

INSPECTION REPORT

ST PETER'S CE (VC) PRIMARY SCHOOL

Folkestone

LEA area: Kent

Unique reference number: 118676

Headteacher: Miss Ann Blunt

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 27th to 30th May 2002

Inspection number: 196904

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:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Durlocks Folkestone Kent
Postcode:	CT19 6AL
Telephone number:	01303 255400
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Lynn West
Date of previous inspection:	9 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr Melvyn Bradshaw	Registered inspector	Mathematics Geography History Physical education Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
8919	Mr John Kerr	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? – SMSC How well does the school care for its pupils? - Care How well does the school work in partnership with parents? How well is the school led and managed? – Staffing, accommodation and learning resources
19983	Mr Haydn Webb	Team inspector	Science Design and technology Information and communication technology Equal opportunities	How good are the curricular and other opportunities offered to pupils? – Curriculum How well does the school care for its pupils? - Assessment
18706	Mrs Janet Gill	Team inspector	English Art and design Music Foundation stage Special educational needs English as an additional language	How well is the school led and managed? – Leadership and finance

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's CE (VC) Primary School overlooks Folkestone harbour, which helps to emphasise its roots with the former fishing community. It has 117 pupils who attend full-time from Reception to Year 6, two of the children in Reception are not yet of statutory school age. Almost 60 per cent of pupils are boys. Children enter Reception full-time in September. The school's roll changes significantly during the year; and indications are that this is increasing. All pupils are from a white ethnic background, and they include one refugee. Two pupils, including the refugee, have English as an additional language. Both have made good progress in their time in the school and are fully involved in all the activities available. Forty-five pupils (over 38 per cent) are known to be eligible for free school meals, which is well above the national average. Pupils come from the local area on the eastern side of Folkestone. The socio-economic background of pupils is well below average overall, with many pupils coming from low cost and social housing, including refugees. The number of pupils identified as having special educational needs is above average; 48 pupils (41 per cent) in Reception to Year 6 are on the register of special educational needs (SEN). Four pupils have a statement of SEN. These figures are based on the new 'Code of Practice'. Attainment on entry is generally well below average, especially in the areas of language and mathematical development. Children who started in Reception in September are somewhat better than this. The school has experienced a large number of staff changes over the past two years.

HOW GOOD THE SCHOOL IS

St. Peter's CE (VC) Primary School provides its pupils with a good quality of education and is very effective. It has improved significantly over the last four years. The headteacher provides excellent leadership and management. The deputy headteacher, staff and governors support her very effectively. Children have excellent attitudes to school and their learning and progress are good, because of mainly good or very good teaching. Attainment has improved and, by Year 6, is usually above the results of similar schools. Teaching observed during the inspection was good overall, and never less than satisfactory. Assessment of pupils' progress, and the effective use of the data obtained, help to set appropriate targets for all children. Pupils with SEN are very well supported. The income per pupil is above the average, but reflects the high number of pupils with SEN. The school uses its resources well and provides good value for money.

What the school does well

- The headteacher provides excellent leadership and management. Teamwork is very good and staff and governors provide very effective support.
- Children in the Reception class receive a very good start to their school life.
- The quality of teaching is good overall, and was never less than satisfactory in the lessons observed. It is particularly good in Reception and in Years 5 and 6. The use of support staff is very effective and this raises the pace of learning.
- Support and care provided for pupils, together with the school's inclusive ethos, result in pupils' interest in their learning. They therefore achieve well.
- The school provides very well for pupils' personal development, as a result, children have exceptionally positive attitudes to school and behave very well.
- Assessment of pupils' academic progress, especially in English, mathematics and science, is organised effectively and good use is made of the information gained to plan strategies for further improvement.
- Pupils with special educational needs are assessed systematically, very well supported and make good progress throughout the school.

What could be improved

- The school's results in mathematics have not improved at the same rate as those in English and science.
- Owing to significant changes in staff, the role of co-ordinators is not developed sufficiently, and too much responsibility rests with the headteacher and the deputy headteacher.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St. Peter's CE (VC) Primary School was inspected in June, 1997 and found to have a balance of strengths and weaknesses. Very good progress has been made since then. The areas of weakness identified in the previous report have been dealt with, in most cases successfully. Teaching and learning have improved, partly because of more systematic monitoring of pupils' work. During this inspection, a significant amount of teaching was very good or better, and none was unsatisfactory. This is much better than at the time of the last inspection. Day-to-day assessment and marking are much better, and have contributed to the improvement in teaching. Pupils' attainment by Year 6 has generally improved at a faster rate than that seen nationally. The role of co-ordinators has improved, but progress has been hampered by the large number of staff changes. There has been a substantial improvement in information and communication technology. Curricular planning has improved, with good schemes of work in place and the appropriate use of national guidance. The governors' annual report to parents now fully meets statutory requirements.

