

INSPECTION REPORT

EDENBRIDGE PRIMARY SCHOOL

Edenbridge

LEA area: Kent

Unique reference number: 118554

Headteacher: Mr T Linnett

Reporting inspector: Mr J R Francis
17976

Dates of inspection: 7th – 10th May 2002

Inspection number: 196183

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: High Street
Edenbridge
Kent

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Appropriate authority: The governing body

Name of chair of governors: Mr C Cain

Date of previous inspection: 23rd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17976	Mr J Francis	Registered inspector	Equality of opportunity	How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
31758	Mr T Tipper	Lay inspector		Pupils' attitudes, values, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
16971	Mr R Hardaker	Team inspector	The Foundation Stage Science Design and technology	
12112	Ms G Carter	Team inspector	English History Special educational needs	How good are the curricular and other opportunities offered to pupils?
30144	Mr E Hastings	Team inspector	Information and communication technology Music Physical education English as an additional language	
4341	Mr D Clegg	Team inspector	Mathematics Art and design Geography Religious Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This larger than average primary school has 345 full time pupils on roll, (172 boys and 173 girls) in 12 classes, some containing two age groups: 61 children attend the nursery part time. There are a few pupils from minority ethnic groups (black, Bangladeshi) and from Traveller families. Very few speak English as an additional language, and none is at an early stage of learning English. The area served by the school is a mixture of private and housing association properties, but contains some areas of high deprivation. Around a fifth of the pupils are eligible for a free school meal, which is broadly average. Attainment on entry is well below that expected for children starting school. A third of the pupils are on the register of special educational needs, (above the national average) a significant number of these for moderate learning difficulties or emotional and behavioural difficulties, and 14 pupils have statements of special educational needs, (above average). Most of these are for either behavioural and emotional difficulties or specific learning difficulties. Seven of the teachers, including the headteacher, have been appointed since the previous inspection.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education for its pupils. The school has a sense of purpose, and good leadership by the headteacher gives clear direction. Pupils enter school with very low attainment, and although standards remain below average by the time they leave at 11, the majority make satisfactory progress and attain appropriate standards, but there is some scope to raise standards further. Teaching is satisfactory overall, with examples of very good practice, but there are wide variations in the quality. As a result, some pupils do not make the consistent progress they are capable of in their learning, in their response to learning or in their behaviour. However, all involved in the school are committed to raising standards. The school provides satisfactory value for money.

What the school does well

- The provision for children in the nursery and reception classes is very good and is leading to better progress and improved standards of attainment and behaviour;
- The good leadership and management by the headteacher and governing body is giving clear direction to the work of the school and beginning to have an impact on standards;
- The role of the English, mathematics and science co-ordinators is well developed and beginning to bring improvements to the quality of the curriculum and pupils' learning;
- The school has good links with the parents, which is having a very positive effect on pupils' learning and personal development;
- The range of extracurricular activities is very good and broadens pupils' experiences.

What could be improved

- Standards in English, mathematics and science;
- The overall consistency in the quality of teaching;
- The opportunities for pupils to develop spiritually and culturally and to gain a greater understanding of life in a multi-cultural society;
- Levels of attendance, the systems for monitoring absence and rewarding good attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and has made satisfactory improvement since then. The key issues from that inspection, relating to attainment in design technology and geography have been successfully addressed, and standards are now in line with those expected for pupils of this age. Marking has improved and is regular and consistent. While the overall quality of teaching has improved,

some weaknesses identified at the time of the previous inspection remain, for example, instances of teachers not having high enough expectations. Much work has gone in to identifying areas of weakness, particularly in English and mathematics, through more detailed analysis of results and producing action plans to tackle these. While there are recording systems in place to identify pupils' attainment and the next steps in their learning, there is no clear system that enables the school to track pupils' progress as they move through the school. The school has a good capacity for further improvement.

STANDARDS

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

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

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

Results from national tests show standards for pupils in Year 6 to be well below average in English and mathematics, and below average in science. Apart from the significant improvements seen in 2000, pupils' attainment has generally been well below average for the past four years, although results are improving at a similar rate to other schools nationally. While the percentage of pupils attaining the expected levels by the end of Year 6 continues to rise, few pupils attain the higher levels. Targets agreed for this year, while still well below the average, are realistic and pupils are in line to achieve these. Standards at the end of Year 2 remain well below average.

The inspection found standards to be below average in English (particularly in writing), mathematics and science. Attainment in most other subjects, including information and communication technology (ICT) and religious education (RE) is in line with the expectations for 11-year-olds and pupils achieve appropriately. Standards in music at 11 are above average and pupils achieve well. Pupils make satisfactory progress overall, and there are improvements in attainment in parts of the school, with nine and ten-year-olds achieving well, particularly in mathematics and science. Children in the nursery and reception classes are making good progress, and standards are beginning to rise. While many will not achieve the expected levels in most of the areas of learning, they are at the expected levels in mathematical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are sound. Most pupils are keen to come to school and are enthusiastic in their approach to the range of opportunities the school provides. However, there is a small minority who do not respond well and conform to the high expectations being set by the school.
Behaviour, in and out of classrooms	This is satisfactory. Pupils behave well around school when there is close supervision. Away from adult control, however, many lack self-discipline and can be noisy and boisterous.
Personal development and	This is satisfactory. However, a few pupils do not apply what they have

relationships	been taught and fail to show a good understanding of the impact of their words or actions upon others.
Attendance	This is unsatisfactory and below the national average.

TEACHING AND LEARNING

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

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

The proportion of satisfactory or better teaching is better than at the time of the previous inspection, while the proportion of good and very good teaching is broadly similar. While good teaching is seen in many classes, the most consistently good teaching is in the nursery and reception classes and in classes with Year 5 and 6 pupils. These lessons are well prepared with clear learning intentions, and the pace of the lesson keeps all pupils working hard. Relationships are very good. The good teaching in the nursery and reception class seen in all areas of learning is as a result of teachers' consistently high expectations and a good knowledge of the children's needs.

However, the gap between the best lessons and those that are unsatisfactory or have other weaknesses is too wide, and leads to unacceptable variations in the progress pupils make across the school. In these unsatisfactory lessons, the work is not well matched to pupils' needs and the activities do not require enough of them in the way of thought or effort. The teachers do not follow the school's behaviour policy and pupils' behaviour is not well managed, as a result, pupils are noisy and inattentive. In other lessons, where the teachers control the learning too much, this prevents pupils from developing their own skills and more independent working habits.

Teaching in English and mathematics is generally effective. Teachers have a secure understanding of the national strategies for literacy and numeracy, and plan and prepare well for these. The teaching of basic skills such as reading and writing is improving, although not as quickly in writing as reading.

In some subjects, such as science, ICT, music and physical education (PE) where teachers' own skills and knowledge have improved, pupils' progress through the school is improving. Teachers are aware of the needs of pupils with special educational needs. However, in lessons, some teachers do not match the work sufficiently well to their needs or give them enough support materials to enable them to get on with their work independently

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory. All the subjects of the National Curriculum are fully in place, with some very good guidance on how the subjects are to be taught. Many extracurricular activities encourage pupils' learning.
Provision for pupils with special educational needs	This is satisfactory. Individual education plans are appropriate, but occasionally in lessons where work is not suitably matched to their needs or pupils lack the necessary support materials, they do not make the progress they should.
Provision for pupils with English as an additional language	This is satisfactory. Currently, pupils with English as an additional language work alongside other pupils and require no additional support.
Provision for pupils' personal, including spiritual,	There are not enough opportunities for pupils to show initiative or take personal responsibility. The provision for pupils' moral and social

moral, social and cultural development	development is sound, but there are weaknesses in the development of pupils' spiritual and cultural development.
How well the school cares for its pupils	This is a very caring school where the teachers get to know their pupils well and are aware of the needs of individuals. There are sound procedures for child protection but the governors have not formally agreed the policy.

Parents are very supportive of the school. The school's annual survey of its parents, which contributes to the school improvement plan, has helped it develop a successful partnership and very good links, which have a very positive effect on pupils' learning and personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, is well supported by the senior management team and governing body and has the confidence of the parents. There is a clear focus on addressing the low standards.
How well the governors fulfil their responsibilities	This is good. The governing body is well informed and is very supportive of the school. They take an active part in the life of the school through, for example, their involvement in target setting and school improvement planning.
The school's evaluation of its performance	This is sound. There are systems to monitor the performance of the school, but classroom observations of teaching and learning need greater rigour to address the variations seen in parts of the school. The analysis of test results has identified strengths and weaknesses, and actions set in place to address these.
The strategic use of resources	This is good. Financial decisions are closely linked to school improvement and careful consideration is given to major planning and spending decisions.

Appropriate attention is given to comparing costs and effectiveness to ensure best value for money and consulting widely where possible on major decisions. Resources are generally good for the requirements of the curriculum, and the computer suite provides a good quality resource for teaching and learning in ICT, enhanced by its community use.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and make good progress; • The school's expectations, pupils' behaviour, and the way children are helped to become mature and responsible; • The quality of teaching and the leadership of the school; • The school's approachability; • The way the school works with parents and the regular informative newsletters. 	<ul style="list-style-type: none"> • There were no views expressed about what parents would like to see improved.

