres and multi-link cubes, and accurately compare measures such as lengths of objects in the classroom. Pupils are organised in groups of similar capability and teachers' planning ensures that higher attaining pupils are challenged to reach their full potential. Average and lower attaining pupils and pupils with special educational needs achieve satisfactorily at their own levels of need, particularly when supported by teaching assistants. All pupils competently carry out surveys and gather information about subjects such as most popular toys and favourite lunches. The resulting data are interpreted and presented in a variety of ways, for instance in pictograms and block graphs, to show their evidence.
87. Pupils in Years 3 to 6 achieve well in all areas of mathematical development because teachers' planning builds effectively on what pupils already know and understand. As a result of this strategy, pupils are confident and have good attitudes to their work. These attitudes make significant contributions to the better achievement being made this year since improvements in planning. Mental skills and strategies are reinforced regularly and pupils respond enthusiastically to the challenges. They use correct mathematical vocabulary to explain how they arrive at their answers. This was demonstrated well in a

Year 5 lesson, when pupils calculated the mean, the mode and the range of pulse rates they had recorded. By Year 6, pupils use long multiplication and long division methods accurately and correctly compare equivalent fractions, decimals and percentages. They identify and name different types of triangles and measure the internal angles correctly, knowing that they should add up to 180 degrees. They investigate the range of probability from impossible to certain and extend their data handling to compare currencies and monitor temperature changes linked with science work. Good links are made with ICT when pupils gather information and present their evidence in block graphs showing such things as the frequency of dice scores.

88. The quality of teaching is good overall. During the inspection, a good proportion of good and better lessons was seen, particularly in Years 3 to 6. Strengths within the grouping arrangements include high expectations, good subject knowledge and the good teaching of skills. Teachers encourage the use of mental calculations as often as possible during lessons. Teachers consistently follow an agreed structure to lessons, which is helpful to both teachers and pupils in being clear about what is to be achieved by the end. For example, lessons begin with brisk mental tasks. Challenging questions and prompts, worded in different ways, extend pupils' thinking and encourage their contributions to discussions. There is insufficient detailed and regular assessment of progress and the setting of targets to help pupils to know what it is they need to do to improve. Teachers involve pupils in a review of learning at the end of lessons but the quality of this varies from good to unsatisfactory. On occasions there are insufficient opportunities provided to enable teachers to assess pupils' understanding.
89. Teachers make effective use of technology. Computers, calculators and data handling skills are used regularly by pupils to reinforce their knowledge and understanding. For example, all year groups produce block and line graphs to present information after carrying out various surveys. New assessment procedures were introduced a year ago and the information gathered is used in general terms to monitor groups effectively and to match work closely to them. However, there is insufficient rigor in their use to challenge pupils of all abilities to reach their full potential.
90. Homework is set regularly and contributes effectively to the development of numeracy skills, with some pupils extending their own ideas at home. The subject is well led and managed by two co-ordinators who have a good awareness of the strengths and weaknesses in the subject. This knowledge has been achieved through effective monitoring and evaluation of colleagues' teaching, planning and analysis of pupils' work and the agreed priorities for raising standards in the subject. Test results have been analysed and more demanding targets have been set for each year group. Resources are good in quantity and quality and are used well to support learning.

SCIENCE

91. By the end of Year 2 and Year 6, pupils' standards match those expected nationally. All pupils, including those with special educational needs, achieve satisfactorily. This judgement shows a drop in standards since the previous inspection when they were judged as above average. This decline is reflected in the results of the 2001 National Curriculum tests results at the end of Year 6, which were well below the national average. Following an analysis of these results by the school, a high priority was placed on raising standards in science. The school set targets to increase the opportunities for experimental and investigative work and improve the use and interpretation of graphs. As a result of these changes, there has been a significant improvement in the experimental and investigative aspects of science and the school's predictions are that this year's test results will be close to the national average. Inspection evidence

confirms these predictions.

