

# INSPECTION REPORT

**ST MARGARET'S-AT-CLIFFE PRIMARY  
SCHOOL**

St Margaret's-at-Cliffe, Dover

LEA area: Kent

Unique reference number: 118485

Headteacher: Mr G Stabbs

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> October 2001

Inspection number: 195308

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Sea Street St Margaret's-at-Cliffe Dover Kent
Postcode:	CT15 6AR
Telephone number:	01304 852639
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Page
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20893	Mr D J Curtis Registered inspector	English Information and communication technology Design and technology Geography Foundation Stage English as an additional language	How high are standards? (The school's results and achievements) How well are pupils taught?
9487	Dr F Hurd Lay inspector		How high are standards? (Attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with its parents?
20671	Mr J Palethorpe Team inspector	Science History Music Physical education Equal opportunities	How well is the school led and managed?
22831	Mr C Lewis Team inspector	Mathematics Art and design Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Margaret's-at-Cliffe Primary School is situated in the village of St Margaret's-at-Cliffe near Dover in Kent and takes pupils from the ages of four to eleven. There are 173 pupils on roll in seven classes, with 88 boys and 83 girls; this is a below average sized primary school. There are no pupils from a home where English is not the first language. There are 54 pupils on the school's register of special educational needs; as a proportion this is above the national average. There are three pupils with a statement of special educational need under the terms of the DfES Code of Practice<sup>1</sup>; this is below average. Five pupils are entitled to free school meals; this is below the national average. Standards on entry are average for the local education authority.

### **HOW GOOD THE SCHOOL IS**

This is a good school, with many strengths. Teaching is good and makes a positive contribution to pupils' very good attitudes, behaviour and relationships, and to the good standards achieved. The leadership and management of the headteacher are very good. He is supported ably by his deputy headteacher and teachers in creating a successful school. There is a very strong sense of teamwork amongst all staff, teaching and non teaching. The school gives good value for money.

#### **What the school does well**

- By the age of 11, standards in reading, mathematics, science, religious education, art and design and physical education are good.
- Standards achieved by children in the Foundation Stage are good.
- The attitudes, behaviour and relationships of pupils are very good.
- Teaching is good.
- The leadership and management of the headteacher are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Provision for pupils with special educational needs is very good.

#### **What could be improved**

- Although not unsatisfactory, standards in writing are not as high as they should be.
- Children in the Foundation Stage have insufficient opportunities for regular outdoor play.
- The external decoration of the school is in a poor state of repair in many areas.

*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. Since then it has made good progress. Standards have improved in many subjects, including information and communication technology and art and design which were previously 'unsatisfactory'. Curriculum planning has improved so that pupils are taught the key knowledge, skills and understanding required in each subject as they move up through the school. The role of subject co-ordinators has improved, both in monitoring the curriculum and in the use of assessment. Pupils are taught successfully about other cultures in many subjects, including religious education and geography. Children in the Foundation Stage now have access to large

<sup>1</sup> The DfES has identified a Code of Practice for special educational needs under the terms of the Education Act to support pupils with recognised difficulties.

construction apparatus, although opportunities for regular outdoor play, including climbing, have not been improved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>2</sup> in National Curriculum tests.

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

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

The table shows the results for pupils who left the school in Year 2000. At the time of the inspection, no national comparative data was available for Year 2001 results. The school's results were not as high in English and mathematics, but improved in science. In English, standards in writing were significantly lower than those achieved in reading. However, the results reflect the year on year trend showing standards to be above the national average.

Current inspection findings show that by the end of Year 6, standards in English, mathematics and science are good and above average. In English, standards in writing are average but are not high enough as pupils have insufficient opportunities to apply their literacy skills when writing in all subjects. Standards in mathematics and science are improving as the result of significant improvements in the quality of teaching.

By the end of Year 6, standards in religious education are good and exceed the expectations of the locally agreed syllabus. In information and communication technology, standards meet national expectations. Standards in art and design and physical education are good and exceed expectations for pupils of this age. In design and technology, geography, history and music, standards meet expectations for this age. Since the previous inspection, standards in religious education, information and communication technology and art and design have improved, with those in other subjects maintained. Current inspection findings for pupils in Year 2 judge standards to be above average in reading and mathematics. In writing, standards are average but should be higher. In science, standards are average. By the end of Year 2, standards in religious education are good and exceed the expectations of the locally agreed syllabus. In information and communication technology, standards meet national expectations. Standards in art and design and physical education are good and exceed expectations for pupils of this age. In design and technology, geography, history and music, standards meet expectations for this age.

By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals<sup>3</sup> in all areas of learning, with the exception of writing within communication, language and literacy where standards meet expectations.

<sup>2</sup> Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils enjoy coming to school and they work very hard in lessons.
Behaviour, in and out of classrooms	Very good, pupils behave well in lessons, and in the playground at break and lunchtimes.
Personal development and relationships	Very good, pupils relate well to each other, to their teachers and to all adults whom they meet in school.
Attendance	Satisfactory, there is no unauthorised absence and punctuality is good.

## TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school and has a positive impact on the good standards achieved and on pupils' very good attitudes, behaviour and relationships. Teachers have very good subject knowledge which they pass on to pupils with interest and enthusiasm. They make very good use of resources, particularly visitors and artefacts, to stimulate pupils' learning.

The teaching of literacy as observed in lessons is good. The key skills of reading and writing are taught effectively in individual lessons. However, teachers do not consistently reinforce their expectations that pupils should apply the writing skills taught when writing in other subjects. The teaching of numeracy is good. Teachers have a good understanding of the National Numeracy Strategy and ensure that pupils have good opportunities to experience the full mathematics curriculum, with a strong emphasis on developing mental arithmetic and multiplication skills.

Teaching of children in the Foundation Stage is very good and contributes significantly to the good progress made. The teacher and learning support assistant make an effective team and they have a very good understanding of the learning needs of children of this age.

Teaching of pupils with special educational needs is good. Class teachers and the well qualified and conscientious learning support assistants work together very well to meet the needs of pupils with special educational needs, providing very good in class support, a very good blend of help and challenge, and a range of graded tasks matched to their needs.

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<sup>3</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is good. Pupils in Years 1 to 6 receive their full entitlement to the National Curriculum. They benefit from a good range of extracurricular activities and strong links with the community.
Provision for pupils with special educational needs	Very good, a comprehensive register of special educational needs is kept by the special educational needs co-ordinator who provides very good leadership and support for special needs within the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and makes a significant contribution to pupils' positive attitudes, behaviour and relationships. Spiritual development is promoted effectively in many subjects, including religious education, art and design, and music.
How well the school cares for its pupils	Procedures for child protection and pupils' day to day welfare are very good. Assessment procedures and the use of the results of assessments to plan pupils' future learning are good.

The school works very effectively with its parents who are very supportive of the work of the school. The school's procedures for monitoring and promoting good behaviour are very good. Pupils benefit from the school's close links with the community it serves.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, the headteacher has a very clear vision for the school. He is supported ably by the deputy headteacher and his staff in promoting high standards and in ensuring pupils receive a rich curriculum including music, sport and the arts.
How well the governors fulfil their responsibilities	Good, the governing body fulfils effectively all of its statutory responsibilities; it is hard working and very supportive in its work with the school.
The school's evaluation of its performance	Good, the school is very aware of its strengths and weaknesses. It is currently developing an action plan to address the issue of standards in writing not being high enough.
The strategic use of resources	Good, the school uses its resources efficiently and effectively, including additional grants and funding to support pupils' learning.

The headteacher provides very strong leadership and has developed a teaching team that has a shared vision for the future of the school. The school applies successfully the

principles of best value when making spending decisions. The school has sufficient staff and resources to meet the learning needs of pupils. The accommodation is adequate, but is being extended so that pupils need not be taught in a 'mobile' classroom.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school expects children to work hard and to do their best.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework that children receive.</li> <li>• The information they receive on their children's progress.</li> <li>• The range of extracurricular activities.</li> </ul>

Twenty-one parents attended the meeting with the registered inspector prior to the inspection and 51 questionnaires were returned. Inspection findings support the positive views of parents. In relation to improvements, inspection findings judge that the provision of homework and extracurricular activities is good. Findings support the views of parents that the annual written reports on their children are inconsistent in telling parents how well children are doing, as opposed to what they have done.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children start school during the year in which they become five. Entry is phased and is based on the school and parents' view of when children are ready to start school. At the time of the inspection, twelve children were in the reception class. Assessments made when children start school show standards to be average as measured against the local education authority's assessment procedures. By the time they leave the reception class, children exceed the expectations of the Early Learning Goals in all areas of learning, except in writing where standards meet expectations.

2. Results of Year 2000 National Curriculum assessments for pupils in Year 2 were above average in reading and mathematics, but average in writing. In comparison with similar schools<sup>4</sup>, results were above average in mathematics, average in reading and below average in writing. Although no national data was available at the time of the inspection for comparison, the school's results in 2001 were similar to those achieved in 2000 in reading and mathematics, but there was a drop in standards in writing. Taking the three years 1998 to 2000 together, the trend shows standards in reading, writing and mathematics to be above average. In a school of this size, the following are contributory factors to variations in standards from year to year:

- The numbers of pupils in each year group. In 2001 each pupil counted as four per cent in the National Curriculum tests;
- The number of pupils on the school's register of special educational needs within each year group varies from year to year;
- The number of pupils who join the school at times other than of normal admission.

<sup>4</sup> Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

3. Current inspection findings for pupils in Year 2 judge standards to be above average in reading and mathematics. In writing, standards are average but should be higher; pupils are not consistently using the skills taught in literacy when they write in English and in other subjects. In science, standards are average. Standards have improved in mathematics since the previous inspection, with standards in reading and science maintained. In writing, standards are not as high.

4. By the end of Year 2, standards in religious education are good and exceed the expectations of the locally agreed syllabus. In information and communication technology, standards meet national expectations. Standards in art and design and physical education are good and exceed expectations for pupils of this age. In design and technology, geography, history and music, standards meet expectations for this age. Since the previous inspection, standards in religious education have improved, with those in other subjects maintained.