The returns from the parents' questionnaire were extremely positive, with most categories showing over 95 per cent either agreeing or strongly agreeing with the statements. The findings of the inspection support many of the positive views held by the parents: the leadership, the school's approachability, the good quality communications and the links with parents. While there has been an improvement in behaviour, there is still much to do to develop pupils' own self-discipline and improve their independence. While there are examples of very good teaching throughout the school, this is not yet consistent and pupils' progress can vary as they move through the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Test results in 2001 show standards overall to be well below the national average for seven and 11-year-old pupils. Attainment for seven-year-olds in reading, writing and mathematics was well below the national average and also well below the average for similar schools. The results for 11-year-olds were well below national average in English, mathematics and below average in science. Results were also below average compared with similar schools for English and mathematics, but better in science, achieving the average for similar schools. There was no significant difference in the attainment of boys and girls. One of the important factors at both Year 2 and Year 6 is the low number of pupils attaining the higher levels. No pupil in Year 2 achieved the higher level in writing, and at Year 6, the proportion of pupils attaining higher levels in English was fewer than half the national average. Results over time have been generally well below average, except for 2000 where attainment rose significantly. Since then it has dropped back to the earlier levels. Nevertheless, improvements in attainment have been broadly in line with the national trend. The school has made significant improvements in relation to other schools in the local education authority (LEA) for gains made between Year 2 and Year 6.
2. The previous inspection judged standards of attainment to be average in the core subjects of English, mathematics and science. However, although the current standards in English, mathematics and science are still below average, work in pupils' books shows satisfactory progress, and an improvement over the test results for 2001. The introduction of the national literacy and numeracy strategy is beginning to have a positive impact on raising attainment. Standards in science are improving throughout the school, and although still below average by the time pupils leave the school at 11 years of age, are much closer to the levels expected.
3. The school has set targets for improvement, and although these are still well below national averages, it is making good progress towards them. The analysis of national and other test results by the headteacher is providing the school with good quality information. However, work in the English and mathematics sets for pupils in Year 3 to 6 is not always sufficiently matched to the different levels of attainment found within these sets and does not allow appropriate activities to be developed for the range of pupils.
4. At seven, pupils' speaking and listening skills are below average. By the time they are 11 pupils make satisfactory progress. Their listening skills have improved, but speaking skills less so; and these are still barely satisfactory. While pupils are given opportunities to develop these skills in a variety of situations, not all teachers are sufficiently skilled at asking the sort of questions that develop pupils' speaking skills.
5. By the end of Year 2 standards in reading are below average, although most pupils are able to use their knowledge of letter sounds to break down words, and are beginning to read more confidently. Other than the higher attainers, who read a range of books, most pupils are more secure with the structure of the reading scheme where they can use, for example, picture clues to help them. By Year 6, pupils appreciate a wider range of texts, and the higher attainers are developing a good understanding of the work of different authors and genre. However, the majority are not able to appreciate the subtleties of many of the stories they read. For many pupils library skills are limited.

While they can use contents and index pages effectively, they do not have the necessary skills to use the library efficiently for their own research.

6. By the end of Year 2 and Year 6, standards in writing are low. Pupils in Year 2 are not joining their letters, and find difficulty in punctuation and spelling. The pupils in Year 6 are beginning to write for a range of purposes and writing is used to develop work in some subjects. However, for the majority, while written work is accurate, the content remains at a fairly simple level. Raising standards has become an important priority for the school. Good work has been done on analysing reasons for the underachievement and targeting improvement.
7. Across the school, the strategies for teaching literacy are sound. Teachers have a clear understanding of the national literacy strategy and their planning and lesson organisation follow the recommended formats. The pupils also benefit from additional funded teaching programmes and booster classes.
8. Standards in mathematics for seven and 11 year-olds are below average, although the majority of pupils achieve at an appropriate level. Most pupils in Year 2 have only a basic grasp of number, but only the higher attainers work at the expected level for their age. In Year 6, pupils have a sound recall of tables, but few have a range of strategies that would help them recall number facts quickly. However, in Years 4 and 5 pupils' attainment is good and this indicates that standards are improving.
9. Standards in science are below average. However, there is now a greater emphasis on investigative and experimental science throughout the school, which is bringing about improvement. Pupils in Year 1 and 2 are achieving satisfactorily. Pupils in Year 2 are developing an understanding of what makes a fair test and how to make careful observations. For pupils in Year 5 and 6 progress is good, and by the end of Year 6 standards are only just below average. However, pupils are unfamiliar with planning their own approaches for finding answers and, when investigating are only just beginning to take some responsibility for their own work.
10. Good planning and an effective scheme of work covering all of the strands of the subject are maintaining standards in ICT, and attainment at seven and 11 is in line with the levels expected for pupils of this age. Attainment in RE meets the requirements of the locally agreed syllabus. Attainment in all other subjects is in line with what is expected of pupils of seven and 11, with the exception of music, where, by Year 6, pupils attain good standards.
11. Assessment carried out on children when they enter school shows that attainment is well below the levels expected for this age. Many begin the reception year with poorly developed skills in speaking and listening, and personal, social and emotional development. With good teaching and a close observation of how the children are learning, children make good progress in all areas of learning. By the time they are ready to start Year 1 the majority of the children achieve the early learning goals¹ for mathematical and creative development. In mathematics, a good selection of apparatus is used to reinforce learning, for example, linking three-dimensional shape work with counting activities in reception. All the work is supported by good quality mathematical displays that are used by the teachers and the children. In the other areas of learning, children are provided with worthwhile activities to develop their understanding of the world in which they live and their creative and physical skills. All

¹ These are the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development that children should obtain by the end of reception year.

children are developing physical control through practising writing patterns and letter formation, or using modelling materials to develop their manipulative skills. They take pride in their work and enjoy sharing it with adults and the rest of the class. However, other than the high attainers, few children attain the early learning goals for personal and social development, communication, language and literacy, knowledge and understanding of the world, or physical development by the time they leave the reception class.

12. Pupils with special educational needs make satisfactory progress overall. There is a high number of pupils with special educational needs (SEN) in the school, due partly to the number of places reserved in the nursery for children already identified as having difficulties of various kinds. Understandably, pupils with SEN generally achieve standards lower than those of their peers, but they make good progress in the Foundation Stage, and steady progress through the rest of the school, across all areas of the curriculum. Pupils with English as an additional language do not require any extra support, work alongside the other pupils in the class and make similar progress.

Pupils' attitudes, values and personal development

13. Most pupils are keen to come to school, arrive promptly at the beginning of the school day and are enthusiastic in their approach to the range of opportunities the school provides. However, not all pupils respond appropriately to the school's high expectations. A significant minority of pupils are regularly absent and the attendance figure is currently below the national average and slightly lower than at the time of the last inspection.
14. Pupils behave well in the dining hall, playing areas and corridors when there is close supervision by members of teaching and non-teaching staff. Away from adult control, however, they lack self-discipline and can be noisy and boisterous. In lessons, a few instances of disruptive behaviour were seen mainly where the standard of teaching was not interesting or challenging enough. There have been eight fixed-term exclusions during the previous year, a figure similar to that at the time of the last inspection. However, this is one-third of the number of just three years ago and indicates the success of the current approach to managing behaviour.
15. Most pupils are confident in their approach to visitors but a minority struggles to address them consistently in a courteous manner. However, they interact with adults within the school well. In general, pupils work and play well with their colleagues in pairs or small groups, although there is a tendency for some to resort to physical confrontation to resolve any differences. They are taught to appreciate the impact of their words and actions on others through the personal social and health education (PSHE) programme but sometimes forget what they have been taught in the heat of the moment. In one lesson, the teacher successfully defused a minor altercation between two pupils and used this to illustrate the importance of identifying the good qualities of oneself and of others.
16. Although there remain some behavioural problems, no evidence was seen of any oppressive behaviour such as bullying, sexism and racism. The parents do not see this as a major problem within the school.
17. Pupils with SEN are generally very positive in their attitudes to lessons, especially when they are withdrawn for special help in English or mathematics sets. In some sessions, pupils who are recognised as having emotional difficulties, and where behaviour is not as good as that of their peers, are dealt with well by staff and their progress is carefully

monitored. Strategies are put in place to help pupils improve and advice is sought from the relevant outside professionals. Pupils with SEN are fully accepted by their peers.

18. Some Year 6 pupils are given personal responsibility in, for example, the school council but such opportunities are limited for most pupils across the school. There are also few instances where pupils are allowed to demonstrate individual initiative within the classroom. This limits their ability to make reasoned, personal choices and limits their personal development. Pupils take an evident pride in their school; it is kept clean and tidy and there is a noticeable absence of litter, graffiti and vandalism. They also represent their school well in the many sporting competitions in which they are involved.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The proportion of satisfactory or better teaching, at around 92 per cent, is better than at the time of the previous inspection, while the proportion of good and very good teaching is broadly similar. Good teaching is seen in many classes, but it is consistently good in the Foundation Stage, and in classes with Year 5 and 6 pupils. These teachers prepare their lessons well and have clear learning intentions. There are very good relationships between the pupils and the teacher in these classes, and the lessons are taught at a good pace, which keeps all pupils working hard. However, this is not consistent across the school and there is too great a difference in quality between the best lessons and those that are unsatisfactory or while satisfactory overall, have some weaknesses. This leads to wide variations in pupils' attainment and progress in different classes.
20. In the nursery and reception classes, good and very good teaching makes close links between all of the areas of learning for children in the Foundation Stage. The approach used during a mathematics activity on numbers to 20 for the reception children kept them all actively involved regardless of their level of competence. By varying the approach, the teacher kept the pace of the lesson brisk and the children's interest high. Similar characteristics were seen in a science lesson in a Year 1/2 class. Here, pupils were encouraged to explain their ideas to others, which developed their speaking and listening skills as well as their scientific understanding. Pupils respond well to good teaching and this can be seen in the way they listen to the teacher or each other and how they contributed to discussions. The key factor is the quality and range of questions asked by the teachers and their insistence on full and complete answers to these questions.
21. Where teaching is unsatisfactory, or where there are weaker aspects in otherwise satisfactory teaching, it is due to the work not being sufficiently accurately matched to pupils' prior learning. This means that for many pupils in the class, the activities are low level and require little of them in the way of thought or effort. For example, with the average and higher attaining pupils in a Year 1 English lesson, much of the time was taken with low level drawing and colouring activities rather than writing. The other major factor that leads to unsatisfactory teaching and learning is the inability of some teachers to manage the class well. In the weaker lessons, teachers do not consistently follow the school's policy for managing behaviour. This led to pupils being noisy and inattentive and responding poorly to the work.
22. One of the noticeable characteristics of those classrooms where teaching is good or very good is the good relationship between teachers and pupils. Teachers expect pupils to have good attitudes to their work and pupils respond by working hard and contributing to lessons. A science lesson in Year 6 reviewing earlier work on healthy and unhealthy foods was a good example of this. Having set up the task, the teacher gave the pupils a high level of responsibility for organising their own learning using range of reference materials and they rose to the challenge. However, this is not a regular

feature of teaching in the school and pupils' learning is often over directed. While this enables teachers to manage the behaviour of the more challenging pupils, it does not improve their personal development or their ability to work independently. The children in the Foundation Stage show much more independence than in many other classes. This good start is not always effectively built on as pupils move through the school.