92. Year 1 pupils investigate how seeds grow into plants and discover that they need water or they will die. The dramatic demonstration by the teacher of a dying plant certainly captured the interest of the pupils. In recording their observations of their work they drew the basic parts of the plant and added simple labels and predictions of what will happen to their seeds and plants. Year 2 pupils extend their knowledge and understanding of materials. They tested a wide range of different materials, including wood, metal, plastic, polystyrene, sponge, stone and fabrics and concluded that some can be made to change shape and others cannot. They accurately classified them into those that could be bent, twisted, stretched or squashed. Close observations and opportunities for pupils to describe clearly what had happened, developed their speaking and listening skills well.
93. Year 3 and Year 4 pupils continue to investigate the properties of different materials and extend their testing to observe changes that occur when they heat them or freeze them. They discover that some materials change by melting, some do not change at all and others can change but revert to their original condition. They test for magnetism and use Newton meters to test and measure different levels of friction. Higher attaining pupils use ICT skills to interpret and present information on temperature changes into graphs.
94. Years 5 and 6 pupils develop their knowledge of the major organs of the human body. They learn where the heart is located and how the heartbeats can be measured by taking the pulse at either the wrist or the neck. Pupils work together well and demonstrate good relationships and behaviour as they investigate and take each other's pulse. When recording their results, they are aware that there are differences in the rates of their pulses. They produce a bar graph showing the different proportions at the different rates and in the review session at the end of the lesson, realise that in addition to identifying the range from quickest to slowest pulse rates, they can calculate the average. By Year 6, pupils are highly motivated to learn and share their knowledge about their work. In one lesson during the inspection, the teacher made very good use of the school's conservation area and included opportunities for pupils to go pond dipping to investigate the different habitats of minibeasts. Pupils carried out their work very well and very good relationships and behaviour were evident. They handled the equipment very sensibly and realised that it was necessary to take samples from different depths of water. In follow-up work, very good use was made of ICT in the form of digital cameras and a computer microscope to help them record their findings with detailed drawings and descriptive text.
95. Overall the quality of teaching is satisfactory. In lessons where good teaching was observed, there was good focus on key vocabulary and pupils are given lists of key scientific words. Lessons are well planned and contribute to efficient learning. Teachers set challenging work, for example investigating variables that affect the size and position of a shadow. Teachers manage pupils well and this enables them to learn in an orderly atmosphere, as demonstrated when Year 6 pupils carried out their work in the school grounds. At times, prompts and questions about investigations are not followed through until completion of the task. This develops only partial understanding of scientific ideas such as which material has the best grip.
96. The co-ordinator, appointed this year, is enthusiastic and has a good understanding of the need for further development in the subject, for example the more regular use of ICT to support science lessons. The need for the monitoring of teaching and learning has been identified to enable her to evaluate the strengths in teaching and share good practice. Assessment procedures are good and are used at regular intervals to monitor

pupils' levels of understanding and their rates of progress. Year 6 pupils also complete a log of related processes or ideas of science to encourage their self-evaluation. Resources are satisfactory overall and are used effectively to help pupils carry out their investigations and reach their conclusions.