5. The results of Year 2000 National Curriculum assessments for pupils in Year 6 were well above the national average in English, above average in mathematics and average in science. In comparison with similar schools, results were the same. Although no national comparative data is available, the school's results in Year 2001 were not as high in English and mathematics, but improved in science. In English, standards in writing were significantly lower than those achieved in reading. In addition to the factors outlined in paragraph two, there were weaknesses in the quality of teaching in Year 6. These weaknesses have now been addressed. Taking the years 1998 to 2000 together, the trend shows standards to be above average, with English a particular strength.

6. Current inspection findings show that by the end of Year 6, standards in English, mathematics and science are good and above average. In English, standards in writing are average but are not high enough as pupils have insufficient opportunities to apply their literacy skills when writing in all subjects. Standards in mathematics and science are improving as the result of significant improvements in the quality of teaching.

7. By the end of Year 6, standards in religious education are good and exceed the expectations of the locally agreed syllabus. In information and communication technology, standards meet national expectations. Standards in art and design and physical education are good and exceed expectations for pupils of this age. In design and technology, geography, history and music, standards meet expectations for this age. Since the previous inspection, standards in religious education, information and communication technology and art and design have improved, with those in other subjects maintained.

8. Across the school, pupils with special educational needs make good progress in relation to their abilities and against the targets set in their individual education plans. Teachers and learning support assistants who work in close partnership with the special educational needs co-ordinator support pupils effectively in lessons. All pupils are fully included in all activities.

9. The school has shown that it is capable of meeting its targets and that they are high enough, allowing for the contributory factors in paragraph two. Current inspection findings judge that the school has the quality of teaching, leadership and management that will allow it to continue to meet its future targets. The school has identified that standards in writing need to be improved and the English co-ordinator has a detailed action plan in place to address this issue.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes towards learning are very good. Pupils enjoy coming to school and nearly always approach their work enthusiastically. The vast majority of pupils try their best at all times, and clearly find school an enjoyable experience. They are capable of good concentration and work well independently, in pairs or in groups, co-operating well from an early age. There were many occasions during the inspection when pupils showed real enthusiasm for what they were learning, for instance when Year 2 pupils, entranced by a retelling of the 'Ramayama', shouted "Hooray," and, "Well done!" when Rama killed the Demon King. In common with most pupils concentration slips and they lose interest when they do not have enough work to keep them occupied, or they are not clear about what they are supposed to be doing. Pupils are very welcoming and friendly towards visitors, and were happy to talk about their work and their school. Older pupils, particularly girls, are protective and kind towards younger pupils, choosing in some cases to join them at playtime and lead them in playground games.

11. Behaviour during lessons seen in the inspection was mostly good, and often very good. Behaviour outside the classroom was very good. Pupils move around the school in a well behaved way, and are quick to hold doors open or offer to help others. They played together in a co-operative and friendly manner, and coped well with the problems posed by the building work, walking to and from the playground belonging to the neighbouring school in a sensible manner. Both sexes play together, particularly in the younger age groups. Pupils' behaviour during assemblies was very good, and both here and during most lessons, pupils showed good listening and speaking skills. There was one fixed period exclusion last year.

12. Pupils have a good attitude towards the responsibilities allocated to them. This was particularly noticeable at lunchtime when the monitors who sit at each table showed maturity and good sense in the way they helped younger pupils deal with their food, and dealt with various small crises sensibly. Younger pupils enjoy helping their teachers by taking registers to the office, tidying up and performing other small duties around the classroom. Although the inspection took place early in the school year, it was clear that pupils had already formed good relationships with their new teachers and classroom assistants. The confidence and independence displayed by the new reception class was particularly noticeable. The comments made by pupils during 'Circle Time'<sup>5</sup> and assemblies indicate that they have a good understanding of the need to respect other people's feelings, values and beliefs, which is a core aspect of the school's mission statement.

13. Attendance is satisfactory. Last year the attendance rate was just below average: 94.0 per cent (as against 94.4 per cent national average). There was no unauthorised absence (national average 0.5 per cent). Authorised absence was high at 6 per cent (national average 5.2 per cent). Punctuality is good: any occurrence (of five minutes or so) is usually due to the parent bringing the child to school having trouble parking.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. The previous inspection report judged the quality of teaching to be 'satisfactory or better in 97 per cent of lessons', with 'four per cent excellent, 26 per cent very good and 32 per cent good'. Areas to develop were to 'improve planning particularly in acquiring key skills and progression'; and to 'develop assessment in mathematics and ensure marking is consistent and that it guides pupils forward in their learning'. Current inspection findings judge that these areas have been improved.

15. Inspection findings judge that the quality of teaching in the school is good and that it has a positive impact on the standards achieved and on pupils' very good attitudes,

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<sup>5</sup> In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

behaviour and relationships. During the inspection, in the lessons observed, teaching was satisfactory or better in 98 per cent, with 55 per cent good and 26 per cent very good. One lesson (two per cent) was unsatisfactory. Examples of very good teaching were seen in English, mathematics, science, art and design, physical education and in the Foundation Stage.

16. The quality of teaching in the Foundation Stage is very good and a significant strength of the school. It has a positive impact on the very good progress children make in their learning. Planning is of the highest quality and the class teacher and learning support assistant work in an effective partnership to support children's learning. Together, they have a very strong understanding of the needs of young children and ensure there is a rich curriculum, with a good balance between adult led activities and those which children choose for themselves.

17. The teaching of literacy as observed during the inspection was good, with examples of very good teaching seen in Years 3 to 6. Teachers have a good understanding of the National Literacy Strategy, particularly in teaching the key skills of reading and writing, with the result that pupils make good progress in lessons. In reading, pupils are supported effectively and apply their reading skills successfully in other lessons. However, evidence from looking at pupils' previous work indicates that teachers are not sufficiently rigorous in ensuring that pupils apply their writing skills in other lessons. For example, they are not always reminded to use dictionaries or a thesaurus to help with spelling nor are they reminded of key punctuation rules. As a result, standards in writing are not as high as they should be.

18. The teaching of numeracy is good and makes a positive contribution, particularly to rapidly improving standards by the end of Year 6. Teachers have a good understanding of the National Numeracy Strategy and ensure that pupils have good opportunities to experience the full mathematics curriculum, with a strong emphasis on developing mental arithmetic and multiplication skills.

19. Teaching of pupils with special educational needs is good and they are fully included. Class teachers and the well qualified and conscientious learning support assistants work together very well to meet the needs of pupils with special educational needs, providing very good in class support, a very good blend of help and challenge, and a range of graded tasks matched to their needs. Appropriately detailed and specific individual education plans with specific targets for pupils' learning are provided for pupils on the register of special educational needs. The class teachers in conjunction with the special educational needs co-ordinator write these targets; they are kept by teachers in the classrooms so that they can be referred to regularly and annotated by the teacher or learning support assistant.

20. In the best lessons, teachers show good subject knowledge which they pass on to pupils with imagination and enthusiasm. The start of lessons is exciting and immediately captures the attention of pupils, for example in a Year 2 geography lesson on St Lucia, the teacher provided a good range of artefacts to stimulate discussion on comparing life in St Lucia with their own lives. In a Year 1 history lesson, the teacher used a resident of the village effectively to talk to pupils about her childhood, with the result that pupils were totally absorbed and made good progress in comparing 'old' and 'new' homes. Teachers share learning objectives for each lesson with their pupils. For example in a Year 3 literacy lesson, the teacher made it clear to pupils that the theme for the week was 'story settings' and that they would need to, "Think about all those little extra details in your writing – use your list of more interesting verbs, adjectives and nouns." As a result, pupils were fully involved in their own learning and made good progress in lessons.

21. Teachers' planning is good and addresses successfully, the differing learning needs of pupils, particularly in the middle part of lessons when pupils work individually, in pairs or in small groups. For example in a Year 2 literacy lesson, more able pupils had the task of 'editing a piece of text' based on 'The Lighthouse Keeper's Lunch' on which the teacher had made mistakes. Pupils of average ability were given the task of writing a list of items which could go into the 'lunch basket', whilst pupils of below average ability were given 'real' items from the basket which they had to label correctly. In this lesson, all made progress because the tasks were matched carefully to their abilities.

22. Teachers use the final or plenary part of lessons successfully to assess progress made in the lesson and to consolidate pupils' knowledge, skills and understanding. For example in Year 6, where pupils studying Shakespeare watched a video of 'A Midsummer Night's Dream', the teacher asked, "Why did the man who played the moon have a lantern and a thorn bush?" and, "Who can give me a similarity to Macbeth?" Such questions enable the teacher to assess which pupils understood the purpose of the lesson and, in addition, they contribute significantly to the development of pupils' thinking and speaking and listening skills.

23. Relationships between teachers and pupils are good and contribute successfully to pupils' learning. In lessons, teachers manage pupils' behaviour exceptionally well because the work is interesting and challenging. Teachers use resources effectively to support pupils' learning, including the use of visitors, for example in a Year 5 geography lesson where a representative of the local water board gave pupils an interesting presentation on how water reaches their homes. Teachers make very good use of learning support assistants within lessons to support pupils' learning.

24. Day to day assessment of pupils' learning is good, both within lessons and from marking. Teachers identify gaps in learning and amend their teaching accordingly to meet pupils' learning needs. For example in a Year 3 lesson on information and communication technology, the teacher taught pupils to save their work to a floppy disk as a number had 'lost' the work they had done in the previous lesson using a graphics program.

25. Homework is used effectively to support pupils' learning. In Year 6, after their lesson on 'A Midsummer Night's Dream', pupils were asked to find out where Stratford-on-Avon is and to, "Use books, CD-ROMs, the Internet – but you must have an adult with you – to find out what the theatres looked like and how much tickets would have cost?" Such homework develops pupils' knowledge, skills and understanding because it is clearly linked to their class work and extends their research skills.

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

26. The school provides a broad and well balanced curriculum and a good range of learning opportunities which successfully meet the needs of all its pupils, including very good support for learning outside the school day in the form of 'booster group' classes. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. The school has dealt well with the issues relating to the curriculum in the previous inspection report. There is a significant improvement in the breadth and balance of the curriculum and there is a good whole school curriculum plan which details the work in each subject to be taught to each year group during the school year. Detailed schemes of work are in place for all curriculum subjects. These provide for the systematic development of knowledge, skills and understanding in pupils' learning and give good guidance to teachers. The school has been particularly successful in maintaining standards

in the foundation subjects<sup>6</sup> whilst adhering to the recommended time for literacy and numeracy strategies and providing additional French lessons in Key Stage 2.