23. Teaching in English and mathematics is generally effective. Teachers have a secure understanding of the national strategies for literacy and numeracy, and plan and prepare well for these. The teaching of basic skills such as reading and writing is improving, although not as quickly in writing as reading. There are no subjects where teaching is unsatisfactory overall, but there are some where teachers' own skills and knowledge, such as in science, ICT, music and PE have improved and pupils' progress through the school is improving. However, the impact of this on attainment will take a little time to be seen in Year 6.
24. Planning is often good, and in lessons in the Foundation Stage and Year 5 and 6, the learning intentions are clear and helpfully shared with the pupils. Teachers refer to these during the lesson to keep pupils focused, and return to them at the end of the lesson so they can evaluate pupils' level of understanding. However, there are a number of instances where the lesson's learning objective merely describes what the pupils are to do rather than what pupils are expected to know or understand by the end of the lesson, for example, "*to draw a map of our walk*". This makes it harder for teachers and pupils to be clear about what they have learned or how much they understood. Where the planning is weaker, it is where teachers use the setting arrangements in English and mathematics as the way of matching the work to pupils' ability, even where there are wide ranges of levels of attainment within the sets.
25. Pupils who have special educational needs are appropriately catered for in most lessons, and there is some well focused teaching in the withdrawal groups for English and mathematics. Individual education plans (IEPs) are appropriate, but occasionally where work is not suitably matched to pupils' needs they do not make the progress they should. Teachers are aware of the needs of pupils with SEN, and are in constant dialogue with the special needs co-ordinator (SENCo) about identifying and providing for pupils' needs. There is valuable additional support given through booster groups, and other specific withdrawal programmes. However, in some lessons, teachers do not provide work at an appropriate level. Although educational support assistants (ESAs) do a very good job in helping pupils to understand the work set, pupils do not have enough support materials to enable them to work independently.
26. Teachers mark pupils' work regularly and are supportive of pupils' efforts. The best marking is very effective, relates to the learning intention for the lesson, clearly identifies what pupils need to do to improve their work, and sets targets for improvement. Most pupils are aware of what these targets are. Homework is generally appropriate to pupils needs and supports work in lessons. The large number of learning support assistants is used well in most lessons, and good examples were seen where they supported the work of the teacher during the introduction to lessons and the plenary session at the end. At these times they often make notes which record pupils' responses to the teaching and their contribution to the lesson. These provide valuable additional information for the class teacher to assist their future planning.

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

27. The school provides a sound curriculum with a good range of other opportunities to encourage pupils' learning. All the subjects of the National Curriculum are fully in place, with some very good guidance on how the subjects are to be taught. Pupils with special educational needs are fully included in all aspects of the school's work, have full access to the entire curriculum and generally receive additional help as specified in statements or extra support when deemed necessary by class and special needs staff. Where withdrawal work does take place in order to meet the requirements of IEPs, staff do their best to ensure that pupils do not regularly miss the same lesson and that work done out of the class is consolidated in the classroom. Both the national literacy and numeracy strategies are fully embedded and are well managed by enthusiastic co-ordinators who do their best to set appropriate targets and priorities. There are effective programmes for drugs, sex and personal and social education in place, and good use is made of the school nurse and the Youth Crime Reduction Officer to enhance their delivery.
28. Extra curricular activities are a strength of the school and include a wide range of sporting activities and dance, drama, gardening and computer clubs. These activities are well attended and in most instances pupils benefit from the direct teaching offered in the sessions. Additionally, the school provides many trips that enhance curriculum provision, such as visits to Preston Manor to enrich studies in history, or a visit to Trinity Theatre in Tunbridge Wells to allow all pupils in Years 3 to 6 the opportunity to see live drama in action. There are also visitors, such as the clergy from the local churches who regularly visit assemblies, the curator of the local museum who talks to pupils about local history, and visiting theatre groups who help to expand and develop aspects of the curriculum such as science or history.
29. Overall, however, provision for the spiritual aspect of education is unsatisfactory, apart from what pupils receive through assemblies and some areas of the RE curriculum. There are few moments in the school day when pupils are encouraged to develop their ideas on the sorts of issues that could heighten their awareness of beauty, nature or creativity, or help them to develop insight or views into topics such as tolerance, religious belief or racial harmony.
30. There are satisfactory opportunities to improve pupils' moral development, for example, considering issues such as right or wrong, and these are well promoted in the various systems for managing behaviour in the school. However, even within personal, social and health education (PSHE) lessons, there is room for development in terms of encouraging pupils to take a stronger interest in ethical values and respecting the needs, interests and feelings of others.
31. In terms of social development, provision is good in the Foundation Stage but only satisfactory through the rest of the school. Pupils do not have enough opportunities to work together in groups and develop responsibility and independence. Circle Time, where pupils listen to others' views and offer their own, is used well to promote social values, but these principles are not always seen in action in the classroom or around the school.
32. The provision for cultural development is unsatisfactory overall. Although the school provides some opportunities for musical and dramatic activities, there is little promotion of higher culture such as making sure pupils know what music they are hearing at assembly, or sharing with them more than the few artists chosen for extended study in art. In terms of multi-cultural education, apart from a few examples in English and RE,

little is seen of dance, drama, language, literature, food, customs or clothing from the many other cultures that now make up multi-cultural Britain. This is particularly important in a school with so few pupils from minority ethnic groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. This is a very caring school where the teachers get to know their pupils well and are fully aware of the needs of individual pupils who require special attention. The school has been awarded the Sport England Activemark in recognition of the 'investment made in pupils' health and well-being through physical activity and sport'.
34. There are good systems in place to ensure the school is a safe environment. The constant vigilance of the caretaker and other members of staff support an annual risk assessment and checks of electrical equipment and the fire alarms and extinguishers by external experts. Exit routes are well signposted and external doors easily opened in an emergency; the security arrangements are appropriate. There are seven trained first-aiders in the school, which has its own medical room with sufficient first-aid supplies.
35. The SENCo is the designated person responsible for child protection. She has received appropriate training and the system for child protection is in line with local procedures. However, the policy is still in draft form and needs ratifying by the governing body. Teaching and non-teaching staff have received some training, but there is no programme to ensure that new members of staff are appropriately trained, procedures need to be formalised as quickly as possible.
36. For pupils with SEN, annual reviews are carried out in accordance with statutory requirements and IEPs are regularly reviewed. However, the school does not always manage to provide exactly what is specified in statements (e.g. in not providing a dyslexia trained teacher for a pupil who is deemed to need it). Pupils' IEP targets are increasingly set to coincide with individual school targets where possible, but targets are not specific enough. For example, a target that specifies 'Improve sight vocabulary' is not helpful unless all staff know which words have to be learned and by when so that they can check progress against the agreed criteria. Outside professionals, such as the speech therapist, hearing impaired teacher, behavioural support team or community paediatrician are well used to give additional advice or prepare statements of special educational needs. The school uses the services of the appropriate agencies to support the Traveller pupils, and is able to meet their individual educational and pastoral needs.
37. The school has a detailed behaviour policy with rules for the classrooms, playground, corridors and dining hall; these are well displayed throughout the school and understood by pupils. Good behaviour is rewarded by a combination of informal praise and a more formal system of certificates and other awards. The enthusiastic response of pupils at both weekly assemblies demonstrates the success of the system in encouraging good behaviour, and reducing incidents around the school. However, in classes where teachers do not follow the school's system for managing pupils' behaviour, this leads to inconsistencies. Most instances of poor behaviour are dealt with using a number of informal penalties. There are further penalties for more serious or persistent offences, including detention. If this persists a contract is worked out in consultation with the parent, with specific targets to achieve and the pupil becomes a member of the school's 'pastoral support group'. Parents are kept informed of progress on a regular basis and pupils are withdrawn from the group when they demonstrate a consistent improvement in behaviour. This system of pastoral support and guidance is effective and a strong feature in improving behaviour and attitudes of pupils in the school.