ART AND DESIGN

97. Standards have improved since the previous inspection when they were satisfactory. They are now above average by the end of Year 2 and Year 6. Achievement is good for boys and girls irrespective of their family circumstances and including those with special educational needs. Teaching is good. During the inspection it ranged from satisfactory to excellent. Particular strengths include the careful introduction and consolidation of techniques and understanding. The subject co-ordinator provides good leadership and uses her considerable enthusiasm and expertise very effectively to support teachers throughout the school. This help contributes positively to their confidence in demonstrating techniques to pupils.
98. The co-ordinator also leads her colleagues effectively in using a modified version of the national guidance. Consequently, children receive a very good range of art experiences and evaluate their work from an early age. Teachers recognise the value of developing close observational skills and a variety of pencil techniques, so they teach them from Year 1. As a result, the youngest pupils produce very careful pencil drawings of plants. These pupils are introduced to a wide range of different art and design materials. They enjoy visits from local sculptors and use clay with greater confidence and skill than is expected for their age. They recognise that a model dog lacks 'fur' and have a good idea of how to remedy this using modelling tools.
99. In further developing these skills, pupils in Year 3 cover wire with papier-mâché in order to build small scale maquettes, for subsequent display in the school grounds upon completion. They have a good understanding that the process began with initial sketches and that there are many stages to follow. As a result of teachers' high expectations and regular encouragement for pupils to review their work, pupils constantly appraise their progress within the project. They have a good understanding of their materials and explain, for example, why they need to strengthen the wire base and how to do it.
100. In the excellent lesson seen, pupils in Year 5 were inspired by the teacher's enthusiasm. They selected from a choice of materials to depict one stage in the germination of a bean with an impressive sense of purpose. This collaborative project was conducted in small groups who will combine in future lessons to produce a large banner. Because of highly sensitive and skilled teaching, pupils' scientific understanding was reinforced, their social skills further developed and their spiritual development was nurtured exceptionally well. For example, when a pupil with special educational needs painstakingly attached thin strips of blue wire to his fabric in order to represent the wind, he was thinking beyond the obvious and literal.
101. Teachers are very skilful at linking art and design with other subjects. For example, pupils extend their speaking and listening skills when they share their ideas about their own work and that of others. Throughout the school they compare the work of various artists from different eras, including contemporary work and use these discussions to inspire their own effort. Art and design is often incorporated into subjects such as science and religious education, and makes a very significant contribution to pupils' spiritual, moral, social and cultural development. Pupils' appreciation of artistic endeavour is fostered from the start. They often work collaboratively and are always

expected to make any appraisal of a peer's work with sensitivity. In Year 6, one pupil spontaneously compared a classmate's work with that of Van Gogh because of the fine detail on the leaves he had drawn. The school makes very good use of ICT to enhance the subject. For example, in addition to various software programs that pupils use on computers, Year 4 pupils use digital cameras to take photographs that support pupils' initial design ideas for dreamlike backgrounds.

102. The co-ordinator has successfully ensured that there is a very good supply of resources and that teachers in the same year groups plan lessons together in order to make good use of these resources. The school makes very good use of the local community to enhance learning and includes, for example, the work of local artists in displays. Standards of work are enhanced by the organisation of the timetable which means that pupils have sufficient time to develop work in depth.

DESIGN AND TECHNOLOGY

103. Overall the provision for the subject is satisfactory. This results in average standards by the end of Year 2 and Year 6. In addition to the one lesson seen, an analysis of work in pupils' portfolio and on displays provided the main evidence. Discussions with teachers and pupils and examination of their planning for design and technology provided further evidence. Pupils' standards are similar to those found during the previous inspection. Boys and girls, including pupils with special educational needs and the few who speak English as an additional language, achieve the same satisfactory standards.
104. Year 1 pupils develop early skills when they design and make a card with sliding parts and investigate different types of bread. Year 2 pupils extend their skills by designing and making puppets and model cars. They use a satisfactory range of materials and tools and evaluate their finished products and suggest improvements. They respond well to the practical tasks and investigate the different ways of joining materials such as pinning and sewing fabrics and gluing card and wood.
105. Investigative work precedes the undertaking of project work involving designing, making and evaluation. Some of the projects, such as designing, making and decorating a package for a food item in Years 3 and 4, develop skills at expected levels. Year 5 pupils study different mechanisms and design and make musical instruments. Year 6 pupils carried out an investigation into shelters suited to different environments throughout the world, including summer houses, tents and houses on stilts. Some of the completed work was of good quality. Groups of pupils used different designs and materials to investigate the effects of curtains to provide shade from the sun.
106. The quality of teaching is satisfactory and results in satisfactory achievement and progress throughout the age range. Teachers make relevant links with other subjects such as science, music and geography to provide purposeful activities and interest in them. Good use is made of demonstration to teach and reinforce particular skills. Due emphasis is also placed on the need to evaluate the finished products against a design criteria, such as the original planning intentions and identifying what they could have done differently or improve their work in the future. There are limited links with ICT but these links are satisfactory and relevant. Good leadership and management of the subject by the co-ordinator and the provision of a new scheme of work based on national guidance have raised the confidence of teachers, and assessment based on the scheme of work is being used satisfactorily to gauge pupils' progress. However, there have been few opportunities to monitor teaching and learning within lessons.