STANDARDS

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

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

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

For individual years, the results described in the table are unreliable because of the low number of pupils. Over the period from 1997 to 2001, the school's results, at the end of Years 2 and 6, have fluctuated, but improved overall at a rate better than the national improvement. By Year 6, the improvement has been strongest in English and science. In Year 6, average results, over this period, were below the national average in English and mathematics, but similar to the average in science. In 2001, the school's results were above average in science, below average in English, and well below the average in mathematics. In comparison with similar schools, results were above the average in English and science, and similar to the average in mathematics. Pupils also showed good progress compared with their results in Year 2. Taking account of the nature of each group of pupils, the school sets appropriate targets for the proportion of pupils to achieve the expected Level 4 or above in English and mathematics. In 2001, results of pupils in Year 2 were above the national average in mathematics, similar to the average in reading, and below the average in writing. Compared with similar schools, results were well above the average in reading and mathematics, and above the average in writing. Pupils have made good progress since joining the school. The fluctuations from year to year are evident for pupils currently in the school. Pupils in Year 2 are achieving below the average standard in English, about average in mathematics, and above average in science; those in Year 1 are about average. Pupils in Year 6 are not likely to achieve as highly as those of last year. Overall, their attainment is below average in English and well below average in mathematics, but better than this in science. Year 5 pupils, on the other hand, should attain higher standards. In information and communication technology, standards are about average by Years 2 and 6. In other subjects, standards are mostly average, although higher than this in religious education. Children currently in Reception are making good progress and many are likely to attain the standards expected by the time they enter Year 1, except for aspects of English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They are very enthusiastic, well motivated and keen to be involved.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils understand why they should behave well.
Personal development and relationships	Pupils' personal development is very good. They respond very well to the opportunities offered for them to show initiative and take responsibility for their own learning. Relationships are very good and pupils are very respectful of others.
Attendance	Attendance has improved and is satisfactory.

Pupils' personal development is very good. They show initiative and take on responsibility around the school. They are very polite and friendly. There are no significant weaknesses.

TEACHING AND LEARNING

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

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

The quality of teaching has improved since the previous inspection. All teaching observed was at least satisfactory, over four fifths was at least good and about two fifths very good or excellent. Teaching was especially good in the Reception/Year 1 and Year 5/6 classes. The teaching of English is good for Years 1 and 2, and very good for older pupils; that for mathematics is good throughout the school. Teachers effectively meet the wide age range of pupils in each class and have high expectations, as a result all pupils show good learning. Other strengths include teachers' subject knowledge and the very good teaching of the key skills of literacy. The use of numeracy across the curriculum is not developed sufficiently. Planning is detailed and the management of pupils good. The use of support staff is very effective and this raises the pace of learning. Marking is very good, and used consistently to help pupils improve. The good teaching promotes children's good learning throughout the school and is helping to raise standards. Pupils show interest and concentrate well. Those with special educational needs are well supported by teachers and other staff and, as a result, their progress is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum for its pupils.
Provision for pupils with special educational needs	The management and provision for pupils with special educational needs, including assessment, are very good. They are very well supported by all staff and make good progress, both socially and in their learning.
Provision for pupils with English as an additional language	The two pupils for whom English is an additional language, including a refugee, have made good progress and are fully involved in all lessons.
Provision for pupils' personal, including spiritual, moral, social and	The school promotes pupils' personal development very well. The provision for spiritual, moral and social development is very good. Pupils' cultural development is well promoted, but there is not sufficient focus on preparing pupils for life within the multicultural society of the United

cultural development	Kingdom.
How well the school cares for its pupils	The school cares for its pupils very effectively. Staff know the pupils very well and provide them with a very supportive environment for learning. Assessment of pupils, and the use of the data obtained, are good.

The school involves the community in its provision, and works well with partner institutions. Personal, social and health education is very good and is taught in specific lessons. A very good range of extra-curricular activities enhances the curriculum. The school involves parents in its work effectively, and provides them with good information about their children's progress, especially in English, mathematics and science. The geography curriculum is not yet organised systematically.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. There is a very clear educational direction and a committed team of staff manage the school very effectively. Leadership and management are very good.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well. They are very supportive of the headteacher. They know the school well and are committed to its further development.
The school's evaluation of its performance	The school works hard to evaluate its success and weaknesses and is well aware of its overall performance. It uses the results from National Curriculum tests, its own and other assessments very well to track pupils' progress and its own performance, particularly in English, mathematics and science. The school has taken very good action to improve, and is now a very effective school.
The strategic use of resources	The school makes good use of all its resources including finance and additional grants.

The school's aims and values are reflected very well in all its work. The headteacher and deputy headteacher oversee the co-ordination of the foundation subjects, which is an excessive load in a small school. The number and quality of support staff enable pupils to make good progress. The principles of best value are applied well. The accommodation has been improved and is used well. The quality and range of resources are generally satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's progress and behaviour are good. • Teaching in the school is good. • The school is approachable. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • Children are helped to become mature and responsible. • The good range of activities outside of lessons. 	<ul style="list-style-type: none"> • Children do not get the right amount of work to do at home. • There is not enough information about how well their child is getting on.