38. The school has a simple procedure for recording attendance and dealing with absentees, which includes telephoning the parent or carer of a pupil who is absent without any explanation being received. For children whose attendance falls below 80 per cent, letters are sent home and the Education Welfare Officer informed. However, there is still a further significant minority of children for whom attendance at school is not as regular as might be expected. These are not currently identified and there is no system of rewards and sanctions to encourage their improved attendance. The school does not set regular targets or take advantage of the computerised system, for example, to produce figures weekly and use these to focus the attention of the school community on the importance of improving attendance rates. While the registers are completed promptly at the beginning of the morning and afternoon sessions, there is an inconsistency with which absences are recorded leading to an understatement of the unauthorised absence figures.
39. The school has made a good start in developing a coherent and consistent assessment system. In English and maths, careful recording systems are in place, which identify pupils' level of attainment and specify the next step. This, together with careful analysis of test results, provides the information needed for teachers to plan their programme of work and to set individual and group targets in these subjects, appropriate to pupils' needs. However, not all teachers use this effectively.
40. The co-ordinator for assessment gives good support and guidance to colleagues on how assessment should be managed in the school. Analysis of data is thorough and enables senior managers to set priorities for the school improvement plan. Although the co-ordinator and senior management team keep detailed assessment data from national and optional testing, there are no clear recording systems which would enable them to track the progress of individual pupils from assessment on entry to attainment in yearly tests, and give a clear view of their rate of progress throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The information provided for parents is very good. The prospectus and annual report of the governors provide all the relevant information and 'Grapevine', the fortnightly newsletter, is an excellent means of informing parents of future activities as well as updating them on past events. There is also a large notice board outside the school on which forthcoming events are advertised, and the school's own website, although in its early days, is being developed as an alternative means of transmitting information.
42. The school operates an 'open door' policy for parents of children in the Foundation Stage and other parents are welcome to see the teachers on an informal basis after school or the headteacher by appointment; the majority of parents feel comfortable in approaching the school. Many take up the invitation to attend the weekly awards assemblies; attendance at school functions, such as the recent music festival, is good. The school organises termly parents' evenings where they can discuss their children's academic and social progress with the class teachers. There are also annual open mornings where parents, along with members of the local community, can see the school in operation.
43. Reports are very informative in terms of how each pupil is progressing and also provide details of targets and areas for individual development. They are much appreciated by the parents. Partnership with parents is a strong feature of the special needs provision in the school. Parents are informed when their child is identified as needing extra support and receive information about the purpose of IEPs. When appropriate they attend reviews or discuss concerns with the SENCo. They are always invited to contribute to annual reviews of statements.

44. Parents are kept informed about what their children are learning in school through such initiatives as curriculum information sheets in addition to curriculum presentation evenings. Courses are run for parents of the youngest children to help them to play an effective role in their children's learning. Parents are also invited to attend a weekly computer club during the school day at which they can update their skills to enable them to assist their children.
45. Parents are welcomed into the school and several take the opportunity to carry out activities such as assisting in the running of school clubs. There is a very active parent teacher association, which runs several social and fund-raising occasions raising some £3000 per year. The money is used to purchase specific additional items of equipment which are not covered by the school's budget.
46. The school carries out an annual survey of its parents, which is used to inform the school improvement plan, and this has helped it develop such a successful partnership with them. These very good links have a very positive effect on pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides good leadership, and a clear focus on implementing the aims of the school. A lot of work has been put in to addressing the very low attainment in the school, although this is only now starting to show results. The headteacher has successfully brought the staff together and given a strong focus to improving behaviour and raising standards. He is well supported by the senior management team and governing body and has the confidence of the parents, who recognise the improvements that have been made.
48. Monitoring of standards and the quality of teaching by the headteacher has brought some improvements. There are now systems for monitoring the performance of the school and the introduction of a performance management system for teachers is strengthening this. The analysis of test results has identified strengths and weaknesses, and action has been taken to address these. However, classroom observations of teaching and learning need greater rigour if the unevenness in the quality of teaching is to be tackled, and the gap between the best and the weakest is to be narrowed.
49. The governing body has an appropriate committee structure and is very supportive of the school. The chair of governors is well informed and knowledgeable. The governing body is well informed and governors take an active part in the life of the school, for example, through involvement in target setting and school improvement planning. They are developing their role in monitoring the work of the school, for example, through links co-ordinators for many subjects of the curriculum. Regular visits to the school by groups of governors following specific aspect of the school improvement plan are an effective method by which they can monitor what goes on, keep themselves informed and provide help where necessary. Their procedures for monitoring standards generally are good. The governing body meets its statutory responsibilities in relation to the delivery of the curriculum, acts of collective worship, those obligations which influence the welfare and progress of pupils, and reporting to parents.
50. The production of the school's improvement plan involves all staff, governors and parents. The issues for development are clearly listed in order of priority and are of a manageable number, but the success criteria are not always as sharp as they could be. The plan clearly identifies the timescale and the cost implications and these are regularly reviewed.

51. The budget is efficiently managed by the headteacher and the school's administrative assistant and supported through the LEA. The finance committee of the governing body monitors the figures regularly. Procedures are well established. Funds provided through specific grants, for example, special educational needs, are used appropriately and in some instances enhanced by the school to the level that the management feel is most appropriate. Financial decisions are closely linked to school improvement and careful consideration is given to major planning and spending decisions, for example, the creation of a new computer suite. Appropriate attention is given to comparing costs and effectiveness to ensure best value for money, and consulting widely where possible on major decisions.
52. The current staffing provides a good mixture of experienced and more recently qualified teachers. The headteacher and mentors support teachers new to the school, particularly those newly qualified. Teachers are well deployed and there is a good balance of curriculum expertise across the school. Where weaknesses, for example, in teaching, have been identified, changes have been made to staff deployment to support these. The good level of classroom support is used well and the learning support assistants contribute effectively to pupils' learning.
53. The management of the school's provision for pupils with special educational needs is satisfactory overall. The school employs the SENCo for three days a week, who, with the additional responsibility for child protection, has a very heavy workload. The SENCo is fully involved in providing support for pupils needing special help, but does not sufficiently influence the development of learning strategies and materials for pupils with learning difficulties across the school, or in training staff and working with co-ordinators. The learning support assistants are skilled and experienced and contribute well to SEN pupils' progress.
54. Resources are generally good for the requirements of the curriculum. In ICT, the computer suite provides a good quality resource for teaching and learning, enhanced by its community use. There are sufficient suitable books to support literacy and an adequate variety of resources to support numeracy.
55. Accommodation is good. In addition to the ICT suite, there are specialist rooms for science, art and DT and for history. There is a well-stocked SEN base and adequate space for the teaching of small groups in many areas around the school. The majority of classrooms are of a good size for the numbers of pupils. The recently created Foundation Stage unit provides well for the teaching methods needed for children of this age. The teachers use the extensive grounds around the school effectively, and often imaginatively, to extend pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to further raise attainment in the school, governors, the headteacher and staff should:

- (1) Improve standards in English (particularly writing), mathematics and science by making sure that all pupils achieve all they are capable of and providing greater opportunity for personal research and initiative;
(Paragraphs 2, 8, 9, 71, 75, 77, 79, 84, 85 refer)
- (2) Improve the consistency of the quality of teaching across the school by:
 - More rigorous monitoring to identify areas for development and acting on the information gained;
 - Making sure that all teachers have sufficiently high expectations of what pupils can achieve in lessons;
 - Making sure that work is closely matched to pupils' prior attainment and provide work that provides sufficient challenge for all pupils;
 - Improving the pace to ensure all children make appropriate progress in lessons;
 - Improving classroom management where it is currently weak through more consistent use of the school's behaviour strategies;(Paragraphs 3, 19, 21, 22, 24, 48, 77, 81, 87 refer)
- (3) Improve the provision for pupils spiritual and cultural development by providing opportunities across the curriculum for reflection on the more spiritual aspects of life and the opportunity to appreciate the cultural and ethnic diversity of British society;
(Paragraphs 29, 32 refer)
- (4) Improve pupils' attendance through more regular and rigorous monitoring and using the information gained.
(Paragraphs 13, 38 refer)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

Provide more opportunities for pupils to take greater responsibility for managing their own behaviour and to show initiative in and around school through more independent work.

(Paragraphs 9, 14, 15, 18, 22, 31 refer)

Improve assessment systems to allow pupils' progress to be tracked more effectively from when they enter school, through to when they leave.

(Paragraph 40 refers)

Agree the school's policy for child protection and introduce a systematic programme of training in child protection for new staff.

(Paragraph 35 refers)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		16	21	29	6		
Percentage		22	29	39	8		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	345
Number of full-time pupils known to be eligible for free school meals	-	74

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	14
Number of pupils on the school's special educational needs register	8	115

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	7.5

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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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	27	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	22
	Girls	14	12	16
	Total	33	31	38
Percentage of pupils at NC level 2 or above	School	69 (70)	65 (74)	79 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	13	15	14
	Total	33	36	36
Percentage of pupils at NC level 2 or above	School	69 (81)	75 (87)	75 (83)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	19	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	15
	Girls	15	12	21
	Total	25	21	36
Percentage of pupils at NC level 4 or above	School	54 (79)	46 (72)	78 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	15	12	21
	Total	25	21	33
Percentage of pupils at NC level 4 or above	School	54 (63)	46 (81)	72 (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	1
Chinese	
White	287
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.9
Number of pupils per qualified teacher	23.2
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	366

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	10.3

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
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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	8	
Other minority ethnic groups		

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	2000/01
	£
Total income	728,138
Total expenditure	732,549
Expenditure per pupil	1,903
Balance brought forward from previous year	25,344
Balance carried forward to next year	20,933

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	406
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	0	1	1
My child is making good progress in school.	62	35	2	1	0
Behaviour in the school is good.	27	66	3	2	1
My child gets the right amount of work to do at home.	42	44	12	0	1
The teaching is good.	70	28	1	1	0
I am kept well informed about how my child is getting on.	69	26	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	26	1	1	0
The school expects my child to work hard and achieve his or her best.	80	18	1	0	1
The school works closely with parents.	62	33	3	1	0
The school is well led and managed.	72	26	1	0	0
The school is helping my child become mature and responsible.	57	40	2	1	0
The school provides an interesting range of activities outside lessons.	66	23	3	1	2