GEOGRAPHY

107. By the end of Year 2 and Year 6, pupils' achievement is satisfactory and they attain nationally expected levels. These standards are lower than those found at the time of the previous inspection, when they were above expected levels. The decline in standards is due to the decreased focus on the subject for some time following the previous inspection. Pupils with special educational needs and the very few pupils who speak English as an additional language make similar progress to other pupils due to the good support they are given. There is no significant difference in the achievement of boys and girls.
108. The organisation of the school's timetable for the week did not permit any lesson observations in Years 1 and 2. Evidence gathered from the analysis of pupils' work completed prior to the inspection and discussions with pupils, showed that pupils have sound knowledge of places beyond their own. For example, they can locate St Lucia on a world map and are aware of the activities of the inhabitants there. They compare these to their own locality and identify differences in the bird life, such as parrots and robins and in natural fruit, such as pineapples and apples. They describe geographical features and draw maps of the areas.
109. Pupils in Years 3 and 4 learn about the different major climatic regions of the world and the locations of the continents. In links with ICT, they gather information about weather conditions and compare temperatures and amounts of rainfall. They know some of the main cities of India and the neighbouring countries. In learning about how people's actions affect the environment they investigate the different types of litter and how untidy places can become. They carry out a survey of the distribution of litter in the school grounds and suggest ways of dealing with it. The investigation was well planned and managed by the teacher and involved the use of map-reading skills to locate places.
110. Years 5 and 6 pupils continue their interest in world and local issues. In a very successful Year 5 lesson, pupils carried out a survey of the amount of traffic passing along the road in front of the school at different times. They used ICT skills to prepare graphs of traffic conditions on the road. Pupils then prepared and presented their case against or for a pedestrian crossing to make it safer for pupils and parents to cross the road going to and from school. Pupils participated in role-play as parents, senior citizens, lorry drivers and others in giving their reasons. Year 6 pupils work out a route from Pembury to Cairo, listing all the countries they will pass through and marking them on a map. They use maps of Egypt to trace the route of the River Nile. They learn about the impact of the river on the lives of people and how the narrow strip of fertile land along its banks, supports life and leads to overcrowding. They learn about the different occupations of the people and the different methods of transport and compare the differences and similarities between life in Egypt and life in Pembury.
111. The quality of teaching is satisfactory overall. Teachers use effective strategies that interest and motivate pupils and plan an adequate range of experiences linked to the medium-term plans in the subject. Good links are made with literacy, numeracy and ICT as, for example when gathering information about the road safety factors and participating in the debate. Pupils are keen learners and respond positively to maintain a good learning atmosphere. In good lessons, the teachers' good management contributes to effective learning. The high expectations in these lessons result in pupils making good progress. The co-ordinator provides satisfactory leadership and the new programme of work based on national guidance provides a systematic build up of skills and knowledge. Assessment is related to the work covered in the units of work and is making pupils aware of how well they are learning and making progress.