Inspectors support parents' positive views of the school. Children do like school, they behave very well and become mature and responsible. Their progress is good because of effective, well-organised teaching. Expectations of pupils are high, and they work hard. Staff are very approachable and work very well with parents. Management and leadership of the school are very good. Inspectors think that the

school sets suitable homework. In English, mathematics and science, parents receive good information about their children's progress, but inspectors agree that there is less detail in other subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The number of pupils in each year group is quite small and this makes the data for individual years unreliable. Over the period 1997 to 2001, in National Curriculum tests, at the end of Year 6, pupils' results have generally been below the national average in English, mathematics and science, but they have improved at a much greater rate than that nationally, especially in English and science. Little improvement has been achieved in mathematics. The results of pupils tested in 2001 showed attainment to be similar to the average in science, below average in English and well below the average in mathematics. Compared with similar schools, results were well above the average in English and science, and similar to the average in mathematics. Compared with their attainment in Year 2, these pupils made good progress. Current pupils' attainment in Year 6 is below average in English and well below average in mathematics, but better than this in science. Indications are that pupils in Year 5 will achieve better than this next year. The targets set for at least Level 4 attainment in English and mathematics reflect accurately individual performances. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
- 2 Over the period 1997 to 2001, in National Curriculum tests, at the end of Year 2, pupils' average results have improved at a rate better than the national improvement. However, they have tended to remain below average. Last year, pupils' results were above the average in mathematics, similar to the average in reading and below the average in writing. Although there are a large number of pupils with special educational needs, most pupils now achieve at least the expected Level 2, and an increasing proportion the higher levels. In comparison with similar schools, results are well above the average in reading and mathematics, and above the average in writing. Pupils have made good progress since they joined the school. Teacher assessments in science indicated that, over the last two years, nine tenths of pupils achieved the expected Level 2. Inspection evidence indicates that standards in reading and writing are likely to be a little below average, in mathematics they are about average, but better than this in science. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
- 3 The previous report indicated that standards were average in all subjects in both key stages, except for information and communication technology (ICT), where they were below. In 1997, the National Curriculum test results for the pupils involved were less favourable in reading, writing and mathematics for Year 2, and for English, mathematics and science in Year 6. In all cases, results were below or well below average. Attainment by Year 2 is better in most subjects, including ICT where it is above average. In Year 6, attainment in most subjects is better than in 1997, except in mathematics where it is similar.
- 4 Attainment on entry to the school is usually well below average, although it fluctuates significantly from year to year. Current Reception children were better than this when they started. Children join Reception full-time in September. These children are taught in a mixed-age class of Reception and younger Year 1 pupils. Children's progress in Reception is good overall in all areas of learning. Despite this good progress, not all children will achieve the standards expected in communication, language and literacy, and in mathematics, by the time they enter Year 1. In communication, language and

literacy, children listen and speak satisfactorily. They enjoy looking at books, but their reading and writing skills are below the level expected. Children know their numbers to ten, and sort items into sets, but in most respects they are not attaining the expected standard. Children's knowledge of the world increases well and is likely to be at the expected level by the time they enter Year 1. This is especially true in the areas of science and ICT. Children's physical development meets the level expected. Children move well, and show good co-ordination. Dexterity when handling small objects develops well. In creative development, children should attain the expected standard by the time they start Year 1. They mix their own colours when painting, and draw appropriate representations of their friends.

- 5 Pupils in Year 2 are achieving below average standards in English, about average in mathematics, and above average standards in science, ICT and religious education. Pupils read reasonably accurately, and with a satisfactory expression and understanding of what they have read. Writing skills of pupils are a little below average. They use correct punctuation but spelling is not always accurate. Handwriting is satisfactory, with most letters formed accurately. Speaking and listening skills are average, many pupils are confident to answer questions in class. Pupils' mathematical knowledge is average, especially in the area of number. The majority accurately add and subtract numbers to 100. Higher attaining pupils are confident with simple multiplication or division. They identify a range of two-dimensional shapes, and measure accurately. Pupils are not always quick with their answers to mental problems. Pupils' literacy skills are developing well, and they are used very well to support learning in other subjects. Less systematic use is made of their numeracy skills. In science, pupils' attainment is above average by the end of Year 2, in both the development of scientific skills and their acquisition of knowledge. In ICT, pupils' work is above average. They use the keyboard well to input text, select different icons, control the mouse confidently and program the 'roamer' (a programmable toy) to move forwards, backwards and to turn. In religious education, pupils have a good understanding of Judaism and Christianity, and are aware the links between the two religions.
- 6 Pupils in Year 6 demonstrate attainment that is below average in English, well below average in mathematics, about average in ICT and above this in science and religious education. In English and mathematics, attainment will not be as high as last year, but should improve next year because the work of pupils currently in Year 5 is similar to that of those in Year 6. Pupils read with satisfactory understanding and accuracy. Their writing is below average, with, on occasions, limited vocabulary and common spelling errors. Handwriting is satisfactory. Speaking and listening skills are satisfactory, but better in Year 5 than Year 6. Pupils' literacy skills are used very well to support learning in other subjects, and this is helping to improve literacy throughout the school. Pupils' mathematical knowledge is well below average. They have satisfactory number skills but work is affected by a lack of accuracy when applying these skills to problems. Pupils' mental recall of multiplication facts is sound. They draw and interpret simple block graphs and histograms with accuracy. Numeracy skills are not developed or used sufficiently in other subjects. Pupils' knowledge of science, and their understanding of scientific skills, is above average. In ICT, attainment is average and has improved well in recent years. Pupils have a good understanding of a wide range of world faiths, and compare their features well.
- 7 Throughout the school, pupils achieve at satisfactory standards in other subjects. In art and design, in both key stages, pupils develop satisfactory skills, and use these well to produce, for instance, good bluebell displays in Year 2. The quality of work in design and technology is average, pupils make artefacts well, but the design and evaluation phases are less well developed. In music, standards are average by Year 6. Pupils sing well. In history, pupils' attainment is about average in Years 2 and 6. They develop a secure understanding that change has occurred over time, recall

some of the important events of the past and know that information can be gained from different sources. In geography, standards are about average but limited owing to the current organisation of topics. In physical education, pupils in Year 2 attain average standards in the skills of throwing and catching.