27. The curriculum for pupils in the Foundation Stage is very good and makes a significant contribution to the very good progress made by children. Planning is matched carefully to the 'stepping stones' for each of the six areas of learning and enables children to make clear gains in knowledge, skills and understanding in the reception class. Currently, there is no secure outdoor play area which restricts opportunities for children's physical development. However, plans are in place to create such an area when the current additional building programme is complete.

28. The school's arrangements for identifying and supporting pupils with special educational needs are very good. A comprehensive register of special educational needs is kept by the special educational needs co-ordinator who provides very good leadership and support. Pupils, with a statement of special educational need receive the support detailed in their statements and are included fully in all school activities. Their individual education plans and targets are reviewed regularly, wherever possible, with parents' input.

29. The school has implemented the government's recommended National Literacy and Numeracy Strategies effectively, and planning and teaching take appropriate account of the recommendations both for lesson format and for lesson content. A good range of well supported extracurricular activities takes place during lunchtimes and after school during the year, including the school choir, a weekly computer club, Saturday morning football and, in season, cricket. A rich programme of additional educational visits is provided to enhance learning.

30. The school makes very good provision for equality of access and opportunity for its pupils in terms of gender and special educational needs through the provision of appropriate teaching methods, support and materials. All pupils have equal access to the curriculum provided by the school and appropriate role models are provided within the school. The school makes satisfactory provision for homework, which is set and marked regularly, particularly in Years 3 to 6.

31. The school makes very good provision for pupils' personal, social and health education (PSHE) through weekly lessons and the science and religious education curriculum. A well planned programme of 'PSHE' activities, including 'Circle Time' makes a significant contribution to pupils' understanding of the responsibilities of being a member of the community. The governing body has made a decision that sex education should be part of the curriculum and appropriate drugs misuse education is provided.

32. The school has developed very good links with the local village community and local businesses and industry. A good range of visitors brings their expertise to the school and work with pupils. The school has very good relationships with the adjacent (privately run) nursery 'feeder' school and there are strong music, science and mathematics curriculum links with the local secondary school, to which some pupils move at the end of Year 6. In addition, there are strong 'cluster' school links between the school and other local small primary schools.

33. The school makes very good provision overall for pupils' spiritual, moral, social and cultural development. The school's provision for pupils' spiritual development is very good and is woven into every aspect of school life. Through the religious education programme, through the carefully planned school and class assembly themes and the personal, social and health education programme of weekly lessons, pupils are provided with time for reflection and gain knowledge and insight into values and beliefs and reflect on their own,

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<sup>6</sup> Art and design, design and technology, geography, history, music and physical education.



and others' experiences. The school complies with statutory requirements for a daily act of collective worship.

34. Provision for pupils' moral development is very good. Through the 'over-arching' school rule that 'we are the keepers of other people's feelings', the principles distinguishing right from wrong are promoted well, and consistently, by all school staff, who provide very good role models. The whole school programme of themes for assemblies relating to real life issues and the use of 'Circle Time' to discuss issues, allows pupils time to reflect and consider their behaviour.

35. Provision for pupils' social development is very good. Throughout the school, pupils are encouraged to work co-operatively and take responsibility for their work and for others, and these responsibilities increase as pupils get older. Pupils in Year 5 and 6 are involved in residential visits and these provide very good opportunities for the encouragement of pupils' moral and social development. Pupils support a good range of charities through fundraising and visits to senior citizens.

36. The provision for pupils' cultural development is very good. Pupils are taught to appreciate their own cultural traditions, taking part in a range of local events and visiting local historical and cultural sites. Pupils are given good opportunities to develop an understanding of the diversity of other cultures through stories in literacy lessons, studies of contrasting communities in geography and the study of other religions in religious education lessons. The school library has been restocked with a good range of multicultural books, and activities throughout the school year reflect the multicultural nature of society: for example an 'Indian Week' and a 'Multicultural Book Week' being held during the previous school year. This constitutes a significant improvement in provision since the previous inspection. During the school year, a good range of visitors talk to, perform for, and work with pupils.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. Provision for child protection and pupils' welfare is very good. There is a detailed child protection policy which closely follows local education authority guidelines. This gives staff extremely clear guidance. The headteacher is the child protection liaison officer. All staff (class teachers, classroom assistant, and lunchtime supervisory staff) are regularly briefed on this topic. Anyone helping in school must agree to be police checked. Pupils are told to ignore anyone who speaks to them from outside the school boundary when they are playing on the field. The health and safety policy closely follows local education authority guidelines, and is regularly reviewed. An outside specialist carried out a full safety audit in 1998. All concerns raised by the audit have been addressed, except that most staff have not had any form of health and safety training, with the exception of the caretaker, who has attended a number of relevant courses.

38. At the last inspection, concern was expressed about the danger of parents driving onto the school grounds. New warning notices and yellow lines have been added to the school entrance, and the gates are closed at the start and end of the school day. The school urges parents to park in the village car park and reach the school on foot using the school's crossing patrol. Fire door identification notices have been fitted and the doors are now clear of obstruction by plant growth.

39. Provision for improving and monitoring good behaviour, and eliminating oppressive behaviour, is very good. The school's behaviour strategies are used consistently by all members of staff, and are clearly understood and respected by pupils. They are clearly explained to parents in the prospectus and summarised in the class booklets issued each year. There are useful separate policies dealing with exclusion and bullying; the latter offers both definitions and guidance on how to eliminate this kind of behaviour. Class teachers

regularly cover the topic during 'Circle Time'. All employed members of the school community may issue stars or stickers to add to class star charts. These are awarded for work, effort, behaviour, commonsense or initiative. When a star chart reaches a certain point, it earns the class a reward. Every class teacher nominates a pupil to receive a 'Star Award', and a book listing these is kept on display in the school entrance for visitors to see. All awards are given out at the Friday assembly, and care is taken to ensure that every child in the school receives at least one award during a year. Sanctions are applied through a yellow and red card system. Pupils record incidents when they are given yellow or red cards in class behaviour books. The headteacher has termly meetings to discuss behaviour management with the lunchtime supervisory assistants, and new ones are given training.

40. Provision for the personal development of pupils is very good. Staff try to get to know their pupils well, and work hard to form good relationships with them all. All classes use 'Circle Time' techniques although they may not use it every week. Class assemblies and personal, social and health education always take place with the class sitting in a circle, and class teachers do this when they want to discuss an important issue with pupils. The 'PSHE' provision is carefully planned to ensure clear progress in understanding from year to year. The police visit as part of 'PSHE' to talk about 'stranger danger'. Pupils are encouraged to bring fruit to eat at breaktime. Pupils are given a variety of responsibilities, mostly within the classroom, although Years 4 and 5 act as dinner monitors, sitting with a table of younger children. Year 6 pupils ring the bell to signal the end of lessons or playtimes. They set up the hall before assembly and operate the overhead projector or CD player as required. Each class chooses two pupils to hand out and collect playground equipment. Year 6 pupils help with the younger children during playtimes at the discretion of the class teacher. The support and guidance of pupils with special educational needs is very good.

41. Provision for improving and monitoring attendance is satisfactory. There is an answerphone for parents to use to notify the school about absentees. If no notification has been received an hour after the start of school, the office administrator will ring parents. Parents have to send in a note of explanation when pupils return to school. There is a stern warning about unauthorised absence in the prospectus. As at the time of the last inspection, registration is often done in French. It is quickly and efficiently carried out, and registers are correctly completed. The deputy headteacher monitors attendance patterns weekly. The education welfare service visits the school termly and additionally as required.

42. The previous report indicated insufficiently developed procedures for identifying pupils' attainment and progress in mathematics. These procedures have been significantly improved and there is now very good monitoring of pupils' academic performance in English and mathematics. There is very good analysis of test results, which are taken at the end of each year, and tracking sheets usefully indicate the progress of individual pupils. Each pupil has a portfolio with examples of their work in English, mathematics, science and information and communication technology. Assessment information is used well to plan future work and to group pupils within classes. The same procedures are used well in science, although testing is only at the end of each key stage. More information on pupils' strengths and weaknesses in the subject, particularly at the end of Year 5, would enable teachers to plan their work more effectively.

43. There is an effective whole school system of assessment and record keeping for all other subjects that utilises the learning objectives identified in planning. Assessment information for pupils with special educational needs is used very effectively to construct their individual education plans. The information from the initial assessments when children start school is used very well to plan future learning experiences. Reports to parents are satisfactory. There is some good information about pupils' standards in the core subjects<sup>7</sup>,

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<sup>7</sup> English, mathematics, science, information and communication technology and religious education.

but other subjects tend to indicate coverage rather than standards. Parents would like more information on standards, and the inspection team agrees that this would be more helpful.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. Parents expressed very favourable views of the school. Nearly a third of the questionnaires sent out to parents were returned. These showed that parents feel the school has high expectations of its pupils and that behaviour is good. Their children are helped to become more mature and responsible and enjoy school. Parents think that teaching is good and the school works hard to make a real partnership with parents. Nearly all felt that their child was making good progress, that the leadership and management of the school were good, and that the staff were approachable. Some parents were not satisfied with the homework set, but the findings of the inspection team do not support this concern. The comments made at the parents' meeting supported those made in the questionnaires. It was suggested that annual reports focused on curriculum rather than on achievement, and this view is supported by the findings of the inspection team. Parents at the meeting praised the extracurricular provision and the termly concerts, as well as the close links with the local community.

45. The school has very effective links with parents. It makes every effort to get to know the families of its pupils and to get them involved in school life in a variety of ways. Parents' views are sought through opportunities to respond to reports, to attend class meetings and to come to curriculum workshops. The staff of the private nursery, which shares the school site, run breakfast and after school clubs for the school's pupils every day. The after school club offers a range of activities and the opportunity to get on with any homework. The prospectus encourages parents to help in school in a variety of ways. The school always contacts parents immediately with any concerns it may have about their children, for instance if they suffer an injury of some sort during playtime. Parents know that they can speak to class teachers informally, and arrange to see the headteacher at short notice if they have an immediate difficulty to discuss.