HISTORY

112. By the end of Year 2, most pupils attain the expected levels and by the end of Year 6, most pupils attain standards that are above the national expectations. These judgements are the same as reported at the time of the previous inspection. Staff and pupils share an enthusiasm for history which is reflected in the range and variety of displays of good quality that are in evidence throughout the school. In turn these qualities make significant contributions to the level of historical knowledge, understanding and skills achieved by pupils, particularly in Years 3 to 6.
113. The history curriculum is enriched by a wide range of visits to places of interest, for example Hever Castle in connection with Year 4 work related to the Tudors. Pupils are introduced to a very good range of sources of information including artefacts, books and pictures. Pupils in Year 5 and Year 6 use the Internet and CD-Roms competently and effectively in their studies. Teachers ensure that history lessons are fully inclusive and that all pupils are wholly involved in history activities. This approach enables all groups of pupils, including those with special educational needs and those who speak English as an additional language, to achieve well in relation to their prior attainment.
114. In Year 2, pupils have a sound understanding of cause and effect. They show this through their answers to questions relating to where the Great Fire of London originated and why it spread so quickly. These young pupils apply the knowledge and skills that they have acquired in other aspects of the curriculum to enhance and extend their learning in history. For example, in ICT they use an art program competently to design a scene from the history topic. In their study of the Stuart period, pupils learn about the life and work of the diarist Samuel Pepys. Over time they are given opportunities to develop their own literacy skills as diarists.
115. History, literacy and ICT are also linked well in Years 3 to 6. For example in Year 5, pupils examine pictures of artefacts for clues to help them learn more about the Ancient Greeks. They show awareness that the past is represented in various other ways such as in stories and poems. They demonstrate good speaking and listening skills in their various role-plays. Recorded evidence indicates that most Year 5 pupils have well-developed ICT skills. This was seen, for example, in the good quality of their cover designs for their 'Invaders and Settlers' topic books. Pupils in Year 6 achieved very well during the inspection. They made considerable gains in their understanding of the social conditions of the Victorian era, particularly about conditions related to schooling. These same pupils showed great empathy for their less fortunate predecessors and thereby successfully developed their spiritual awareness. Pupils demonstrated and applied their good skills very effectively to enhance their work related to the Victorian era.
116. Overall the quality of teaching is good. All teachers plan effectively and most pupils acquire sound or better levels of knowledge and understanding as a result. All pupils are taught to develop their skills as enquirers. This is a particular strength and a feature in Years 3 to 6, where pupils attain well in this aspect of learning. For example in Year 6, pupils are taught to analyse historical data from the 19th Century census and to show similarities and differences in a range of criteria between then and now. Teachers throughout the school use timelines effectively to help pupils develop their sense of chronology and to sequence episodes in the personal lives of people selected by pupils for detailed study. This is a good feature of the Year 4 study of part of the 20th Century. Marking is conscientiously completed and most frequently it is very supportive. There are some examples of teachers posing developmental questions to extend pupils' learning further, though this is not consistent throughout the school.

117. The subject is well led by the co-ordinator, who is knowledgeable and shows considerable commitment and enthusiasm in her role. She has correctly identified the need to develop a common assessment policy as a key priority. Resources are of very good quality and in good supply. Teachers use resources well to support pupils in their learning, particularly in the use of ICT to widen pupils' learning experiences. These strategies contribute to the good levels of attainment by Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. By the end of Year 2 and Year 6, achievement is good and many pupils attain levels higher than those expected nationally. This is an improvement from the average levels judged in the previous inspection. Resources have been updated and improved and there are better links with other subjects than at the time of the previous inspection. Other improvements, including better subject knowledge and confidence by teachers and the appointment of a part-time technician have also contributed to the rise in standards.

119. From an early age, pupils are keen to operate computers. They learn to access programs, using the mouse control and keyboard accurately and 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 geography. For example, Year 1 pupils designed their own towns with map features and labels. They also create sequences of instructions to move a floor model to a partner and back. Year 2 pupils develop their wordprocessing skills when writing and printing their own stories and creating colourful front covers for them. They also create graphs using illustrations to show how their most popular toys. Other good links are evident in artistic designs of the Great Fire of London and in science work about materials. These experiences fill them with enthusiasm and introduce them to the basic commands required to access graphics programs.