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

57. Most children are admitted to the nursery class part-time at the age of three years, attending either mornings or afternoons throughout the week. At the beginning of the school year in which they are five, almost all transfer to one of the two reception classes in the main school. A small number of children who have not attended the nursery also enter the reception classes at such times. Ten places are reserved in the nursery for children with identified special needs.
58. There has been good improvement since the last inspection. The management of the Foundation Stage is very good. The senior reception teacher, who is a very good practitioner, knows the children very well. Work is well matched to children's individual needs. The nursery and reception areas are exciting places full of lively, stimulating and interesting pictures, books, words and letters. Combined with the provision of a wide range of stimulating activities, these encourage and motivate children to learn well.
59. Children are assessed on entering the nursery and on entry to the reception classes. On entry to nursery, the attainment of the children overall is well below that expected for this age. A significant number of children enter with well below expected levels of attainment in speaking and listening and in personal, social and emotional development. The majority make good progress in all aspects of learning, and continue to do so in the reception classes. This is a result of teaching which is consistently good and often very good. Most children meet the early learning goals in mathematical development and creative development before they enter Year 1. Most children make good progress in all the other aspects of learning but a significant number are still working towards the learning goals in knowledge and understanding of the world, physical development, reading, writing, most aspects of speaking and listening by the time they leave the reception class. The children who enter school with very poor skills in speaking and listening, and personal and social development, make good progress, largely as a result of the successful implementation of a very effective plan to improve these skills.
60. The overall quality of both teaching and learning in the nursery and reception classes is good. There are particular strengths in the knowledge of young children's needs and high expectations of both progress and behaviour. Assessment is thorough and contributes effectively to good progress, particularly in speaking and listening and personal development. Planning is also thorough and as a result of the good use of ongoing assessment, children of all attainment levels make at least good progress with their learning. As part of strong and effective team the knowledgeable learning support assistants contribute significantly to the effectiveness of the Foundation Stage provision.

Personal, social and emotional development

61. On entry to the school many children have poor personal and social skills. With good teaching, they make good progress in this area of learning. Children respond well to the teachers and the very able learning support assistants who work very effectively as a team. The adults maintain consistently high expectations and the children clearly understand these and behave accordingly.
62. Children work in a stimulating learning environment and as a result they enjoy nursery and the reception classes and are keen to learn. Relationships are relaxed between children themselves, and children and adults. Children respond well to the range of

interesting tasks planned for them. During and after these activities, they take turns, choose resources and tidy away; for example, when nursery children have finished playing in the outdoor area there is an expectation that they will be partly responsible for clearing the equipment and toys away. When using toys and equipment, children quickly learn to share. Nursery children cooperate well together, for example when playing together in the wet sand tray. When sat together working with an adult in a whole class activity, children quickly understand that it is a time for 'hands up' and not 'calling out' if they wish to speak, for example when reception children are learning sounds in a class group.

Communication, language and literacy

63. Children enter the school with overall very poor communication and language skills. As a result of good teaching and well-planned activities most children make good progress in this area. The teachers and their support staff well understand the needs of these children and make good provision for the development of English language skills.
64. The development of children's communication, language and literacy skills is given an appropriately high priority. Consequently, there are very good opportunities provided for children to learn communication skills and practise aspects of speaking, listening and early reading and early writing skills, such as how to form letters correctly. The quality of learning is good in this area. Children in the nursery are surrounded by print. Exciting and stimulating displays are all very clearly labelled. Opportunities for learning are well structured; they are also interesting and fun. For example, children thoroughly enjoy singing an alphabet song, pointing to the printed letters as they sing. Through similar activities they learn letter sounds. They quickly learn the words to the songs often adding appropriate actions to go with them. They enjoy role-play, listening to stories in small groups and shaping letters on the whiteboard. The provision of a stimulating environment for learning that is rich in language, and the skill of the staff in making the most of opportunities to extend children's vocabulary and use of language, contributes to children's good learning in this area.
65. By the time they move into Year 1, while the majority do not attain the expected levels for children of this age, children with a high level of attainment are reading independently and with an appropriate level of fluency.

Mathematical development

66. Children's mathematical ability overall is very low when they enter the nursery; a small number are achieving well while others have little knowledge. With good teaching, most children make at least good and some very good progress.
67. In this area the curriculum is imaginative and stimulates children to learn. Learning is effective because staff organise a wide range of activities that children enjoy. Children sort objects for shape, colour, size and texture and, through a variety of well-structured practical activities in the sand, water, home corner and shop, are acquiring good number skills. Children are encouraged to explore mathematical ideas in a stimulating environment. The children are encouraged, skilfully, to initiate their own learning activities. For example, filling and emptying containers, fitting shapes into slots, marking out numbers in the sand. The staff makes an effective contribution to children's learning: they are good at seizing opportunities for focused questioning to reinforce children's understanding and to enable them to use mathematical language well. During activities they engage children in conversation and introduce mathematical vocabulary in a natural context. For example, a child might be asked: 'Is the container full?' or 'Which shape is needed to fit into this space?' Older children play matching

shape games confidently and correctly name shapes such as a square and a circle. Reception children play a lot of counting games. By the time they reach the end of reception many children count to twenty and write numbers to ten. These same children recognise and name several three dimensional shapes, for example sphere, cylinder and cone.

Knowledge and understanding of the world

68. With the good teaching they receive, most children make good progress in this aspect of their learning. Children learn about their own and others' homes and families and their own development. They learn how different cultures celebrate their special occasions. For example, as a celebration of the coming of spring, children learn about the Hindu festival of Holi. Children are given experiences with computers and are skilful in manipulating the mouse and know how to press the keys on the computer to cause a change on the screen. They use a variety of programs to support their learning.

Physical development

69. Children make good progress in developing their physical skills. There is a spacious and secure play area and a good range of colourful, safe apparatus, suitable for the age group. Children have opportunities to jump, run, climb and balance and show an awareness of space. They use a good variety of wheeled toys, which help them to develop good control and co-ordination in pushing, pulling, pedalling and steering. They play together well and take turns and share equipment. Older children are considerate and sensitive towards younger ones. The children benefit greatly from ready access to a good range of mobile toys, which extend and support their physical skills. On entry, many children have very little control over a pencil, paintbrush or crayon. Children are given many experiences in cutting, sticking, crayoning and their fine skills are developing well. In this area, children respond well to very good and sensitive teaching. The response to children with special educational needs is sensitive and ensures they receive the full benefit of lessons and make similar progress to all the other children.

Creative development

70. The opportunities for children to explore and use media and materials in art are good. Children have regular opportunities to experiment with colour mixing and to explore colour, texture and shape. Informal opportunities for singing are used well, for example reception children sing a 'shape' song when learning mathematics. Children sing number songs, alphabet songs, action songs and nursery rhymes. A strong feature is the quality of the singing and the obvious enjoyment the children derive from it. When all the children are singing together the adults participate fully, such sessions contribute to the sense of real warmth that pervades the nursery and reception classes. Creative activities are used well to promote children's learning of language through developing a vocabulary for materials, shapes, colour and texture.

ENGLISH

71. Although the last inspection report found standards to be average in all aspects of English at the end of both key stages, this was not borne out by the subsequent test results. Evidence from this inspection shows overall standards as below average throughout the school, with writing being a particular area for concern. However, analysis of baseline data and improvement at the end of Year 2 shows that pupils do make sound progress. The school has recognised the need to improve writing as a priority and is taking urgent steps to try and rectify the situation.

72. Children's use of language is a particular area of weakness when they enter school. However, as a result of the high level of support given for speaking and listening, they make good progress and often enter Year 1 as confident speakers and co-operative listeners. Although their range of vocabulary and grammatical expression is limited, they are keen to participate in discussion and contribute actively to question and answer sessions. However, standards in speaking and listening are still below average by the time they are seven. Pupils become better at listening as they go through the school, but even by Year 6, few extend their replies by using a wide range of vocabulary or complex sentences and standards remain below average. However, there is good evidence that they learn what they are taught. For example, lessons on using more interesting describing words often result in pupils using these words in their conversation prior to beginning to write. When given the opportunity, even lower attaining pupils enjoy reciting and acting out famous and difficult language such as the witches' speech from Macbeth.
73. Standards in reading are below average by the end of Year 2, although the majority of pupils are beginning to read confidently. Nearly all know their letter sounds and can break down words they don't recognise. Most have a reasonable sight vocabulary and lower attaining pupils benefit from consistent teaching of sounds in class or in extra literacy support sessions. Although the higher attaining readers read a range of texts with enthusiasm and enjoyment, average and lower attaining pupils, who comprise the majority, feel more secure with the reading scheme which offers them the security of a controlled vocabulary and lively picture cues. These pupils are often unsure about using meaning or context to work out new words and are happier in decoding words than in deciding what they are telling the reader. Only the higher attaining pupils know any authors, such as Roald Dahl and Alan Ahlberg by name, although all of them recognise where the author's name occurs on the book cover.
74. By the end of Year 6, a few very competent readers are enjoying Tolkien and other long and complex books. They can discuss the main themes and ideas and explain how the author has made the story interesting. However, for many pupils, their knowledge and preference of authors is not well developed. While the large group of average readers read aloud confidently, pupils do not find it easy to grasp the hidden meaning in stories or to explain what it is that they find appealing about a particular book. Pupils are not very confident in their use of library skills. There are still some weak readers in Year 6 who find it difficult to locate and use the range of information they need for work across the curriculum. Many pupils search the library unsystematically for a book rather than use the cataloguing system. However, they all use contents and index pages to help them find the references they need.
75. Writing is the current focus of attention throughout the school because standards are generally low. At the end of Year 2, the majority of pupils are still not joining their letters, but higher attaining pupils are using spelling and punctuation accurately and just beginning to use more interesting language for effect. By far the largest group of pupils manage to get their ideas down on paper, but do not use punctuation consistently and still make many spelling errors. By the end of Year 6, pupils are beginning to develop the ability to write in a variety of styles and for a range of purposes. Pupils in one Year 6 class, for example, produced letters to a solicitor for either the prosecution or defence of Macbeth that showed their confidence in using legal language. Other examples in their books showed that while a few higher attaining pupils use language creatively, the majority are still not confident in varying their style to create effect and their written work, even if accurate, often lacks interest. Although there are examples of word-processed work in displays, there is little evidence of computers being regularly used to improve pupils' skills in drafting or editing.