46. The quality of information for parents is good. There is a parents' consultation meeting every term, and a meeting for parents of each year group at the start of each year to give them information on the curriculum to be covered. Two informative newsletters a term are sent out. Parents are given an information booklet at the start of each year which gives information specific to that year (for instance on statutory assessment tests for Year 2 and Year 6) as well as general information (for instance about rewards and sanctions). The booklet includes details of the curriculum to be covered and ideas to encourage parents to help with numeracy and literacy. Each pupil has a home-school link book in which they write down details of any homework for their own and their parents' guidance. Reports are of satisfactory quality. They are completed to a standard format, but the quality of the commentary is not consistent. Only a minority indicate targets for improvement and sometimes these are not expressed clearly enough. Comments on English, mathematics and science give a reasonable idea of children's standards, but the comments on other subjects sometimes describe the curriculum covered rather than children's progress in learning. Reports include comments on personal and social development, and include spaces for parents and children to add their views.

47. Parental involvement has a very good impact on the work of the school. The 'Parent, Teacher and Friends Association' (PTFA) is a well organised and successful organisation which makes a significant contribution both to the school's budget and to its community spirit. For example, it provided the funding, and the muscle, to create the new pond and environmental areas. The 'PTFA' organises various events during the year, such as:

- Family swimming evenings at the pool in Deal;
- A summer fair, and class cake sales (when the proceeds are used to enable pupils in that class to choose particular books for their use);
- Discos for pupils;
- Social events for parents.

During the last year, the 'PTFA' has successfully endeavoured to broaden the base of parents actively involved with school life by establishing a system of two parent representatives per class who work more closely with the teacher and help with parent liaison. One of these has to be a member of the 'PTFA' committee and one must not be. Both staff and parents have found this innovation valuable. Parents assist with visits and help to run the football and cricket clubs on Saturday mornings. At the younger end of the school, there are usually four or five parents able to help in class. A number of parents with experience in the construction industry have provided labour and/or materials around the school without charge.

48. Parents make a good contribution to children's learning. The vast majority of homework set for children throughout the school is done and returned to teachers by the date required, which indicates a high level of support for children's learning at home. Parents and other relatives are always willing to loan artefacts or come and talk to pupils about their life experiences, for example when discussing childhood in past generations. Parents with particular expertise (for instance in information and communication technology, art or sport) have made valuable contributions to work in particular curriculum areas.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The leadership and management of the school are very good. The headteacher provides clear educational direction and promotes high standards within a caring and supportive ethos. He leads by example, but at the same time delegates, and encourages other staff with responsibilities to take their full part in the development of the school. For example, the co-ordinator for pupils with special educational needs has one day per week to enable her to perform her duties, and subject co-ordinators are allocated two days during the year. Their role is developing well, and each subject action plan forms part of the main school improvement plan, enabling co-ordinators to make an effective contribution. The good support provided by the members of the senior management team contributes successfully both to the smooth day to day running of the school and to its long term development. For example, they initiate discussion and draw up draft outlines for the school improvement plan, which are then discussed by staff and governors before agreement and implementation. The headteacher has a good knowledge of the school's strengths and weaknesses and justifiably has the respect and confidence of pupils, colleagues, governors and parents.

50. Since the last inspection, the majority of teachers with management responsibilities have changed. All now have clear job descriptions and are aware of their roles in the classroom and in the long term development of the school. Key points for action, which were identified in the last inspection, have been successfully addressed. Long term curriculum planning is now secure with the adoption of the schemes of work published by the Qualifications and Curriculum Authority. The role of the co-ordinators is developing well, although not to the extent where they are monitoring teaching.

51. The governing body is very effective in fulfilling its duties and statutory responsibilities. Governors have an appropriate structure of committees that meet regularly and, through minutes of meetings, keep each other fully informed of decisions taken. They bring to the governing body a variety of skills that are well used. For example, a governor

with expertise in health and safety ensures that all safety requirements are fully met. Governors are kept well informed by the headteacher and through a system of visits. They are well involved with the development of the school, and are proactive in many decisions. For example, it was the governors who pressed for the development of the seventh classroom, and they that instigated the move of the library from a mobile classroom to the main school building. Governors are involved with the school improvement plan at an early stage, and have now set up a new 'Executive Committee' to be involved with strategic planning. Through both formal and informal means, most governors maintain a good understanding of the strengths and weaknesses of the school, although some who have been governors for a very short time, have yet to gain this understanding.

52. The school has very good procedures for monitoring, evaluating and developing teaching. Much of this has developed recently. It has had a positive effect on the standards of teaching and learning, but has yet to have a significant effect on standards. The teaching of literacy and numeracy has been suitably monitored by the subject co-ordinators and this has led to the school improving its teaching in these subjects. The school makes good use of its analysis of assessment data to target specific areas of teaching to bring about improved standards. This is having a positive impact on standards in English and mathematics, but less so in science as there are only tests at the end of each key stage. The school remains committed to raising standards, as evidenced by 'booster classes' in Year 6 and 'springboard classes' in Year 5 that aim to improve pupils' standards in the National Curriculum tests.

53. The school is committed to the continuing professional development of staff and has developed appropriate and effective systems for performance management. Governors set and monitor targets for the headteacher, whilst trained senior teachers and the headteacher implement the system with the rest of the staff. There is regular review of the performance of all staff, and any areas for development are addressed internally or through in-service training. A very good example of the school's attention to the quality of teaching was the support given to a teacher last year who was underperforming. There was a shared commitment to improve matters, and deal with the weaknesses. Teachers new to the school have a comprehensive file which contains all the school's policies and procedures. Newly qualified teachers are inducted successfully into the school and well supported.

54. The management of pupils with special educational needs is good. The school cares well for its pupils needing particular care and attention and they are all fully included. The special educational needs co-ordinator liaises closely with teachers and support staff and has a very good overview of special educational needs in the school.

55. Internally, the school offers adequate space for the numbers on roll. The design of the building is such that two classrooms form part of the main corridor, and several of the classrooms are separated from each other by (disused) folding plastic partitions. For both reasons, some lessons were affected by noise intrusion. There are currently six classrooms inside the main building: Year 2 is housed in a mobile building. The current building work will bring this year group inside the main structure. There is a headteacher's office, staffroom, school office and several small rooms used to store resources, one of which doubles as a medical room. It has no bed for sick pupils and is distant from the school office. The hall is of adequate size for the number of pupils. The library has now been moved from the external building in which it was housed at the time of the last inspection into the main corridor in the school. The school is built around a central courtyard with a garden which is used for outside teaching when weather permits. There are no specialist area rooms. There are adequate numbers of toilets for pupils and for adults. The school is very clean and well maintained.

56. The school has been waiting for building to start on a seventh classroom for over two years. It is now underway, and as a result access to much of the external accommodation was limited during the inspection. Both the main play area and the fenced area for reception children were out of use. Older pupils used the playground belonging to the neighbouring school, and younger children had playtimes in the former staff car park. The school intends to resurface the main play area and reinstate the reception play area after building work is complete. The main play area still lacks shade and facilities, as at the time of the last inspection. Access to the school is across a wide area covered with flagstones. These have lifted following the prolonged rain of last year and now pose a tripping hazard. The school intends to replace them with tarmac after the building work is complete.

57. Two attractive new environmental areas have been created since the last inspection: a woodland area with a circular path and a pond. The latter is securely fenced and has seating as well as an external viewing area. The school has a good sized field which the neighbouring special school is able to use. The caretaker works devotedly to patch up problems as they occur. Fortunately, the school suffers little vandalism, but portions of fencing have to be replaced regularly.

58. The building is now thirty years old. It still has its original woodwork, in the form of window and doorframes, and external panelling, in many places. The paint is peeling off, and the wood is now rotting in several areas. This detracts from the appearance of the school, as well as admitting water. Some doors installed four years ago already have peeling paint and rusting hinges. The flat roof is pierced by skylights. There have always been intermittent problems with leaks, but last year's heavy rains made matters much worse: water dripped from the skylights and from various places in the roof. An additional difficulty is posed by the fact that the drains from the roof run down inside the cavity walls. In places the damp course appears to have been breached by a build-up of the surrounding soil, and there has been damp intrusion into the building from the bottom of the walls, as well as by leaks from the roof and the skylights. The school views the possibility of another autumn of heavy rain with justifiable concern. The inspection team shares this concern and sees the repair and maintenance of the school building as a key issue for action.

59. The school makes good strategic use of its available resources. Governors have targeted money towards those areas identified for improvement within the school improvement plan. In order to make this process more effective, the school now sets its improvement plan at the beginning of the financial year to ensure that financial implications can be addressed. The plan makes clear the priority areas for improvement, personnel responsible and the resource costs. There is constant evaluation of spending decisions, for example the allocation for pupils with special educational needs, and the provision for information and communication technology. Comparisons are regularly made with other schools' spending and performance. All financial systems are effectively managed in the school office, and all procedures are followed appropriately. All documentation is in order, and audit recommendations have been acted upon. The school can account for all monies which are specifically allocated, such as that for special educational needs, and it monitor the benefit to pupils. The school business manager and administrative assistant carry out their duties efficiently and effectively, and day-to-day administration is very good. The school gives good value for money. The apparently high carryforward is earmarked for improvements following the building programme.

60. Resources are at least adequate in all areas of provision. In English, mathematics, design and technology, physical education and religious education, resources are good. Good use is being made of new hardware and software, and recent staff training, enabling pupils to develop information and communication technology skills. In history, geography and religious education, good use is made of artefacts, both owned by the school, and on

loan from the county service. In music, more tuned percussion would offer more opportunities to pupils when they are composing. In the Foundation Stage, the lack of a secure outdoor play area, and large ride-on and climbing equipment, impacts negatively upon children's physical development, but plans are already in hand for improvements.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To further improve the quality of education and raise standards, the headteacher, staff and governors should:

- **Improve** standards in writing by implementing and monitoring the school's action plan to address this issue, including ensuring that teachers are consistent in reinforcing expectations, and that skills taught in literacy lessons are applied in all subjects.