120. In Years 3 to 6, pupils build on their enthusiasm for the subject and make good gains in their learning and effectively use different forms of technology in almost every other subject. They are aware of the importance of technology in their lives when searching for information about particular topics and widening their experiences. Year 3 pupils extend their knowledge by using a digital microscope to record the growth of crystals in their science work. Good provision by teachers in Year 4 enables pupils to use wordprocessing programs well to create their own advertisements for household products and articles in the style of a newspaper to describe school events. Different font sizes and styles are used to highlight key features. Year 5 pupils access the Internet when researching information about musical instruments from different periods and cultures. Their findings are presented clearly in a layout of their own preference, including an attractive border.

121. By the end of Year 6, the good curriculum provision enables pupils to work together in finding things out, developing ideas and making things happen. They access a wide range of information about the Victorians, including data from the 19th Century census details of Pembury. Pupils enjoy identifying differences and similarities between occupations, fashion and family traditions in very good links with literacy, history and mathematics. They have also recently prepared their own slides for individual Powerpoint presentations about 'Life in Ancient Egyptian Times'. Pupils with special educational needs make good progress in their learning due to specific support from teachers and classroom assistants. They use technology to aid their own programmes for development and most attain expected levels. Pupils who speak English as an additional language also make good progress and attain expected and above expected

levels.

122. The quality of teaching is good and has improved since the previous inspection when it was satisfactory. Strengths are in the teaching and reinforcement of skills taking place in a well-planned session 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. All pupils are highly motivated by developments in the subject and discuss their work enthusiastically. 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.
123. 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. New sensors have just been acquired to enable pupils to monitor light and temperature levels over a period of time. Better planning, related to the curriculum coverage, provides progressive learning challenges to meet the needs of all pupils in each year group. Teachers evaluate pupils' progress effectively to inform the next stages of planning and to enable the pupils to set targets for their own attainment.

MUSIC

124. By the end of Year 2, pupils attain levels expected for their age. There were no timetabled music lessons for Year 6 pupils during the inspection period. However, high standards are evident in the preceding year group, Year 5, and the very good quality and range of music provision for Year 6 pupils in the planning indicate above average standards are maintained by the end of Year 6. This is an improvement from the previous inspection when standards were average at the end of both year groups.
125. The quality of teaching and learning in lessons observed was satisfactory overall and was very good in Year 5. Learning is enhanced by the exceptionally good opportunities for pupils to learn to play recorders, receive instrumental tuition, play in the school orchestra or wind band and sing in the school choir. The good, enthusiastic leadership of the subject by the co-ordinator and the range of resources, particularly percussion instruments, enable all pupils to participate actively in music making. The school provides good opportunities for pupils to perform for themselves and for the community and to experience performers visiting the school.
126. Most pupils sing well. Pupils in Years 1 and 2 sing songs in tune from memory, in unison and in two parts, with clear diction and phrasing. They recognise and name most common musical instruments. Pupils enjoy exploring musical ideas and patterns when playing untuned percussion instruments. They follow a simple rhythm by clapping and tapping and recognise rhythm in the syllables of words. Pupils in Years 3 to 5 follow quite complex rhythm patterns by singing, clapping and using percussion instruments. Evidence from Year 6 music workbooks shows that they develop good knowledge of contemporary music and lyrics as well as different styles through the ages from medieval plainsong to 1960s protest songs. Pupils apply their knowledge of musical

elements, such as tempo and rhythm, effectively when working collaboratively in groups to compose music to reflect a happy or sad mood using a range of tuned and untuned percussion instruments. They practise, rehearse and perform with a good awareness of the role and contribution of each group member.