- 8 Pupils' achievement during their time in school is good because of the quality of teaching, which was mostly good or better in the lessons observed. Progress throughout the school is good, and it is improving, especially in English, science, ICT and religious education. In the present Reception and Year 1 class, the teacher effectively challenges all children because of careful planning and good adult support. This pattern is mostly repeated in the other mixed age classes. Lessons are usually interesting, and teachers are enthusiastic and knowledgeable; these stimulate pupils' interest. Pupils with special educational needs, who form a large proportion of the school, make good progress both in lessons and over longer periods of time, and they achieve well. The progress of these pupils is illustrated by the increasing proportion of pupils reaching at least Level 2 in reading, writing, mathematics or science by the end of Year 2, and at least Level 3 or the expected Level 4 in English and science by the end of Year 6. These pupils' good progress is associated with good teaching and well-organised support provided by classroom assistants. Teachers and other adults support those pupils with specific learning programmes very effectively. The two pupils for whom English is an additional language have made good progress during their short time in the school, and are fully involved in all lessons.

Pupils' attitudes, values and personal development

- 9 Pupils have lively and excellent attitudes to their learning. From their early days in school, there is an atmosphere of happy intent in the classrooms. Pupils enjoy learning and become fascinated in aspects of the subjects they are tackling. They rise to a challenge and are extremely enthusiastic to learn something new. As they mature, they become increasingly confident in asking questions to further their knowledge. This confidence also stems from the close relationships pupils have both with their teachers and with each other.
- 10 Pupils listen carefully to teachers and are very enthusiastic, particularly if a discussion follows, when they will make sensible and relevant observations. Pupils of all ages settle quickly to written work, sustaining concentration and working productively to the completion of their tasks. Pupils will become restless at times with some inattentive chatter, but their enthusiasm resumes as soon as their interest is focussed once more on their learning.
- 11 Behaviour in and around the school is very good. In the playground, pupils are lively but always good natured in their games and inventive in their activities. As an example, they use the new memorial garden extensively, either drawing in chalk on the tarmac or quietly talking amongst themselves or with adults. Pupils respond well to the staff's expectations of high standards of behaviour. This significantly helps to promote their social skills. At play and during lunch, the older pupils look after the younger ones. As they mature pupils become ever more self-disciplined and responsible, and show due consideration for others. In discussions with pupils, it is clear that there is rarely any antagonistic behaviour. Should it occur, it is dealt with immediately. There have been two recent exclusions of two boys for a series of unacceptable instances of behaviour. This was an exceptional case.
- 12 Individually, pupils are allowed to develop at their own pace. Owing to their enthusiasm and attitudes to learning, this development is rarely slow. They feel

responsible for their own learning, for instance, knowing their strengths and weaknesses, they find the targets set them are a help to plan their progress. They are happy to talk about their work and are quick to praise each other's efforts. They are always considerate of each other and rarely talk when others are talking. There are few distractions in class and poor behaviour rarely upsets the flow of learning.

- 13 As they grow older, pupils can be relied upon to take responsibility for various school routines. They make effective, but unassuming, contributions to assemblies and help in the organisation of playtime and lunch. This they do willingly and with the minimum of supervision. Pupils are courteous to adults and to each other, and are welcoming and helpful to visitors. They show respect for other people's feelings, values and beliefs. The quality of relationships between pupils themselves and between pupils and teachers is exceptional. They often show appreciation for the help given by the classroom assistants. In discussion with a group of pupils, they explained that they had no need for a school council. Groups of pupils will often discuss an idea for improving the school with their class teacher or a member of the senior management.
- 14 Pupils with special educational needs, and those for whom English is an additional language, are fully included in all aspects of school life. They have positive attitudes to their work and learning, try hard and concentrate at their tasks until they are completed. These pupils settle to work willingly on most occasions, and they relate well to their classmates.
- 15 Attendance has improved slightly since the last inspection. It is now broadly in line with the national average for similar schools, with unauthorised absence below the average. Punctuality is good and is effectively monitored.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 16 Pupils are well taught in the school, this is helping to ensure good achievement and pace of learning. All teaching observed was at least satisfactory, and four fifths was good or better, and two fifths very good or excellent. Teaching was especially good in the Reception/Year 1 and Year 5/6 classes. The quality of teaching is much better than that described in the last inspection report. This is, in part, linked to staff changes, but also to improved planning, higher expectations and very good marking.
- 17 The teaching for Reception children is very good. They are taught in a class with younger pupils from Year 1. The teacher works closely with the learning support assistant to provide a stimulating learning environment. Detailed planning ensures the needs of all children are met. The work is made interesting and the teacher's enthusiasm promotes learning very effectively. She does not miss a moment to develop and extend children's skills, such as when they are encouraged to sing on their walk from the school to the hall for lunch. Children's personal, social and emotional development is emphasised, with children encouraged to make choices and develop independence. As a result, they are developing confidence and concentration. The teacher provides a wide range of activities, which effectively promotes learning in all areas, with, for instance, challenging scientific work. Good attention is given to the development of early reading, writing and mathematical skills, together with opportunities to use computers. Very good use is made of the assessments made of children shortly after they start in Reception, and those completed during lessons. This helps the teacher and support staff meet children's needs and deal quickly with any areas of concern. Children concentrate very well. They are interested in the activities and enjoy all that they have to do.
- 18 The quality of teaching in the remainder of the school is good overall, and none observed was less than satisfactory. The organisation of additional groups, use of