76. The majority of teaching is satisfactory throughout the school. While there is some very good teaching of English, this is not consistent, and accounts to some extent for the low standards. Pupils do not make consistent progress as they move through the school. In the best lessons, the pace is brisk, expectations are high, pupils are clear about what is expected and are encouraged to use self-help and reference materials so that they can get on independently. For example, in a Year 2 lesson, the work was well matched to the pupils' needs. As well as high-frequency word cards, the teacher made a point of completing a list of key words as the class talked so that pupils had plenty of help available.
77. In weaker lessons, there is insufficient clarity about what pupils are to achieve within a given time-scale and a lack of good models often means that pupils set off on a task without fully understanding what is expected. Here, the work is not sufficiently matched to the pupils' needs, except by the good help given by learning support assistants, and although this helps pupils to achieve in that lesson, it does not give them any strategies for managing their own learning.
78. The co-ordinator has made a very good start in the year she has been in post in auditing the data the school holds on pupils' attainment and in prioritising areas for development. She has devised a programme for improving standards in writing, and is currently assessing the outcomes of this to judge its success so far. The monitoring of planning is thorough and detailed. The monitoring of teaching has started but needs to be more rigorously pursued. Resources in the subject are generous, attractive and easily accessible.

MATHEMATICS

79. Overall attainment in mathematics for both seven and 11 year-olds is below the national average. This is similar to the standards shown by the national tests at the time of the last inspection, although the inspection judged attainment to be average. Although the majority of pupils achieve as well as they should, a minority of pupils do not make as much progress as they could in lessons. This is due to the wide variation in the quality of teaching which ranges from unsatisfactory to very good.
80. Seven year olds have a rudimentary grasp of how numbers work; they add and subtract single digit numbers using counting on methods where appropriate. Only the higher attaining pupils work with double-digit numbers and count confidently in tens, twos and fives. Most pupils are aware of simple number patterns, including odd and even numbers and doubles. Brisk, purposeful teaching is effective in introducing pupils to strategies for calculating. Seven year olds were successfully introduced to working out change when shopping. The teacher provided practical situations for the pupils and kept reminding them of how they could work things out using a number line by illustrating the calculations on the board. She was also skilful in ensuring that pupils explained what they had done so that their learning was reinforced. During this introduction, the teaching assistant made a very valuable contribution to what some pupils achieved. She sat with a particular group of pupils, reinforcing what the teacher had said and helped them with their problems.
81. Occasionally in lessons the pace of teaching is too slow and the work pupils are asked to do is too easy and does not build on what they already know. This was the case with some of the higher attaining pupils. The work on making up amounts of money in a lesson with six-year-olds was not sufficiently challenging for some pupils who could manage far higher amounts than those with which they were dealing. Similarly, in a lesson with seven and eight year olds about angles, the amount of work covered in the lesson was limited, particularly given that many pupils could already recognise the

different angles. In some instances, the way that pupils are managed is not always helpful. Too much attention is given to minor interruptions and this upsets the flow of some lessons and decreases the amount of work covered. On other occasions, the sluggish pace of the lesson and the lack of sufficiently challenging work results in some pupils not paying as much attention as they should and they become distracted from their work.

82. Eleven-year-olds are confident in some aspects of number; they have a sound recall of their tables and generally work confidently with high numbers. While the majority can work things out mentally, only a minority of pupils use fast mental strategies, such as rounding up or down. They are familiar with fractions, decimals and percentages, although only the higher attaining pupils have a secure grasp of the relationship between these and use what they know to solve problems. Some of the work of the nine and ten year olds is of a good standard and this would indicate that standards are improving. These pupils benefit from some very good teaching that ensures they are fully stretched and challenged. For instance, in a lesson about percentages, pupils were given sharp questions that made them think. Solutions were carefully explained and illustrated on the board and pupils themselves had to explain how they had arrived at the answer. The teacher's very good subject knowledge ensured that pupils were learning key points and being introduced to the appropriate vocabulary. Some of the eight-year-olds are also achieving high standards. In one lesson, very good teaching was also helping lower attaining pupils to understand aspects of data handling. The purposeful teaching and brisk approach resulted in pupils being very focused on their work, keen to learn and eager to contribute. Pupils responded very positively to the teacher's high expectations.
83. The subject is very well managed. The co-ordinator is very clear about the next steps in how the subject will develop and what is needed to address the weaknesses in teaching that are hindering the achievement of some pupils. A great deal of work has been done in identifying weakness in performance and ensuring that the work covered addresses those aspects of mathematics that pupils find difficult. Where this is being used effectively, it is having a positive impact on standards. There is very little use of ICT to extend or develop the subject.

SCIENCE

84. Attainment is below average in Year 2 and Year 6. The previous inspection judged attainment to be average, however, this was not supported by test results for that year. Results of Year 6 pupils in national tests over the past three years have shown an overall improvement with the exception of a slight dip downwards in 2001. The improvement is largely the result of developments by the knowledgeable and enthusiastic co-ordinator.
85. Starting from a very low base, pupils in Years 1 and 2 make sound progress acquiring knowledge and skills and they achieve satisfactorily. In Year 1, pupils study materials that change their state according to changes in conditions. For example, they know that the application of heat to water or the lowering of the surrounding temperature can change its state to vapour or ice respectively. In Year 2, pupils know what plants need in order to grow well and to flourish. They sort leaves into groups by their different features. They investigate the effect that variable conditions of growth have on successful seed germination and subsequent plant growth. For example, pupils make careful observations of cress grown from seeds subjected to different conditions, in order to compare differing rates of growth. They are encouraged to suggest reasons for these differences. Pupils' scientific skills develop satisfactorily so that they know some of the features of a fair test and they record their results carefully. The youngest pupils

record their observations mainly by drawing but also by copying the teachers' sentences, and as their literacy skills develop they add their own simple sentences. Higher attaining pupils do not have enough opportunities to record their observations independently in ways that allow them to demonstrate their scientific understanding. Pupils with special educational needs are given sound support, which helps them successfully extend their knowledge.

86. During Years 3 and 4, pupils build soundly on the base achieved by Year 2 and their scientific knowledge expands satisfactorily. During Years 5 and 6 pupils make good progress with their learning as a result of good and sometimes very good teaching. By the end of Year 6, attainment is just below average. The school gives appropriate attention to developing pupils' skills, and most know the elements of a fair test and how to observe and record results. Pupils make effective use of their numeracy skills by recording measurements and drawing and interpreting graphs. Pupils plan an investigation into patterns of noise level in their own classroom using sensors to measure noise level. They further develop their awareness of the power of ICT by using a computer to generate a line graph showing noise levels in the classroom over time. Pupils' use their knowledge of line graphs to interpret the results. These pupils have a sound understanding of food groups and they can classify common foods according to different groupings. They also have good knowledge of the importance of the balance of food properties in a healthy diet. Teachers' good use of scientific vocabulary contributes to pupils' learning. Between Years 3 and 6, pupils with special educational needs make at least satisfactory progress. Learning support assistants make a good contribution to this by helping these pupils remain focused in lessons and supporting learning by helping understanding.
87. Teaching is satisfactory overall across the school and some lessons good and sometimes very good, especially in Year 2 and Year 6. Overall teaching in Years 5 and 6 is good with some very good teaching in Year 6. Features of the very good teaching include teachers' very good subject knowledge, their own enthusiasm and their high expectations of pupils. One unsatisfactory lesson was observed during the inspection. In this lesson management of pupils was weak, little use was made of resources to aid learning and to create interest, and expectations were low.
88. Most lessons follow a similar three-part pattern. Assessment is used initially to test prior learning and to reinforce it. Objectives for the lesson are shared with pupils and discussions develop pupils' knowledge and understanding. In the best lessons this is aided by the effective use of questions. However, not all teachers use questions effectively to extend pupils' understanding, often failing to ask pupils to explain their ideas in any length. Most teachers use the ends of sessions effectively to allow pupils to reflect on their learning and assess their progress. Most teachers make good use of the resources available. Marking is satisfactory, with good examples in Year 6 where it is helping pupils understand how they can improve their learning. Good guidance is given to the teachers on the scientific vocabulary pupils need in each year, but teachers give pupils too few opportunities to develop extended writing skills in science.
89. The curriculum is broad, with a sound balance between the development of knowledge and skills and guidance provides support for teachers when planning lessons, enabling them to plan systematically to build on pupils' existing knowledge and skills. Pupils are able to avail themselves of a very good range of extra curricular opportunities; the co-ordinator organises a very good science club, encourages pupils to enter science competitions and helps organise other very good science related activities within the school. These reflect the enthusiasm she has for the subject and make a positive contribution to learning. The co-ordinator has a very good understanding of the strengths and weaknesses of the subject as a result of the good assessment and

monitoring systems in place. Science makes a good contribution to pupils' personal development, particularly in learning about healthy living.