(Paragraphs: 3, 5, 6, 9, 17, 68, 71, 74.)

- **Ensure** that the current plans to provide a secure outdoor play area for children in the Foundation Stage are implemented as soon as possible; and ensure that children are provided with suitable equipment on which to ride, climb and tunnel.

(Paragraphs: 27, 66)

- **Work** with the appropriate agencies to eliminate the problems of the quality of the external accommodation of the school.

(Paragraphs: 55, 56, 57, 58.)

In addition the governing body may wish to include the following for possible inclusion in its action plan:

- Ensuring that pupils' annual written reports tell parents how well their children are doing rather than what they have done.

(Paragraphs: 43, 44, 46.)

## PART C: SCHOOL DATA AND INDICATORS

### **Summary of the sources of evidence for the inspection**

Number of lessons observed

49

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

25

### **Summary of teaching observed during the inspection**

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	13	27	8	1	0	0
Percentage	0	27	55	16	2	0	0

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

### **Information about the school's pupils**

#### **Pupils on the school's roll**

YR –  
Y6

Number of pupils on the school's roll (FTE for part-time pupils)

173

Number of full-time pupils known to be eligible for free school meals

5

#### **Special educational needs**

YR – Y6

Number of pupils with statements of special educational needs

3

Number of pupils on the school's special educational needs register

54

#### **English as an additional language**

No of  
pupils

Number of pupils with English as an additional language

0

#### **Pupil mobility in the last school year**

No of  
pupils

Pupils who joined the school other than at the usual time of first admission

16

Pupils who left the school other than at the usual time of leaving

4



## **Attendance**

### **Authorised absence**

	%
School data	3.9
National comparative data	5.2

### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	10
	Girls	11	10	12
	Total	20	18	22
Percentage of pupils at NC level 2 or above	School	84 (81)	74 (81)	92 (100)
	National	N/A (83)	N/A (84)	N/A (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	11	11	10
	Total	19	21	20
Percentage of pupils at NC level 2 or above	School	79 (88)	87 (100)	83 (88)
	National	N/A (84)	N/A (88)	N/A (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		Total
	2001		24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	19	15	19
Percentage of pupils at NC level 4 or above	School	79 (83)	63 (70)	80 (74)
	National	N/A (75)	N/A (72)	N/A (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Total	18	18	18
Percentage of pupils at NC level 4 or above	School	75 (77)	75 (78)	75 (91)
	National	N/A (70)	N/A (72)	N/A (79)

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

Numbers of pupils at Level 4 and above are too low to be included.

National results comparisons for Year 2001 were not available at the time of the inspection.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	146
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)	8.4
Number of pupils per qualified teacher	21
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	116

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0.4

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/2001
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	£
Total income	389,934
Total expenditure	356,365
Expenditure per pupil	2,072
Balance brought forward from previous year	17,501
Balance carried forward	51,070

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	173
Number of questionnaires returned	51

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	2	2	0
My child is making good progress in school.	51	43	0	4	2
Behaviour in the school is good.	41	57	2	0	0
My child gets the right amount of work to do at home.	24	51	18	6	2
The teaching is good.	45	51	0	2	2
I am kept well informed about how my child is getting on.	33	53	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	0	8	0
The school expects my child to work hard and achieve his or her best.	49	51	0	0	0
The school works closely with parents.	39	55	0	6	0
The school is well led and managed.	65	27	6	2	0
The school is helping my child become mature and responsible.	57	41	0	2	0
The school provides an interesting range of activities outside lessons.	35	39	14	4	8

## **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**

#### **Personal, social and emotional development**

62. As the result of very good teaching, children exceed the expectations of the Early Learning Goals by the time they leave reception. Children readily and quickly settle into the day to day routines of school and are happy, secure and confident in their classroom. Children are confident in taking the register to the office and, although only in school for four weeks, they attended school assemblies and joined in enthusiastically. Children are secure in the classroom and enjoy working with adults and on those activities which they choose for themselves. They are friendly and form good relationships with each other and all adults whom they meet. They enjoy the regular visits by the headteacher, for example when he came to 'stamp their passports'. They are co-operative, particularly when clearing up at the end of sessions.

#### **Communication, language and literacy**

63. Children make good progress in this area of learning because of consistently very good teaching of key basic skills, especially in reading. By the end of reception, children exceed the expectations of the Early Learning Goals in speaking and listening and reading; in writing they meet expectations. The teacher and learning support assistant place strong emphasis on developing speaking and listening skills, particularly in whole class sessions on the carpet. Reading skills are developed successfully, with a strong emphasis on letter sounds (phonics), with for example, the 'letter of the week'. Children are confident in finding words which begin with for example, 'd' and 'r'. They are encouraged to talk about books and use the pictures to help them gain an understanding of the story and characters. By the end of reception, most are established on the school's reading scheme. In writing, most children write their names unaided, but only more able children write their own sentences unaided. However, children understand that you can write for different purposes.

#### **Mathematical development**

64. Progress in mathematical understanding is very good as the result of effective teaching. By the end of reception, children exceed the expectations of the Early Learning Goals. In lessons, children are encouraged to count and to recognise numbers at every possible opportunity. They read, write and order numbers to 10 accurately, with more able children confident to 20 and higher. Children understand 'one more than' and 'one less than'. They recognise and name accurately common two-dimensional shapes, including

squares, rectangles, circles and triangles. There is great delight and a resounding chorus of 'ZERO!' when children count backwards from 10. In lessons, they take great pleasure in pointing out to the learning support assistant how to write '6' and '9' because she 'always gets it wrong'. This reinforces their key skills successfully.

### **Knowledge and understanding of the world**

65. Children make good progress as the result of very good teaching and many opportunities to develop their knowledge, skills and understanding in this area. By the end of reception, they exceed the expectations of the Early Learning Goals. Children are confident in the use of the mouse and keyboard when using the computer. One girl used 'click and drag' skills effectively to make a pattern of towers of cubes from one to ten and then successfully labelled each tower with the correct digit by using the 'text' feature of the program. In science, children gain a good understanding of materials through regular observations of the current building project which is adjacent to their classroom. In design and technology, they take orders for sandwiches and successfully meet the order, for example by making a jam sandwich on brown bread in a star shape. They are very aware of the importance of hygiene. Children develop a good understanding of the past through comparing 'old' and 'new' and they show a growing awareness of the key features of the village in which they live.

### **Physical development**

66. Progress in this area of learning is good, although children have no regular access to a secure outdoor play area. However, detailed plans are in place to create a secure area once the current building programme is complete. Teaching is very good and compensates for the lack of outdoor play through regular opportunities to use the school hall to develop early skills in gymnastics and dance. In the classroom, children have regular opportunities to build using large and small construction kits and they develop good skills in cutting by using scissors. By the end of reception, children exceed the expectations of the Early Learning Goals, with the exception of the 'stepping stones' for regular outdoor play.

### **Creative development**

67. Children make good progress as the result of very good teaching and exceed the expectations of the Early Learning Goals. They are confident in using paint, with thick and thin brushes and children know colours. Skills in drawing using pencils, crayons and felt tips are developed successfully through many opportunities to draw. Children's imagination is developed effectively through role play: for example through 'going on holiday to hot and cold countries'. Children's role play is encouraged by adult support including the headteacher who 'played' the part of an immigration officer in one lesson. In this lesson, children's sense of right and wrong was developed successfully when the 'immigration officer' refused to allow their class teacher 'entry' because she had clearly 'lied about her age on her passport by saying she was twenty-one'. The importance of honesty was clearly reinforced.

## **ENGLISH**

68. By the age of seven, standards in speaking and listening and in reading are above average. In writing, standards are average, but should be higher. By the age of eleven, standards in English are good, with standards in speaking and listening well above average. Standards in writing are average but should be higher. The school has recognised that standards in writing are not high enough and the co-ordinator has written a detailed action plan to address this weakness, including introducing specific writing targets for pupils as they move up through the school.

69. Pupils, including those with special educational needs, make good progress in speaking and listening through well planned opportunities to develop these key skills. For example in Year 1, in a literacy lesson, one girl played the part of 'Handa' from the story 'Handa's Surprise' and had to answer questions from the rest of the class as to what it was like to live in 'her country'. In Year 5, pupils listened attentively to a visiting speaker and asked interesting questions in relation to a presentation on how water reaches our homes. In the lesson, there was a strong emphasis on paired discussion, with pairs reporting back to the class on the key facts of the 'Water Cycle'. Teachers ensure that boys and girls contribute equally to discussions.

70. Progress in reading is very good for all pupils, including those with special educational needs. Pupils build successfully on the key reading skills taught in reception and Year 1 and show a good application of their understanding of letter sounds and blends (phonics) when reading new and unfamiliar words. Pupils know the importance of using the pictures to help them understand the story. By Year 2, pupils are confident and fluent readers and they clearly enjoying reading. They understand the terms, 'author', 'illustrator', 'publisher' and 'blurb' and explain confidently the difference between fiction and non fiction. By Year 6, pupils are confident in retelling a story and show a good recall of the plot, characters and setting. They read fluently and with very good expression. Pupils discuss their preferences for books and explain why they have a favourite book or author. They show a good understanding of library skills and are secure in the use of 'contents', 'index' and 'glossary' when using reference books. Pupils talk enthusiastically about using their reading research skills, for example in using the Internet or CD-ROMs to research the life and times of the Tudors, including Shakespeare.

71. In writing, progress for pupils, including those with special educational needs is satisfactory but should be better. Pupils make good progress within individual lessons, but teachers do not pay sufficient attention to pupils applying those skills when writing in English and in other subjects. Pupils do not use dictionaries regularly when writing and older pupils have insufficient opportunities to draft and redraft their writing. In addition, teachers' marking does not always pick up spelling mistakes, for example 'mach' for 'match' nor are missing full stops corrected. In Years 1 and 2, work produced on paper is not of the same good standard as that presented in exercise books.