extra teachers and detailed planning ensure that the needs of all pupils in the mixed age classes are met very effectively. As a result, all pupils make good progress. Teaching of English is good in Years 1 and 2, and very good for older pupils, especially those in Years 5 and 6. Mathematics is taught well throughout the school. In other subjects, teaching in the school is never less than satisfactory, and is good or very good in science, ICT and religious education. Good teaching is also evident in lessons in art and design, geography and history in Years 3 to 6. The strengths of teaching are similar throughout the school; there are few weaknesses. Pupils' learning in the lessons observed was good or better. This was because of the high proportion of good, or better, quality teaching, which ensures pupils' good progress as they move through each class in the school. Teachers' subject knowledge is usually good, and specialist knowledge of staff, in, for instance, religious education, is helping progress. Pupils are challenged very effectively in their work, this is due to very good planning to meet the needs of each group. Literacy is used very well in other subjects, with a good emphasis on writing. The teaching of mathematics is good and the effective use of staff has helped to meet the needs of different pupils in the mixed age classes. Numeracy skills are not developed or used sufficiently in other subjects. Expectations of pupils, in relation to behaviour and the amount of work to be completed, are very high. The management of pupils is usually good or better.

- 19 Teachers ensure that pupils know what they are to learn and why; this helps to raise pupils' awareness of what they have learnt, for instance, in mathematics of the methods they have used. Pupils carefully check each other's work and this helps an understanding of what has been learnt. In Year 3, pupils used protractors to draw angles of a specific size and their work was then checked by their partner. The very good relationships between staff and pupils are strengths of most lessons. The pace of lessons is brisk and pupils are encouraged to complete a significant amount of work, illustrated by the good volume of recorded work in pupils' books. Teachers know their pupils very well and there are many examples of the effective use of assessment during lessons. The quality of marking is very good and it is used especially well to help pupils understand how they can improve. Homework is organised effectively, covers a wide range of subjects and helps to reinforce what has been learnt in class.
- 20 Pupils with special educational needs, and those for whom English is an additional language, receive good teaching from classroom teachers and support staff. They work well as a team to support these, and other, pupils. Work is well matched to their needs by careful planning and this helps the pupils to achieve their targets in their group education plans and individual education plans. Classroom assistants are used very well during lessons, for instance to monitor each pupil's involvement and to assess and record responses. All pupils are included in the wide range of activities offered. The good or better teaching in the school is helping to promote good learning. As a result, most pupils make good progress in each class. Pupils usually concentrate well and work hard. Occasionally, a few pupils are inattentive, particularly in Years 1 to 4, and the teacher does not always deal with this effectively. Acquisition of new skills and knowledge is good across virtually all subjects.

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

- 21 The school fully meets its stated aim in encouraging pupils to achieve their maximum potential through the provision of a broad curriculum. There has been a substantial improvement in the provision of ICT since the last inspection. All pupils have equal access to the curriculum and statutory requirements are now met.