ART AND DESIGN

90. The standards attained by both 7 and 11 year olds are in line with expectations and some of the work of the ten and 11-year-olds is above that often seen at this age. Only a limited amount of teaching was seen and not enough to give an overall judgement about the quality throughout the school. The only lessons seen were with the 7 to 11 year olds; here the quality varied between very good and unsatisfactory. The teaching of the ten and 11-year-olds was consistently very good and resulted in high standards of work being achieved. The unsatisfactory teaching was mainly the result of weak class management rather than anything specifically to do with the teachers' own skills and knowledge of art.
91. As pupils move through the school they are given a good range of experiences in working with a variety of media particularly focusing on pencil, watercolours and pastels. This is effective in enabling pupils to develop skills over a period of time and culminates in some good quality pastel work by 11-year-olds. They have produced some very carefully drawn fruits that show good attention to tone and produce pictures with real depth. A significant reason for the good work produced by the older pupils is the opportunity given for them to explore and develop ideas over a period of time. The teaching is skilful and knowledgeable in allowing pupils to work on a topic over a series of lessons. This is particularly evident in some of the work being done using exotic fish as a starting point. Using pictures as starting points, over several lessons pupils have sketched the fish, paying particular attention to how they can create perspective and movement in their pictures. They have progressed to using vivid colours to bring the fish to life, and, during the inspection, they were beginning to translate their drawings to small sculptures using clay and plasticine. This approach is very successful in giving pupils a strong sense of achievement and motivation. It was evident that over the period of the work, pupils had made some good progress.
92. No lessons with the eight and nine-year-olds were seen but the work on display and in their books was at the expected standards. The eight-year-olds have done some interesting work. Inspired by the artist Kandinsky, they have worked on some ideas for patterns focusing especially on the idea of a repeating shape. They have also produced some very delicate watercolour sketches of daffodils. However, studying the work of other artists as a starting point is not used enough throughout the school. The result is that the oldest pupils do not know as much as they should about artists, their styles of painting and their ways of working. The idea of pattern is further developed in some of the work with the nine-year-olds who have investigated mosaics and used them to help them to produce some patterns using sticky paper.
93. The subject is managed satisfactorily. There is a clear programme of work that indicates how skills will be developed as pupils move through the school.

DESIGN AND TECHNOLOGY (DT)

94. It was possible to see only one lesson of design technology during the period of the inspection but this lesson, discussion with pupils and an examination of completed work shows that seven and 11-year-olds attain the expected standards. All pupils achieve satisfactorily. Standards have improved from when the school was last inspected. The issues raised then of the lack of guidance to support teachers' planning so that the National Curriculum is fully implemented, and the need to update the subject policy have been satisfactorily addressed. A further issue relating to the need for improved

assessment strategies to be put in place to enable pupils' attainment and progress to be better evaluated has yet to be fully resolved. As a result of sound support from a knowledgeable co-ordinator, teachers are now more confident when teaching the subject.

95. Teaching in Year 1 and 2 is satisfactory, and pupils make satisfactory progress over time in developing skills in cutting, shaping and fixing. They design and make simple models, for example a simple moving toy with a moving mechanism. This enables them to extend their skills in joining and assembling materials. Pupils are encouraged to test, evaluate and improve the mechanisms. Teaching encourages design, as for example when pupils design a pizza, arranging toppings of their own choosing so that they are pleasing to the eye. Pupils learn the importance of good preparation and good working habits, and learn to follow instructions when working to a given recipe.
96. Pupils continue to make satisfactory progress through Years 3 to 6 as a result of satisfactory teaching. Pupils in Year 3 design and make moving storybooks; first looking closely at how commercially produced books are made. They successfully incorporate sliding lever mechanisms into their books with the more adventurous including a pivot within the mechanism. Pupils in Year 4 make moving models using simple pneumatics as a source of the movement. Designing and evaluating are integral parts of this whole project and pupils' work reflects expected levels of skills and knowledge. Year 3 and 4 pupils make money containers. They first evaluate a number of commercially made purses and wallets according to their suitability for a given purpose, focusing on the security of their fastening and the look of the finished product. In order to proceed to the making stage, pupils effectively learn ways of fixing materials by stitching and study different ways in which the finished product can be securely fastened. Using such knowledge, pupils make appropriate choices in their designing. Year 5 and 6 pupils make slippers, first studying several ways in which commercially produced footwear can be fastened. Pupils successfully learn different techniques of fixing materials together, including different techniques of stitching. Where appropriate they learn to make choices when selecting suitable materials. Year 6 pupils have successfully extended their skills of designing, constructing and evaluating when making musical instruments out of papier-mâché. The pupils work with a range of materials including wood, fabrics and paper. Year 6 pupils, for example, make shelters following their own designs, some working with wood and displaying expected skills levels of marking, cutting, joining and assembling.
97. The co-ordinator effectively supports teachers. By working to a well-devised action plan she has been influential in improving standards in the subject.

GEOGRAPHY

98. The weakness identified in the last inspection report has been successfully addressed and the 5 to 7-year-olds now have an appropriate range of experiences. The standards attained by both seven and 11 year-olds are in line with expectations. Very few lessons were seen, but these were consistently satisfactory with one very good lesson with 11-year-olds.
99. The five to seven year olds are successfully introduced to geography through work on the local area and by following the exploits of 'Barnaby Bear' as he accompanies pupils' families on their travels. Pupils look at the local area and also begin to consider ways in which the area might be improved. In a successful lesson with the 6 and 7 year olds, they were considering the provision of car parking space in Edenbridge following a walk around the town. The pupils used maps and photographs to remind them of their visit and drew maps of the route they took.

100. The work on the locality is further developed by the eight-year-olds through drawing simple plans and refining mapping skills through the use of a key. Work on the wider world is also extended through writing postcards from holiday destinations. Nine-year-olds begin to explore different countries in more detail. Using good resource material, such as photographs and simple commentaries, they look at an Indian village, comparing the lifestyle and culture with their own. This is further extended in work by ten-year-olds who also look at a Caribbean Island. Some of this work is of a good standard. Pupils reflect upon the impact of climate on the economy and also consider different types of family life. This is particularly effective in making sure that pupils understand that many places in the world are changing and developing; for example, they think about how a particular family's shopping habits are changing with the advent of the supermarkets and the decline of open-air markets. There is also some high quality work about the immediate locality with pupils being asked to debate whether the High Street should be traffic free. Pupils make sensible and well argued points. It is clear from the work in books that the teaching is knowledgeable and purposeful and gives pupils a good introduction to key geographical ideas.
101. Some of the good standards are carried over into the work with 11-year-olds. In a very good lesson, they were planning the route of a walk they were to undertake shortly. The lesson was very well organised with groups of pupils working collaboratively on identifying locations using six figure grid references, successfully learning how to use compass bearings and extending their understanding of the main symbols used on an Ordnance Survey map. Aspects of this work indicated some high attainment.
102. The co-ordinator has worked hard in successfully addressing the weakness identified in the last report. She has maintained and extended the range of resources, some of which are making a positive contribution to the attainment. She is aware of the need to monitor what pupils are achieving through discussions with pupils following particular topics and to make more extensive use of ICT to supplement the current resources.

HISTORY

103. Only one history lesson was observed during the inspection, but from the scrutiny of work and discussions with pupils it was possible to assess that standards remain in line with national expectations, as they were in the last inspection.
104. By the age of seven, pupils have developed a sound sense of past and present and, for example, can compare and identify objects from old and new kitchens. They also show a developing sense of chronology in being able to sequence houses from turf-covered huts to present day homes.
105. At the age of 11, pupils are enthusiastic about their studies of the Victorian era and their work shows evidence of the use of research skills. They know how to access information from a range of sources, such as books, videos, the Internet and television programmes. Their understanding of the period is enhanced by a visit to a local historic house where the experience of being a Victorian domestic servant for the day gives pupils insight into what life might have been like in the period. Pupils are less confident about recognising what primary and secondary sources are, or how interpretations of history might differ according to other times or circumstances.
106. As so little teaching was seen, it is difficult to make any comments other than brief pointers. In some classes in Years 3 to 6, pupils merely copy work and the tasks are often similar for all pupils. Work is regularly marked, but there are often no formative comments, which would help pupils to improve.