72. By Year 2, pupils show satisfactory skills in the use of spelling, punctuation and handwriting. They write successfully for a range of purposes, including writing stories, holiday reports and sequencing instructions: for example in how to play 'pass the parcel'. Pupils write successfully in other subjects, for example in geography where they record key facts on St Lucia, and in design and technology where they plan and evaluate their work in making puppets. By Year 4, pupils develop their writing skills successfully when writing stories and letters of complaint to a shop about a faulty hi-fi system. Poetry writing is a strong feature and pupils show good skills in writing rhyming couplets, for example, 'Summer is the yellow soft sand tickling my toes, Summer is a wasp sipping sweet nectar from a rose'. In Year 5, pupils combine their word processing skills with their poetry writing to present imaginative and creative poems on the theme of water. One pupil wrote:

'The waves crash destructively upon the  
Lighthouse  
Rage against the old groaning pier  
Rain pounds like bullets on the cold slate  
Rooftops  
Yet on waves they are but silk tears  
The sand churns like butter on the seabed  
But yet, Up above  
The foam dances across the seabed  
Gliding like a dove'



73. Pupils apply word processing skills when writing in English and in other subjects. By Year 1, pupils write instructions, in work linked to design and technology, for making a milkshake; and in science, pupils label accurately the parts of the body. In Year 4, pupils present imaginative poems on the theme of 'What is Silver?' and in Year 6, pupils produce good, factual, newspaper front pages, based on the story of 'Macbeth'.

74. Teaching in the lessons observed was good, with very good examples in Years 4 and 5. Teachers have a very good knowledge and understanding of the National Literacy Strategy which they pass on to pupils with interest and enthusiasm. However, teachers are inconsistent in reinforcing their expectations that pupils should use the skills taught in lessons when they write in other subjects. Resources are used effectively to capture pupils' interest. For example in a Year 6 lesson, pupils were absorbed and enthralled when watching a video of 'A Midsummer Night's Dream'. As a result, their interest and enthusiasm for Shakespeare was greatly enhanced and pupils were confident in making comparisons with previous work on 'Macbeth'.

75. Lessons are planned carefully to meet the learning needs of all pupils, including the more able and those with special educational needs, with the result all pupils are fully included and make good progress within lessons. Learning support assistants provide particularly good help for pupils with special educational needs. The group work part of the lesson is managed effectively. In Year 2, more able pupils worked independently and conscientiously on an editing task whilst the class teacher supported other groups on developing a vocabulary list for 'The Lighthouse Keeper's Lunch'. Good use was made of information and communication technology, with pupils using a program to reinforce their understanding of the 'ai' sound by matching the correct word.

76. The final or plenary session is used effectively to assess pupils' learning and to give pupils the opportunity to share their work with the rest of the class. For example, in Year 1, pupils were encouraged to retell the story of 'Handa's Surprise' using puppets; this developed their speaking and listening skills. In addition, the teacher assessed how well pupils had understood the story.

77. The subject is managed effectively by the hard working and dedicated co-ordinator. She has a clear understanding of the weaknesses in writing from detailed analysis of the results of the National Curriculum assessments. Her current action plan sets out how the issue of underachievement in writing is to be addressed, particularly through giving pupils specific writing targets. Resources are good and pupils benefit from the recently re-organised library which contains sufficient books and is attractive and welcoming to pupils.

## **MATHEMATICS**

78. By the end of Year 2, standards are above the national average and pupils, including those with special educational needs, make good progress in their learning. By the end of Year 6, pupils, including those with special educational needs continue to make good progress and standards are above average. There is no significant difference in the standards achieved by boys and girls. This is an improvement in standards since the previous inspection when they were judged to be 'in line with national expectations'. Standards have improved as the result of the effective implementation of the National Numeracy Strategy and good quality teaching.

79. The school has adopted and implemented the National Numeracy Strategy well. Under this scheme of work and curriculum pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils undertake an appropriate variety of work on shape, space and measures and tackle a range of problems involving handling data and investigation during the course of the school year. Lesson

observations confirm that pupils make good use of their numeracy skills in other curriculum areas, such as science and information and communication technology.

80. Pupils in Year 1 recognise coins from 1p to 10p using numbers, words and colours, and most order coins from lowest to highest value. A minority make up amounts to 10p with coins. Most pupils in Year 2 count in 2s to 30 and, some with help, back to zero, and in 5s and 10s to 100 and back. Most recognise odd and even numbers. They recognise and name regular two-dimensional shapes, with one child noting, "Two-dimensional shapes are those that are flat, if that (a circle) wasn't flat, it would be called a sphere." Most recognise a sphere (a "sophia"), a cylinder, a triangular and square based pyramid, a cube, cuboid and a cone.

81. In Year 3, most pupils recall doubles to 10, for example, "double 9 is 18". They know the coins and notes of different values including £5, £10 and £20 notes. They solve word problems involving numbers in 'real life' situations including two step problems with a minority of pupils working well above expectations for their age. A significant minority of Year 4 pupils demonstrate good fluency, speed and accuracy in mental addition and subtraction. Most pupils are confidently using, reading and writing standard metric units. They know that you would use kilometres to measure the distance between Dover and the school, use centimetres to measure the length of a folder and use millimetres to measure the thickness of a rubber. Pupils develop and refine written methods for column subtraction of two whole numbers less than 1000 using 'complementary addition' and 'decomposition'. Pupils organise their own work, refining their recording methods and communicating mathematically, using mathematical language precisely. In Year 6, the majority of pupils are working at expected levels for their age with a significant proportion working at above expectations. Most can give an equivalent fraction for a half. More able pupils give equivalent fractions quickly and accurately, and reduce a fraction to its simplest form by cancelling common factors.

82. The quality of learning in lessons observed ranged from very good to satisfactory and was good overall. Teachers ensure pupils are well motivated and the pace of lessons is good or better, with a good variety of activities ensuring pupils' attention and a high level of motivation, resulting in good progress. The quality of teaching in mathematics lessons observed ranged from very good to satisfactory and was good overall throughout the school. Teachers utilise a good range of strategies to motivate and interest pupils. They follow the recommended numeracy lesson format and areas of mathematics to be taught in each year group closely. Teachers plan lessons well. They provide a good range of resources and use praise and questioning well. Most ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology, and provide good opportunities for pupils to explain their methods and practise what they know by working together. Teachers provide appropriate activities and support for the range of ages and differing levels of ability in their classes, challenging more able pupils appropriately and, in conjunction with learning support assistants, support and include pupils needing additional support very well.

83. Pupils' attitudes and behaviour in mathematics lessons are good. The great majority of pupils enjoy and are enthusiastic about their mathematics work, especially the mental and oral 'warm-up' activities. They respond well to their teachers and work together well without the need for constant teacher intervention.

84. The school has implemented the National Numeracy Strategy effectively. Resources for the subject are satisfactory and funding has been allocated appropriately to purchase additional resources to support the implementation of the curriculum. The co-ordinator for the subject is hard working, enthusiastic, well informed and very determined to improve standards in mathematics throughout the school. Assessment is used effectively to provide individual and group targets for pupils and very effective 'booster and springboard classes'

are held throughout the year. The use of day to day assessment is good, with, in the best cases, teachers amending their planned lessons in the light of progress during the previous lesson.

## SCIENCE

85. By the end of Year 2, pupils' attain standards expected for their age in science. By the time pupils leave the school at the end of Year 6, they attain standards which are above those expected for pupils of their age. This is an improvement on the end of Key Stage 2 attainment reported in the last inspection, and indeed better than the school achieved last year in the National Curriculum tests. However, the school's reasons for last year's unimpressive results are convincing and plausible. There were:

- A high number of pupils with special educational needs;
- Two pupils who were absent, which makes a big difference with a small year group;
- A high number of pupils who joined the school other than at the time of normal admission;
- There was a difficulty with the quality of teaching, which has now been overcome.

86. By the end of Year 2, pupils know what humans and other animals need in order to grow and keep healthy. For example, Year 2 look particularly at how to take care of their teeth. They recognize that plants need light and water for growth, and they investigate the plants growing in the school environment. Pupils sort materials according to a variety of criteria: for example whether or not they are man-made, or whether they float or sink. They know that materials can change: for example by dissolving sugar in water. They investigate how sounds are made, and an example of a good use of homework is where pupils find out about as many warning sounds as they can. Pupils undertake investigations, and consider whether or not a test is fair, but there is a limited range of recording and reporting results, too often on prepared worksheets. There is too much teacher direction, with insufficient opportunity for pupils to ask questions, and see how the answers might be found. There is insufficient use of information and communication technology: for example to make a class database with collected data, or to make comparisons between humans and other animals using multimedia sources.

87. By the end of Year 6, pupils perform experiments to determine the effect that light, water, and temperature have on the growth of plants. They describe changes which occur when materials are mixed, and when they are heated or cooled. For example, they investigated and cooked different kinds of bread, including pitta, ciabatta, and naan, where good links were made with design and technology and with multicultural awareness. Pupils know that some changes are reversible whilst others are not. For example, pupils in Year 5 have a very good understanding of the water cycle of evaporation and condensation. They know that light travels from a source, is reflected from mirrors, and that shadows are formed when light cannot pass through an object. There is an underemphasis on the use of information and communication technology: for example by using a CD-ROM to view things impossible to see first hand; or to display data from experiment observations. Whilst pupils do undertake investigations, there is insufficient opportunity for them to develop their independence by posing questions and deciding what evidence they will need and the equipment and materials they will use. Too much of this is done for them to enable them to develop their enquiry skills sufficiently.

88. Being so early in the term, a good deal of evidence was taken from scrutiny of last year's work. This showed clearly that progress in different years was at different rates. For example in Years 4 and 5, expectations were high, different work was set for pupils of different ability, and good, sometimes very good progress was made. However, in Year 6, neither the quality nor quantity of work were satisfactory, the marking was inconsistent,

sometimes not done, and there was insufficient challenge to extend pupils' scientific thinking. This led to unsatisfactory progress and underachievement. The situation that caused this was remedied prior to the inspection.

89. With the exception of one lesson, which was unsatisfactory because pupils were too inactive to be able to make satisfactory progress, half of the observed teaching in science was good, the other half being very good. Lessons are well planned with clear learning objectives which are made known to pupils at the start of the lesson. Teachers emphasise the use of correct scientific vocabulary, and question effectively, checking understanding and challenging thinking. They motivate pupils well, so that pupils are eager to take part, the buzz of excitement seen in a Year 4 class being typical. This all leads pupils to become totally involved in their work, enabling them to make good progress and achieve well. The only exception to this is in scientific enquiry, where pupils do not make such good progress as too many decisions are made for them. All pupils are included well in lessons, with more able pupils being challenged, and with good support being given to pupils with special educational needs, enabling them to achieve well for their ability. Boys and girls work sensibly together and there is no significant difference in their achievements. Pupils' literacy skills are developed appropriately; speaking and listening during discussions, and writing to record their evidence. Numeracy skills are used in measuring during experiments, and working out averages.