- 22 In all four classes pupils are taught in mixed age groups. Different tasks and learning activities allow pupils in these classes to be challenged according to their age and ability. Gifted and talented pupils are now being identified and the school is beginning to make efforts to meet their needs. Literacy and numeracy are taught daily and time allocated to the teaching of these important skills is well used. However opportunities are missed to develop further skills in numeracy in all curricular areas. The curriculum is extended by the inclusion of lessons to develop the skills of speaking and listening in French and Spanish.
- 23 Pupils with special educational needs receive very good provision. Work is planned at different levels for them, and the tasks they are given enable them to make progress towards their targets. Regular assessment informs planning the next stages in learning successfully, particularly in English and mathematics. They are fully included in all activities. Equality of opportunity is good in the school, and pupils have full access to all subjects. The school is particularly inclusive, which is vital, as almost half the pupils in the school have special educational needs. Pupils with statements of special educational need are supported well and make good progress in all subjects. The two pupils with English as an additional language have been well supported and have made good progress during their time in the school.
- 24 Homework is set regularly and the parents generally believe that this is time well spent. Additional sessions are provided for pupils where need is identified, these include a breakfast club in thinking skills and an after school club in research skills. The balance of time allocated to the core and foundation subjects is satisfactory and subjects are often linked together under common themes. This enables the pupils to appreciate their common features. Pupils' skills in using ICT are developed further in this way.
- 25 Personal, health and social education is developed in assemblies. All classes have a regular period each week for this aspect of the curriculum. Sex education is taught to the policy agreed by the governing body. This is taught in science and relevant and appropriate issues are also discussed in group time known as "circle time" sessions. Talks are also organised with the school nurse for Year 6. Pupils are made aware of the problems of the misuse of drugs to individuals and the community.
- 26 The teachers work together well to provide continuity in learning as pupils move through the school and curricular planning is good. Additional planning for pupils with special educational needs is very good. All pupils are included fully in the curriculum of the school. There are schemes of work to inform teachers what pupils should be learning in all subjects. This is an improvement since the last inspection. The co-ordinators for the core subjects check the schemes of work for their subjects to ensure that it is adjusted to meet the specific learning needs of the pupils and that it meets requirements fully. Teachers plan their lessons well on a daily basis. The school has identified the need to review the geography curriculum, as it does not currently ensure continuity in learning.
- 27 Pupils' learning experience is extended by visits to the Dover Museum, Canterbury Cathedral and other local places of interest. A theatre group, musicians, poets and scientists also visit the school. These activities extend pupils' learning and bring further interest to the curriculum.
- 28 A very good range of extra-curricular activities includes ICT, chess, art, dance and football. Football teams play in local competitions. Sports clubs give pupils opportunities to enter into competitive activities both within school and against other schools. The provision for clubs is largely dependent on the voluntary efforts of teachers, learning support assistants and other helpers, usually parents. These are

well attended and recognised by parents as a strong feature of the school. These clubs effectively extend pupils' experiences and enjoyment.

- 29 Links with the community, including the church, contribute to learning. Special services are held in the Parish Church adjacent to the school and the artefacts in the church provide valuable visual aids for religious education, and art and design.
- 30 The school provides very well for its pupils' spiritual, moral and social development but slightly less well for their cultural development. This overall provision is a fundamental part of the school's supportive and inclusive ethos. It also encourages pupils to have very positive attitudes towards the school, to develop lasting relationships and to display high levels of personal development by the time they leave school. The school has suitable procedures to promote social inclusion and racial harmony. However, the school recognises the need to provide more planned opportunities to prepare pupils for a life in Britain's multicultural society.
- 31 The school provides good opportunities to explore their own values and those of others. In addition, the school aims to develop pupils' self-esteem, their reflective skills and to deal with personal feelings and emotions. The recognition of a Supreme Being is well planned. The contribution of religious education increases pupils' spiritual awareness. This is coupled with the collective worship where there is close involvement with the church. The school sets out to provide a basic awareness of Christianity for all pupils before leaving school. This it does successfully. In assembly, time for reflection is well observed by pupils who all join together with the Lord's prayer. Spirituality is seen in many lessons such as science, and as pupils reflect on special moments in their lives in "circle time".
- 32 The school aims to ensure that pupils behave and act in a morally acceptable way. All staff support the school's strong moral code and the rules that under-pin the code. Staff have high expectations of good behaviour and there are constant expressions of moral values in their teaching. Stories read to pupils have a moral content, which pupils will often discuss. All pupils are given equal opportunities and their personal rights are recognised. They are confident that their views and suggestions will be listened to. Throughout the school, class discussions and assemblies include issues such as honesty, behaviour, bullying and issues raised in the Ten Commandments. Pupils are encouraged to become more responsible as they progress and to increase their self-discipline.
- 33 A sense of responsibility for one another is also reflected in the school's aims for social awareness. Pupils are encouraged to see themselves as members of society as well as the school community. This awareness is promoted through events such as Harvest Festival and through assistance to charities. All pupils are socially included which is very evident in "circle time" when social issues are being explored. The friendly and positive role models of the staff lead to the very good relationships within the school. Older pupils tend to help the younger ones at playtime and at lunch. Pupils show a genuine interest in visitors to the school.
- 34 The provision for pupils' cultural development is good. The school aims to provide an understanding of pupils' own cultural traditions as well as the cultural diversity in the community. This is done well, for instance classroom studies in Years 3 to 6 includes the study of Indian and classical society. There is a strong emphasis on the connection between cultural and spiritual elements in the arts. In addition, in religious education pupils study other cultures, relating Christianity to the other main world faiths. Visits are well planned and pupils are made aware of the local culture of the south east of England. Although the multicultural elements in society are promoted, insufficient attention is given to developing pupils' awareness of the wide diversity of these cultures in Britain, and their contribution to British society. Lessons in French and Spanish help to extend cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 35 The school makes very good provision for its pupils' protection and welfare. The very good relationships between teachers and pupils mean that pupils find their teachers very helpful if they have a concern about their work or of a pastoral nature. The system for dealing with instances of unacceptable behaviour is very effective. Teachers can rely on pupils' responsible attitudes so they more often admonish rather than punish. Pupils respond well to praise and awards, which are given for diligence, interesting contributions to learning, as well as non-academic achievement. As was reported at the time of the last inspection, the support provided for pupils' personal development and welfare continues to be a strength of the school.
- 36 Attendance is regularly monitored. The same day telephone contact with a parent, whose child is absent, is seen to be having an improving effect on rates of attendance. This is particularly the case with the few families whose children are poor attenders. The Education Welfare Officer provides the school with a valuable service if families need to be visited about attendance or any other matter.
- 37 The school's high expectations of good behaviour are established as soon as pupils start school and contribute enormously to the teaching outcomes. Any instance of antagonistic behaviour is quickly and effectively dealt with. The unusual case of two temporary exclusions resulted from a series of misdemeanours culminating in physical violence and verbal abuse. A cooling off period, to benefit all parties including the boys' class, was given. The Family Liaison Officer (FLO) makes a significant contribution to the support of pupils who may be having difficulties in school as a result of family upsets. This is done in a quiet and sympathetic way to benefit the needs of each particular child.
- 38 Child protection procedures follow local education authority guidelines. The headteacher takes a strong lead in these matters and ensures that all staff, including those new to the school, are fully aware of their responsibilities and their training is up to date. The health and safety policy of the school is thorough. Staff and governors complete routine checks of the premises and equipment and defects are dealt with swiftly. Accidents and injuries are treated promptly, records are kept and parents informed.
- 39 Pupils' personal and health education is covered in a well-devised programme, which includes sex education, drug awareness and an introduction to citizenship. Pupils throughout the school are encouraged to discuss matters concerning their health, safety and, for older children, life after primary school. Pupils are well cared for at the points of transition through strong links with the main feeder and secondary schools.
- 40 The school has a clear policy for assessment and statutory requirements are met. The assessment of pupils in English, mathematics, science and ICT is very good. This is a significant improvement since the last inspection. The tests taken by pupils at the end of Years 2 and 6 are analysed to identify further learning needs. The school has identified the need to be more rigorous in this analysis, especially in mathematics. The pupils are also regularly assessed in the foundation subjects and their achievements matched to National Curriculum levels of attainment. Assessment in these subjects enables teachers' plans to be adjusted in response to the pupils' achievements and difficulties. Although procedures are well established, the level of detail varies from class to class, and between subjects.