127. The national guidance for music has been implemented effectively and adapted to meet the needs of the school. It provides useful structure for teachers in planning lessons and supports the progressive development of knowledge and skills. However, a number of teachers are not sufficiently confident in leading music lessons and limit pupils' progress by a cautious approach which relies too much on repetition. Teachers provide good opportunities for pupils to comment on their work and performance. Pupils' high level of speaking and listening skills ensures that their responses are usually sensible and evaluative. Teachers sometimes record pupils' work to support review and evaluation and these recordings prove an effective starting point for the next lesson. The teaching of the music co-ordinator is good and is inspirational at times. She led an outstanding whole-school assembly in which all the pupils in her class performed on drums and other percussion instruments. Pupils followed her lead to produce a rhythmic copycat; a roll, using the musical elements of dynamics and tempo and a short tune. They played with great control and accuracy, starting and finishing with near perfect timing.
128. The school makes a good contribution to the community through its music. Pupils sing to older residents, they perform carols at Christmas at the nearby superstore and participate in a range of music festivals and events. School productions often include music, such as the forthcoming production by the oldest pupils of a musical 'Twelfth Night'. The co-ordinator provides good leadership in the subject. She gives informal help and support to teachers but 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.

PHYSICAL EDUCATION

129. It was possible to observe mainly games and gymnastics lessons during the week of the inspection. It was not possible to observe any physical education in Year 6 because these class activities were planned to take place outside the time allocated for the inspection. Notwithstanding, available evidence indicates that the standards reported at the time of the previous inspection have been successfully maintained. By the end of Year 2, most pupils reach the expected standard. By the end of Year 6, most pupils reach standards that are above the national expectation. In Years 3 to 6 there are particular strengths in pupils' attainment in swimming. This aspect of physical education is introduced in Year 4 and consequently, by the end of Year 6 almost all pupils achieve much higher levels than expected in distance and speed awards.
130. Teachers ensure that physical education lessons are fully inclusive and that all pupils are wholly involved in physical education activities. This approach enables all groups of pupils, including those with special educational needs and those who speak English as an additional language, to achieve satisfactorily or better in relation to their prior attainment. There is no difference in performance between girls and boys. There are excellent opportunities for pupils to improve further their skills in extra-curricular activities. These include football, rugby, netball, cricket and athletics amongst others. In turn, pupils become more proficient and competent in these activities. One outcome of this improvement is seen in local competitive sporting events where the school has a strong tradition of success.

131. In games, pupils in Year 1 develop their ability to control a ball with a bat. They work well with a partner when engaging in a game of mini-cricket. In gymnastics, pupils in Year 2 develop sequences of movement that involve sliding or rolling in different ways on floor mats, occasionally lifting one foot off the ground to stretch and balance. They learn how to make a bridge with their body. Pupils are interested in their work and in both lessons they concentrated well. A lesson observed in Year 3 showed that pupils' progress in gymnastics is satisfactory. Pupils build successfully on prior learning when they balance and travel competently on free-standing or fixed apparatus. They show good self-confidence in these activities, particularly on the high climbing frame. Similarly, in a games lesson in Year 5 pupils progressed and built successfully on prior attainment when developing their skills of dribbling a ball, stopping, turning and passing. A good feature of this lesson was the positive regard that pupils showed for sportsmanship.
132. The quality of teaching in Years 1 and 2 is satisfactory, resulting in satisfactory learning with pupils attaining the expected level. The quality of teaching in Years 3 to 6 is good and consequently pupils attain either at the expected level or above. The most effective teaching is characterised by teachers' good knowledge and understanding of the subject combined with their high level of expectation and their good management of pupils. Matters relating to personal, social and health education are addressed well. For example, all pupils dress smartly for physical education and in all lessons teachers pay due attention to safety issues.
133. The curriculum is planned well and provides a good variety of learning opportunities for pupils. A very wide range of extra-curricular sporting and dance activities enhances statutory provision for physical education. These activities have a significant and beneficial impact on improving pupils' skill levels and on their achievement. Good opportunities are provided for outdoor and adventurous activities during the residential visit for Year 6 pupils to Kingswood in Norfolk. Resources to support learning are good in quantity and quality. During this year, the school established a partnership with a specialist sports college. In consequence it is anticipated that, in time, pupils will have better access to specialist expertise and facilities. The co-ordinator was appointed a year ago. She has identified the need to improve the school's assessment procedures as a priority, in order to help pupils achieve high standards throughout the school. She is working on an action plan to achieve this commendable aim.