90. The development of science has been hindered somewhat by the departure of the previous co-ordinator, and the 'caretaking' which is taking place at present. However, teaching has been monitored, which is having a positive effect on teaching and learning. There has been a thorough analysis of test results which has been used well to identify weaknesses in pupils' knowledge and understanding, and planning has been adjusted accordingly. However, this only happens for the testing at the end of each key stage, with nothing in the interim. Since the last inspection, good progress has been made in developing the curriculum in Years 5 and 6, and the subject is now resourced satisfactorily. However, the teaching of investigative science, identified as needing improvement in the last inspection, remains an area for development.

## **ART AND DESIGN**

91. By the age of seven and eleven, pupils achieve standards in art above those expected of their age and make good progress in the skills and knowledge of the subject as they move through the school. Boys and girls, and pupils with special educational needs achieve equally well. Only one art lesson was observed in Years 1 and 2; there was insufficient evidence to make a secure judgement about the quality of teaching and learning. Two lessons were observed in Years 3 to 6. However, a careful scrutiny of work on display around the school confirms that pupils have a wide range of opportunities to undertake a variety of art activities in two-dimensions and three-dimensions. Pupils show good skills in: printing repeated patterns, making collages, drawing in a variety of materials including chalk and charcoal, and making pencil studies of their friends and inanimate objects. This is an improvement in standards since the previous inspection when standards were judged to be 'in line with national expectations at Key Stage 1' and 'below the national average at Key Stage 2'.

92. In Year 1, pupils, after going on a school walk, drew good pictures from memory of a building. They drew good self portraits, and paintings of 'Barnaby Bear' are colourful. Pupils study the work of Picasso, including Cubist portraits and make their own versions of good quality. Year 2 pupils use a digital camera to take photographs around the school and use pastels to 'extend' sample pictures from magazines cut in half, smudging the colours. In Year 3, pupils use a computer paint program imaginatively to create symmetrical patterns. They explore ways of making and creating patterns, and experiment with fabric pastels and felt pens on calico. They make interesting patterns using multiple copies of

simple shapes. In Year 4 pupils, in a link to their history topic on 'The Tudors', study and paint miniature paintings of Tudor Kings and Queens of a good standard. In a previous lesson, they studied portraiture and looked at works by Augustus John, Graham Sutherland, Paul Klee and various Elizabethan artists including Hans Holbein. Pupils in Year 5 study 'still life' and experiment with different pencils, charcoal and pastels to shade and create three-dimensional depth in their studies. Year 6 pupils have been undertaking a design and technology project during the few weeks of the current school year, and at the time of the inspection, had not had any specific art lessons. However, art work in science, history and other subject areas and work produced during the previous school year confirms that standards in art are above expectations by the end of Year 6.

93. Pupils' attitudes and behaviour during art lessons ranged from good to very good and were very good overall throughout the school. Pupils demonstrate pride in their work and work very well together, sharing materials and clearly enjoying their work. The quality of learning was good overall, with one lesson being very good. Where learning was very good, pupils made good progress due to the teacher's enthusiasm and good lesson management skills which led to a high level of pupil motivation. The quality of teaching was good overall, with one very good lesson observed. Where teaching is very good, teachers prepare lessons very well, with relevant resources or artefacts for pupils to study. They make good reference to the aspects they want pupils to be particularly aware of and provide purposeful first hand experiences for pupils which leads to good progress in their learning.

94. The new art co-ordinator has produced a useful policy for the subject, has adopted the government recommended scheme of work for art and is currently adapting this to better suit the school. This scheme of work provides clear guidance to teachers and ensures that pupils make clear progress in the key skills of the subject as pupils move through the school. Resources for the subject are satisfactory.

## **DESIGN AND TECHNOLOGY**

95. By the ages of seven and eleven, standards in design and technology meet expectations for pupils of these ages. Pupils, including those with special educational needs, make satisfactory progress in their learning. Boys and girls achieve equally well. Standards have been maintained since the previous inspection.

96. Pupils apply their literacy skills successfully in their planning and evaluations. In planning, they produce neatly labelled designs and written evaluations show satisfactory application of spelling and punctuation skills. Numeracy skills are used successfully in accurate measurements, particularly when making designs.

97. In Year 1, pupils show satisfactory skills in experimenting with joining techniques using glue, masking tape, split pins and treasury tags in preparation for making model houses. In Year 2, in textiles, pupils show good skills in sewing techniques when making their finger and glove puppets. In Year 4, pupils develop their work in textiles successfully when they design and make cushions and drapes, including the use of printing techniques. In Year 5, pupils design and make moving toys and evaluate their work by showing how they could improve their models: for example, "I would change to a cam." In food technology in Year 6, pupils are successful in investigating and planning a range of recipes to make different types of bread. However, across the school, there are insufficient opportunities for pupils to use information and communication technology to support their learning.

98. Teaching is satisfactory, with good examples seen during the inspection. Teachers prepare resources well, including the use of parent helpers to support pupils' learning.

Good attention is paid to the importance of health and safety and personal hygiene in food technology. There is a strong emphasis on supporting individuals in learning new skills: for example in Year 2 pupils were taught how to sew correctly. Pupils enjoy lessons and concentrate hard on tasks.

99. The subject is managed effectively by the co-ordinator. She provides good opportunities for pupils in Years 5 and 6 to use and apply their skills by attending science and design and technology 'fairs' which are held in the area. Resources are good and contribute successfully to pupils' learning.

## **GEOGRAPHY**

100. By the ages of seven and eleven, standards in geography meet expectations for pupils of this age. Boys and girls achieve equally well. Progress for all pupils, including those with special educational needs, is satisfactory. Standards have been maintained since the last inspection.

101. Pupils apply their literacy skills satisfactorily when reading for information and in their written work, although attention to spelling, punctuation and handwriting is inconsistent. In Year 4, pupils use their numeracy skills successfully when they compare temperatures in London with those in Bangalore. They use and apply their knowledge of co-ordinates when they locate accurately key features in the village of Chembakolli. However, there is too limited use made of information and communication technology to support pupils' learning.

102. By Year 2, pupils are accurate in identifying the key features of the island of St Lucia. They use a key correctly to locate features on a map, including the airport, towns, rivers and mountains. They know that Castries is the capital city and that the Pitans Mountains are the main mountain range. In a lesson in which pupils examined artefacts from St Lucia, pupils applied their science skills successfully by identifying the materials from which the artefacts were made. They were particularly enthralled by the 'thumb piano'.

103. By Year 4, pupils show satisfactory skills in geographical enquiry as they research key geographical features of India. They write good factual accounts of life in a village in India following a talk by a visitor. Pupils compare their own lives with a day in the life of a woman in Chembakolli. They sequence accurately their choices of 'good' and 'bad' points of living in India. In Year 5, pupils show a good understanding of the water cycle and they use their speaking and listening skills successfully in making oral presentations to the rest of the class.

104. Teaching is satisfactory, with examples of good teaching seen during the inspection. Teachers make good use of resources and imaginative displays to support pupils' learning. In Year 5, the teacher made very good use of a visitor from the local water board to give a presentation to pupils on how water reaches our homes. However, insufficient use is made of information and communication technology to support pupils' learning.

105. The subject is effectively managed by the co-ordinator. She recognises through her action plan the need to develop the use of information and communication technology to support pupils' learning. Assessment is satisfactory and resources are adequate to teach the subject.

## **HISTORY**

106. At the end of Year 2 and by the end of Year 6, when pupils leave the school, standards in history meet expectations for pupils of these ages. This is a similar judgement to that of the last inspection.

107. In Years 1 and 2, pupils learn about life in Britain in the past, and compare it with life today. They show a great deal of interest in the subject, particularly pupils in Year 1 when they talked to visitors who were children 60 years ago. They were totally absorbed in the discussion, and made good progress. Evidence from last year's work shows appropriate coverage of the National Curriculum requirements, with studies of Florence Nightingale and the Great Fire of London. Appropriate use is made of literacy skills of speaking, listening and reading, although there is limited evidence of communicating historical knowledge by writing, and by using information and communication technology.

108. By the end of Year 6, pupils have a sound understanding of the Tudors and life in Tudor times, and of how the Romans affected British society. They compare the life of the Ancient Greeks with life in Greece today, and they understand how children felt as refugees during the Second World War. Pupils develop a satisfactory sense of chronology, and many have a sound knowledge of key periods and events in British history.

109. Teaching is satisfactory in history, with some strengths. For example, teachers use artefacts and first hand experiences well to bring the subject alive. This motivates pupils well, enabling them to make good progress in these lessons. Good use is made of project loans from the local education authority loan service, which complement the school's own resources well. Pupils handle artefacts with care, and join in well in discussions. Planning with key questions in mind is proving successful in developing pupils' thirst for enquiry. Pupils are presented with a variety of sources from which they can find their information. In a Year 6 lesson, information was provided on a CD-ROM, books and an overhead transparency. Pupils are competent with using the Internet as a source of information. Whilst pupils gather evidence well, there is an underemphasis on pupils using their writing skills to record and present their evidence. All pupils are included well in lessons, with effective questioning geared to the ability of the particular pupil. More able pupils are challenged, and pupils with special educational needs are well supported.

110. Good progress has been made in history since the last inspection. Planning is now detailed and ensures progression in pupils' learning throughout the school; basic assessment procedures are in place. Very good use is made of the community, including visits and visitors. For example, visits include museums and a local dig, and visitors include old soldiers to talk about the Second World War and people who were evacuated.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. By the ages of seven and eleven, standards in information and communication technology meet national expectations. This is an improvement on the previous inspection where standards in Years 3 to 6 were judged to be 'below national expectations'. Improvement is the result of increased teacher confidence, particularly through successful NOF (New Opportunities Funding) training. Pupils, including those with special educational needs, make satisfactory progress in their learning and boys and girls achieve equally well.