- 41 The school's procedures for assessing and identifying pupils with special educational needs are effective and consistent. Statements of special educational needs and reviews are up-to-date. Very good support is provided for pupils with special educational needs. There is very good liaison with specific agencies in the area and outside agencies to support pupils with statements and specific difficulties. This includes the FLO who works very closely with the special educational needs coordinator (SENCO) and pupils' families who have particular ongoing needs or are in crisis situations. She also works in the school with groups of pupils and in the 'Rainforest Retreat' with parents and carers. The headteacher, SENCO, teachers and support staff work closely together to make sure that work is pitched at the right levels. Regular assessments monitor pupils' academic progress and their achievements. Teachers monitor the personal development of pupils informally and other adults, such as classroom assistants, know the pupils very well. Accurate records enable all staff to track pupils' performance from Reception through the school's entry assessments and 'baseline' assessment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 The school continues to maintain very good relationships with parents. Parents are supportive of the school and appreciate the efforts made to involve them in their children's education. There is a strong sense of community, which was seen during inspection week as the parents and school jointly prepared for the Golden Jubilee Celebrations.
- 43 The quality of information for parents is good. The governors' annual report, which now meets statutory requirements, is detailed and interesting and parents find the general newsletters excellent. Parents coming into school, either for formal review evenings or in preparation for National Curriculum tests, are well informed of their children's progress. Not all parents make use of these meetings and therefore miss the opportunity to discuss with teachers how best to support their children's progress. Parents appreciate the accessibility of the staff and teachers' knowledge of their children. The annual reports to parents are personal and give details of what pupils know and can do. They are particularly detailed in English, mathematics and science, and include targets for improvement which parents find very helpful. There is less detail though in other subjects and parents were not as happy about this.
- 44 The introduction of the FLO has helped parents, who find it hard to come into school, to become involved in their children's education. This has been a very effective initiative, it is discreet and those parents who have worked with the school have already seen the benefit. Parents find it easier to support the school at social events than the meetings organised by the school to inform them about the curriculum or in preparation of their children for National Curriculum tests. The school can rely on a core of parents who volunteer to help in school and on visits. Parent volunteers helped build a memorial garden over Easter, which is well used by the children. The support parents give to their children's learning at home and school is satisfactory.
- 45 Good links are established with parents of children before they start, and while they are in the Reception class. Positive links have been established with the parents through daily contact and a good induction programme prior to the children coming to school. There are very good links with the parents of pupils with special educational needs. Partnership with parents is very good with the headteacher, SENCO and FLO working closely together to support families. Parents have been informed of the new Code of Practice, either in a formal meeting held or informally on an individual basis. Parents are kept fully informed of their child's progress and achievements. They attend regular meetings and the staff are always available to discuss any problems