107. The subject policy and guidance are not sufficiently detailed and need to be revised in order to ensure that mixed age classes do not repeat the same topic. Monitoring and evaluation of teaching have not yet begun. Resources are good and well displayed in the attractive history room. The curriculum is enriched by a series of visits and visitors, which motivate and enthuse children about the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. Since the time of the last inspection the school has continued to maintain standards in line with expectations. The improved level of resources, including the establishing of a suite of computers with Internet access that is used regularly by all classes, is contributing to the development of pupils' skills, knowledge and understanding. The coordinator has put in place a curriculum that takes account of the recent statutory requirements and that meets the current needs of the school. There is some developing use of ICT across the curriculum, for example, in Years 3 and 4, pupils research holiday information and pictorial evidence on Egypt using the Internet, and Year 5 pupils use a data base to complete a questionnaire on the Victorians. Pupils in Year 6 used sensing equipment very effectively when investigating noise around the school and graphed their results using a computer program. Classroom computers are also used at times to extend skills and knowledge in other subjects. However, while there are good resources available to support most areas of learning, ICT is not used effectively to enhance pupils' learning in all subject areas.
109. Year 1 and 2 pupils have good access to the computer suite and their experience and attainment in the subject is developing appropriately for their age. By the age of seven they use word-processing with confidence and know how to use the keyboard, to print and save their work. They enter information on, for example, weather, birthdays and traffic surveys, into databases, and produce pictograms to display the results. Year 2 pupils program a *Roamer* to travel to a given destination accurately through a sequence of movements and use computer programs to research information on different countries of the world as part of their geography lessons.
110. Pupils in Years 3 to 6 build on their earlier experience and acquire skills and knowledge at a good pace. They learn how to use different colours, fonts and styles to provide variation and to make stories more interesting, particularly when word-art is used. This experience is extended further through the design of posters advertising forthcoming attractions in the school calendar, with some eye-catching artwork showing imagination in work on certificates, menu cards and invitations. Some of this work includes digital photographs the pupils have downloaded. Using the Internet to access articles on topical news events with accompanying photos pupils have used the information obtained to write articles on the Winter Olympics, and the Sydney forest fires. The work is well presented using a suitable choice of font for the subject matter showing an awareness of the intended audience.
111. While there are few examples of ICT being used across the school to support other subjects, Year 5 and 6 pupils are showing a developing awareness of the use of spreadsheets to support aspects of mathematical problem solving, and in a science lesson the use of sound sensors effectively enhanced pupils' understanding of the lesson. The school is in the process of establishing e-mail links with a primary school in Norway and has sent them a Power Point presentation about life in Edenbridge prepared by some of the Year 6 pupils. Because of the wide range of experiences provided for them, standards are at the expected level for 11 year olds.
112. The quality of teaching is satisfactory overall with teachers showing good subject knowledge and teaching basic ICT skills well. As a result, all pupils are able to make

sound progress in acquiring knowledge and skills, and show a keen interest. A feature of the teaching is the use of demonstrations that give pupils a clear understanding of what it was they were being taught. Skills are often taught in easy stages and this enhances the speed at which pupils learned. In some of the lessons, pupils demonstrate the ability to work effectively together in small groups and to function as teams.

113. The co-ordinator has worked conscientiously and put her knowledge of ICT to very good use in supporting the development of the subject. Staff training has been provided for all staff, and help and advice is always readily available. This has raised their level of expertise and is having a positive effect upon the quality of teaching. The co-ordinator has created valuable extra-curricular experiences for pupils, in for example, the development of a school web site, and has a clear vision of how ICT is to be developed further. Assessment procedures have been developed but are not yet in place. As part of her monitoring role, the co-ordinator looks at samples of pupils' work. She recognises pupils' relative strength in word processing and communication, whereas control and data handling are identified areas that the school needs to develop further.

MUSIC

114. Pupils attain standards that are in line with what is expected for seven-year olds, and above the expectations for 11-year-olds. Pupils get a great deal of enjoyment from the musical activities that the school provides for them. The tuition provided by a visiting specialist teacher is of good quality and recorder, strings and brass lessons provide further enhancement for the seven to 11-year-old pupils. These pupils attain good standards in playing their instruments and reading music, and they performed with confidence during the annual spring music festival. All Year 3 to 6 pupils took part in the festival and sang with enthusiasm and obvious enjoyment; the instrumentalists were well rehearsed and performed with pleasing sounds and accuracy. It was only possible to see a very small number of lessons during the inspection because music for the older pupils was being focused upon this festival.
115. The younger pupils sing a wide range of songs and hymns, and show good control of pitch, rhythm and tempo. They clap in time and keep their parts well and change over accurately when singing in canon. Mostly they sing well unaccompanied, keeping in tune, following the lead from the music specialist's voice. Their repertoire contains a range of action songs and sea shanties, and most can clap a rhythm to given words like *jumping around* and *plod plod elephant*.
116. Older pupils experience a very varied range of singing for the spring festival. Some are linked to stories read during literacy lessons, and for example, tuned and un-tuned percussion instruments were used to create an appropriate atmosphere for the *Worst Witch*. Pupils kept in time by following the signals from the teacher. Some Year 6 pupils performed a Native American dance to accompany the singing of '*Land of the Silver Birch*'. Pupils demonstrated their ability to sing in harmony and used dynamics very effectively. Much of the singing was of good quality, and songs were of varied tempo and mood. The school choir is able to sing two part harmony accurately and unaccompanied.
117. The quality of teaching throughout the school is good. The visiting specialist, who develops pupils' performing skills well, mostly provides this. Challenging activities are set for pupils and they respond by concentrating and applying themselves to the task with interest. Class teachers follow a recently adopted published music curriculum that is linked to the National Curriculum requirements. Little evidence of this work was seen during the inspection, other than Years 3 and 4 pupils who used an ICT program to

create musical sequences. A wide range of music is played at the start and finish of assemblies, but pupils are not encouraged to listen carefully to identify particular features of the work, and this is a missed opportunity

118. The co-ordinator provides sound leadership and has endeavoured to ensure the school benefits from the services of the specialist teacher, in order that the school's tradition of musical performance can be continued. The school is heavily reliant upon her services to lead the music teaching and to produce the performances and the co-ordinator uses his role to encourage and develop this.

PHYSICAL EDUCATION (PE)

119. It is not possible to make a judgement on the standards for seven-year-old pupils since no lessons were seen during the inspection. However, the sound standards attained by 11-year-olds at the time of the previous inspection have been sustained. Teaching and learning are satisfactory, and sometimes good, for all pupils in Years 3 to 6.
120. It was only possible to observe games and swimming lessons in the juniors during the period of the inspection, but the planning indicates that pupils are provided with the necessary opportunities to develop skills, knowledge and understanding in all areas of the curriculum. In cricket pupils are well supported in the effective development of skills by the expertise of a visiting coach. These opportunities have a positive effect upon the attitude and behaviour of pupils as they interact with one another.
121. By the age of 11 pupils are developing their games skills and knowledge effectively building on their previous learning. In a Year 4/5 class for example, pupils improve their throwing and catching skills by working in pairs, and appreciate the value of this when playing team games when they are required to pass the ball with hand-to-hand catching. They co-operate well and play games with obvious enjoyment and enthusiasm. The swimming programme ensures that all pupils in Years 3 to 6 have the opportunity to go to the nearby leisure centre for instruction for one term every year. This enables them to make good progress and the majority of pupils are swimming confidently by the time they are 11, and in line to achieve, and in most cases exceed, the expected standard. In a Year 6 lesson almost all pupils were achieving above average standards in swimming with only a very small minority still using supportive aids. This was due to some very effective teaching.
122. Teaching overall is satisfactory. When it is better it is due to more confident teaching by those who know the subject well, and employ effective methods to ensure learning takes place and skills are developed appropriately. Time and resources are used well and good use made of support staff. Less effective lessons show a lack of pace, and skills are not linked and developed systematically so that the rate of learning is slowed. Pupils are not always managed well and not all are involved in the learning activities.
123. There is very effective leadership by a conscientious and dedicated co-ordinator who ensures that the best possible experiences are provided for all pupils. There is effective guidance and training for colleagues so that all may teach with confidence. The school has good facilities for all physical activities as well a good supply of resources to support teaching and learning. The programme of extra-curricular activities is a strength and provides plenty of opportunities for involvement in winter and summer sporting games. Competitive matches played against other schools, in which teams have had considerable success, also provide enhancement of pupils' physical as well as their social skills. Links with professional sporting clubs and dance and gymnastic displays assist in ensuring that the provision for PE is of good quality.

RELIGIOUS EDUCATION (RE)

124. Only a limited amount of work was seen during the inspection and there was not enough to form a judgement about the standards attained or the quality of teaching for the five to seven year olds. The standards attained by 11 year-olds are in line with those usually expected by the locally agreed syllabus. The quality of teaching for the 7 to 11 year olds is satisfactory overall and some lessons are very good.
125. Eight and nine year olds are successfully introduced to some of the key characteristics of the main religions. They learn about a range of ceremonies such as the Christian baptism and the Hindu festival of Diwali. They have a simple understanding of some of the key stories that underpin different religions such as the last days of the life of Jesus and the relationship this has to the communion service. Pupils are also familiar with the 5 Pillars of Islam that guide the daily lives of Moslems.
126. The teaching of the seven to 11 year-olds is predominantly focused on extending pupils' knowledge and understanding about religion rather than exploring what it might mean to have a faith. For instance, a lesson with eight and nine-year-olds was effective in exploring the specific events of a story but did not challenge pupils to reflect upon the meaning and symbolism of the events. In contrast, a very good lesson with nine and ten year olds successfully encouraged the pupils to think about how the Ten Commandments might be used as 'rules for living'. The sharp questions made pupils think about the circumstances of their own lives and how difficult it might be to 'always live by the rules'. The teacher cleverly used the analogy of the school rules and how hard it is sometimes to follow them. The 'speculative' nature of the questioning was very effective in helping pupils themselves to think about rules and to develop their own moral code.
127. Ten-year-olds study the lives of some famous figures for whom religion was important. Focusing on the work of people such as Mother Teresa and Helen Keller, pupils are gaining some insight into the potential impact of faith on everyday lives. Religious education lessons are also used to encourage the oldest pupils to reflect upon the plight of others. Some good opportunities are taken to encourage them to write from different points of view, including, for example, how the donkey must have felt at Christmas!
128. Some timetabling arrangements are not helpful in securing good teaching. Lessons are sometimes only 20 minutes long and this prevents teachers from devoting enough time to some of the important elements of the curriculum. The lack of time is one factor that is hindering the opportunities given to pupils to think sufficiently deeply about aspects of faith.
129. The co-ordinator is knowledgeable and has worked hard and successfully to ensure that different faiths have greater prominence in the curriculum than was the case in the last inspection. She is also fully aware of the need to give pupils more opportunities to think about faiths as well as learn about them, and to review the effectiveness of the 20-minute lessons currently taking place.