RELIGIOUS EDUCATION

134. By the end of Year 2 and Year 6, standards are above the expectations of the Kent Agreed Syllabus on which the school's work is based. This indicates improvement in both age groups since the previous inspection. Improvements stem from a number of factors. The syllabus and planned work are of good quality. They have bedded down well since the previous inspection when the syllabus had only just been introduced. Teachers' knowledge of the subject, in particular their knowledge of other faiths, has improved. Alongside the introduction of the syllabus, the school has also developed a policy for cultural education that complements work undertaken in religious education. Resource provision has improved with a good range of artefacts. Teachers use resources effectively throughout the school to mount displays of good quality that celebrate religious and cultural diversity.
135. Teachers ensure that religious education lessons meet the wide range of interests and backgrounds of pupils. This thoughtful planning enables all groups of pupils, including those with special educational needs and those who speak English as an additional language, to achieve well in relation to their prior attainment. Religious education makes

a good contribution to pupils' spiritual, moral, social and cultural development.

136. By the end of Year 2, most pupils have a good knowledge of the Christian and Jewish faiths. Year 2 pupils showed, through their discussion with the class teacher, that they understood what some Hindu symbols stood for. They could explain why Hindus worship at home and in the Mandir. Importantly, they could talk about what was precious to those of the Hindu faith with respect to their feelings. Their levels of understanding and appreciation were higher than expected for their age.
137. In Years 3 to 6, pupils continue to learn about the remainder of the world's major religions other than Christianity. Consequently, by the end of Year 6 pupils have a good knowledge of Islam and Sikhism as well as Christianity and Hinduism. They also have a sound knowledge of important texts such as the Christian Bible and the Islamic Qu'ran. They study the importance and place of religious buildings in worship, for example the Christian church and the mosque. Through their study of world religions pupils learn that ethical and moral questions rarely have clear-cut answers. They also learn that at critical times in their lives many people turn to their own God for help and support.
138. Pupils throughout the school are taught the principles of kindness and tolerance and how these are the cornerstones of the major religions. In Year 6 pupils recognise and value each other's qualities through a 'values auction'. As well as reinforcing the principles of kindness and tolerance this activity makes a significant contribution to pupils' spiritual development. It gives pupils the opportunity to explore feelings and emotions and to consider the way that these affect others. In lessons, the 'Golden Rules' provide pupils with further appropriate opportunities to reflect and enact these principles.
139. The quality of teaching is good. The most effective teaching was characterised by teachers' good knowledge and understanding of the subject combined with effective planning and high expectations. The management of pupils was a particularly strong feature of the very good teaching in Years 3 to 6, especially in the interactive part of lessons. In Year 6, as with the 'values auction', the teacher ensured that pupils showed due regard to each other's feelings when they delved into the 'Spiritual Treasure Box'. In turn, the pupils did exactly this and consequently attained high standards.
140. The co-ordinator provides good leadership in the subject. She is knowledgeable and gives helpful guidance to her colleagues when required. She has monitored planning in the different year groups to ensure equality of opportunity and that the requirements of the locally agreed syllabus are being met. A portfolio of evidence is maintained that contains representative samples of pupils' work across all classes. For their part, teachers make good use of the scheme of work that provides clear guidance and ensures systematic improvements in learning to meet and exceed the requirements of the locally agreed syllabus. Resources for learning are of very good quality and in good supply. The co-ordinator has identified some gaps in provision. For example, there is a need to obtain sets of different versions of the Bible and acquire more material to support learning about Islam. Visits to the local church have a beneficial impact on pupils' understanding. The school is developing its links with the imam of Tunbridge Wells with a view to visiting the mosque.