112. Pupils' use and application of information and communication technology skills in literacy are satisfactory; in numeracy and other subjects they are underdeveloped. However, the co-ordinator and teachers are aware of this and evidence shows that as they continue to receive their NOF training, interest and enthusiasm for teaching the subject is developing rapidly.

113. By Year 2, pupils are confident in the key skills of loading, saving and printing their work. They show good mouse control and satisfactory keyboard skills. In Year 1, pupils link successfully literacy and design and technology skills when they word process instructions for making a milkshake. They show good 'click and drag' skills in a program where they label accurately the parts of the body. A graphics program is used successfully to create pictures based on the story, 'Handa's Surprise'. In Year 2, pupils use a CD-ROM for research in geography and they use word processing skills successfully.

114. In Year 4, pupils use the computer to create graphs showing the average temperatures in London and Bangalore. This is a good example of linking information and communication technology to numeracy and geography. Pupils use word processing skills successfully in their 'What is Silver?' poems and in their character descriptions. They show good application of key literacy skills of spelling and punctuation. In Year 5, pupils combine text and 'clip-art' particularly well when they write 'Water Poems'. Good use is made of fonts, borders, 'clip-art' and layout to produce high quality work. Pupils develop good skills in using a multimedia program to present information on African art, music and dance. In Year 6, pupils use a spreadsheet to record plant growth as part of a science investigation, but there is no evidence of data being analysed. Pupils show satisfactory desktop publishing skills in their newspaper accounts of 'Macbeth'.

115. Teaching is satisfactory and improving as the result of effective NOF training. In one lesson in Year 3, the teacher made good use of a laptop connected to a projector to give a whole class lesson on how to save work to a floppy disk. All pupils were able to see the screen and made good progress in understanding. In Year 6, the teacher introduced a music program to pupils, but this was on a computer monitor and it was difficult for all pupils to see the screen. However, she showed good subject knowledge and demonstration skills and, by the end of the lesson, pupils gained a greater understanding of the features of the program. However, teachers are not planning consistently for the use of computers to support pupils' learning in all subjects.

116. The school has a good Internet access policy which is known to pupils and parents. The subject is managed effectively by the enthusiastic co-ordinator who recognises the key priority to develop links with other subjects. There is a termly assessment sheet on which pupils' progress in knowledge, skills and understanding is recorded, and each term an example of work goes into each pupil's portfolio. Resources are satisfactory, although pupils in the Year 2 classroom have no access to the Internet.

## **MUSIC**

117. Little music was seen or heard during the inspection. However, it was possible to judge that standards in music, at the end of both Year 2 and Year 6, are likely to match those which would be expected for pupils of these ages. However, much of the singing heard in assembly and at choir, was of good quality and contributes significantly to the ethos of the school.

118. Pupils in Years 1 and 2 develop their listening skills well. They recognise a variety of sounds, and, when made by percussion instruments, many pupils name correctly the instruments concerned. In Years 3 to 6, pupils develop their singing skills with songs related to their history topic. For example, pupils in Year 6 sang enthusiastically when rehearsing songs from the Victorian era, and they held their own part whilst others were singing another song. Pupils who learn instruments are encouraged to bring them and to accompany the singing, as happened with a guitar and a recorder player in Year 6. Pupils in Year 3 develop their rhythmic abilities by clapping a variety of rhythms, including the syllables of their names.



119. It was only possible to observe three lessons during the inspection. The teaching in the lesson for younger pupils was good, and in the two other lessons, it was satisfactory. Long term planning indicates appropriate coverage of the National Curriculum, and short term plans show clear lesson objectives. Pupils are given opportunities to practise and improve their skills. All pupils are included and involved, although some pupils with special educational needs are not always motivated sufficiently to show interest. In the lesson for younger pupils, there was a good variety of activities which interested and motivated them, thus enabling them to develop their listening skills well.

120. There are good opportunities for pupils to learn the guitar, wind instruments and the keyboard. Performing skills are encouraged. For example, two pupils played the keyboard for other pupils to enter and exit the hall for an assembly, and there are opportunities at end of term concerts. The choir has performed at various services and venues, including Dover Castle, Canterbury Cathedral and to elderly people in the locality. In-service training has increased the confidence and expertise of teachers, but is naturally unable to match that of a specialist teacher reported on in the last report. Since that time, good progress has been made in developing the scheme of work, which now shows appropriate coverage of the National Curriculum. However, the use of information and communication technology and the provision of tuned percussion instruments still need improving.

## **PHYSICAL EDUCATION**

121. Standards in physical education at the end of Year 2 are above those expected for pupils of this age. By the end of Year 6, standards are above expectations, which is a similar judgement to that of the last inspection. In particular, standards in dance are improving at a good rate, mainly due to the 'Small Schools' Project', which focused teacher training on music and dance, and has improved teachers' confidence and expertise.

122. By the end of Year 2, pupils explain why they need a warm up before exercise. They are developing sound control of their dance movements, respond well to a variety of stimuli, and dance enthusiastically. In games, they develop their hand-eye co-ordination by sending and receiving a ball. They know that they need to look at the ball in order to stop it or catch it. In gymnastics, pupils handle equipment sensibly and safely, and successfully transfer their floor skills to apparatus work. They perform good sequences involving a balance, and have good skills of jumping and landing.

123. By the end of Year 6, pupils work very hard at rehearsing their dance routines, enabling them to make very good progress. They keep good time, and become thoroughly engaged in what they are doing. In games, pupils are employing their passing and receiving skills in small-sided games, and are developing attacking and defending tactics. In gymnastics, pupils have good control of their movements on the floor and on apparatus. They use their imagination well to find different ways of travelling. Pupils in Years 3 and 4 have opportunities to go swimming, but there are no records to show what percentage of pupils can swim 25 metres at the end of Year 6.

124. Teaching is good throughout the school. In-service training has helped teachers' confidence and expertise, particularly in dance and games, and this is to be followed with input for gymnastics. Lessons are well planned, with carefully thought out activities which motivate pupils well and enable them to achieve the lesson objectives. Pupils are very well managed and well organised, particularly in the safe transport of large gymnastic equipment. In most instances, warm ups are used well at the start of the lesson, and pupils can relate this to their work in science on keeping their body healthy. There are clear and high expectations of behaviour, with good attention given to the quality of performance. Teachers are enthusiastic, particularly in games and dance, and successfully pass on their

enthusiasm to pupils. Speaking and listening skills are developed well, and pupils respond very well to instructions. All pupils are included in lessons, with many pupils with special educational needs showing physical skills higher than expected for their age.

125. The subject is managed satisfactorily, but takes a back seat, with the co-ordinator managing information and communication technology as well. Termly planning shows appropriate coverage of the National Curriculum. Swimming is undertaken in Years 3 and 4, but there are no arrangements for pupils in Years 5 and 6 who cannot swim. There are limited opportunities for extracurricular activities; football in winter and cricket in summer, but the netball club does not now take place. Pupils from Years 5 and 6 take part, with some success, in an annual 'Swimming Gala'. In football and cricket, the school plays competitive fixtures in local leagues.

### **RELIGIOUS EDUCATION**

126. Standards in religious education by the age of seven and eleven exceed the expectations of the locally agreed syllabus. Pupils, including those with special educational needs make good progress in their learning as they move through the school. This is an improvement against the standards found at the time of the previous inspection, when overall standards at the end of each 'key stage' were judged to be 'in line with national expectations'. The school follows the newly revised Kent Agreed Syllabus for religious education and has adopted some aspects of the recently published government recommended scheme of work for the subject.

127. In Year 1, pupils having constructed a 'shrine' in the corner of the classroom in a previous lesson, remember that it is a 'Hindu Shrine'. They know that Hindus, "Have a space in the corner of their room with a candle," and some recall that the, "Hindu God has lots of different disguises," one of which is, "Ganesh who has an elephant's body." Pupils understand the 'Puja' and how it is an important part of Hindu worship. Pupils in a Year 2 lesson discussed the 'Ramayana' and the story of 'Rama and Sita' and were very caught up in the story, with gasps and cries of, "Well done!" as the demons were defeated. In Year 3, pupils, who are studying Judaism, recall successfully the names of several artefacts studied in previous lessons, the 'Menorah', the 'Yad', the 'Tallit' and the 'Torah'. They understand that the 'Torah' is a special book and that it 'is written in a special language'. Pupils make good designs for a 'yad' to keep the 'Torah' special. Year 4 pupils understand the significance of the 'Bar Mitzvah' ceremony and how it is celebrated. They know that the number of people needed in a service is 10, that the Jewish Sabbath is Saturday and is known as the 'Shabbatt' and that the Torah is written in Hebrew. Year 5 pupils know that Muslims follow the Islamic religion and that the holy book, 'The Qu'ran', is kept on a stand in a cover. They understand that, "You need to be respectful to things that are important to other people." They know that 'The Qu'ran' contains the messages that Allah sent to Muhammad. Year 6 pupils have been learning about the Bible and other church objects, learning why the Bible is so special to Christians; that all faiths have their own 'special book of guidance'; and the significance of the font as a symbol of initiation.

128. The quality of teaching in the lessons seen ranged from good to satisfactory in Years 1 and 2, and was good overall. In Years 3 to 6, teaching was good in all lessons observed. Teachers demonstrate good subject knowledge and use questioning well to test pupils' understanding and recollection. They sensitively encourage pupils to offer their own ideas and contribute to discussions. Pupils' attitudes and behaviour in religious education lessons ranged from very good to good in Years 1 and 2 and were good overall; and from satisfactory to good in Years 3 to 6, where attitudes and behaviour were similarly good overall. Pupils are interested, responsive and eager to offer ideas and suggestions, treating artefacts with appropriate respect.

129. The co-ordination of religious education in the school is shared between the headteacher and a very enthusiastic part time teacher who teaches religious education to

older pupils. Together, they are responsible for the high profile of religious education in the school. They are currently preparing detailed further guidance and support for teachers on the requirements of the new agreed syllabus and scheme of work. There is a developing and appropriate range and quality of artefacts and resources to support the curriculum and a range of readily accessible books and other teaching resources.