that may arise. This enables parents to help and support their children's learning and social integration.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 46 St Peter's CE (VC) Primary School is very well led and managed. Improvement since the last inspection has been very good. All the key issues identified at the time of the previous inspection have been tackled very positively. The leadership provided by the headteacher is outstanding. Together with the very effective deputy headteacher, they form a particularly strong team determined to ensure pupils reach the highest possible standards, both academic and personal. She sets an exceptionally clear vision and direction for the work of the school and is well aware about what the school needs to do next to improve still further; this is shared effectively with all the staff and governors. This is an improvement since the previous inspection.
- 47 The headteacher has generated a strong team spirit amongst the staff. All staff fully support each other with a positive shared commitment and the capacity to improve the school's provision for the pupils in their care. There is a consistency of approach that ensures that the school's fundamental Christian aims and values are reflected in everything that they do. The school aims to develop confident, caring individuals and in this it is successful. This is a school in which every child is valued and encouraged to develop their full potential. There is a concerted effort to ensure that every pupil is included in this process and a genuine belief that each individual has the capability to do well. This results in a well-ordered, stimulating and pleasant learning environment, where there are excellent relationships in which pupils are able to learn effectively.
- 48 Delegation to staff of management responsibilities has improved satisfactorily. However, the headteacher and deputy headteacher have many curricular responsibilities as they cover all the foundation subjects between them. In addition the deputy headteacher has responsibility for English, ICT and assessment. This situation has arisen because there has been a high turnover of staff and means there has not been sufficient continuity for other teachers to take on some subjects for any length of time, for example mathematics. In addition, the school has only four classes and this limits the number of staff available. The headteacher is aware that this is a difficulty and offers as much support as she can, although with the time constraints, there are limited opportunities to observe teaching and learning. Therefore, there is some room for improvement in this aspect of the school's work in the foundation subjects. When a subject needs to be reviewed, the staff work well together and during that period monitoring of teaching and learning takes place.
- 49 There have, however, been good improvements in the work of the co-ordinators in some other areas where they have a good understanding of their subjects and work enthusiastically at managing them efficiently. They provide support, encouragement and have helped to ensure the consistency of approach of the curriculum through monitoring of planning and, in many instances, pupils' work. The contribution of the English, science, religious education, ICT and SEN co-ordinators has contributed significantly to the improvement of standards in these subjects. The school has been successful in ensuring the trend for improvement in the core subjects has been above that seen nationally.
- 50 The provision for pupils with SEN is very good and managed very well by the SENCO who has been in post since October. She has worked hard and already ensured that the new Code of Practice has been implemented effectively with training given to staff and governors. Governors are kept informed about the provision of SEN and there is a named governor responsible for this area. The co-ordinator effectively liaises with staff and all the relevant agencies, has developed and implemented very good systems

and maintains the paperwork. Pupils' records are well maintained and organised and provide a clear picture of their progress. Funds for SEN are used very well to provide additional support staff. In addition, the school supplements the budget to ensure pupils have opportunities to work in smaller groups with the SENCO and teacher for SEN. This ensures that pupils progress well in their learning and achievements. The supportive, caring ethos of the school and its respect for the value of all individuals ensure that pupils with SEN have good opportunities to take part in all school activities. The school has productive and regular liaison with outside agencies, which are involved as appropriate. The partnership with parents has improved and is very good with the FLO working effectively with the school, pupils and parents. The provision for the few pupils for whom English is an additional language is also well managed. The provision for children in Reception is well managed. Clear priorities for further development have been established and very good progress made recently.

- 51 The governing body has developed its role since the previous inspection in 1997. It is effective and now fulfils all of its statutory duties, including agreeing performance targets for the headteacher. Governors fulfil their duty to be a critical friend of the school effectively and have a good understanding of the strengths and priorities for development. Governors are properly involved in the work of the school both as members of various committees and as individuals properly undertaking their responsibilities. The governors fully support the headteacher in her vision for the school. They liaise closely with the school, use information given to them efficiently and monitor policies and developments effectively. Since the last inspection their monitoring procedures, particularly regarding the curriculum, have improved and are now good. They are aware of standards achieved and the impact pupil mobility and the proportion of pupils with special educational needs can make to the National Curriculum test results each year. They keep themselves well informed by visiting the school regularly and are linked to a particular class which helps them to get to know these pupils as they move through the school.
- 52 The school has sufficient teachers who are appropriately qualified and experienced and well able to meet the demands of the curriculum. They form a well-balanced team with a range of strengths, which compliment each other. Teachers are extremely well supported by learning support assistants who make a positive contribution to pupils' learning. This is particularly so for the young, those with SEN and those who may be experiencing difficulties at home. The quality they bring to the school is based on good training, their careful deployment to meet the pupils' needs effectively and the joint planning with teachers to prepare and inform them. This gives them confidence in their roles.
- 53 The professional development of all staff is carefully monitored and effectively organised. The needs of the current curriculum are balanced with the needs of each individual member of staff. Training is well planned and provided appropriately. Teachers' performance is well managed and an efficient appraisal process is in place. Each member of staff is appraised by the headteacher when future plans, including training needs, are discussed. Arrangements for the induction of new staff are good. They are well supported and quickly assimilated into the staff team. A student teacher has benefited from the support of staff and the family atmosphere in the staff-room, that she has opted to continue her training as a newly qualified teacher at the school.
- 54 The school exercises tight financial controls and its finances are efficiently administered. The governors and the headteacher receive useful and relevant information to support financial planning including budgetary control. As a result, governors have a good understanding of how spending decisions impact on the budget and there is an efficient commitment to maximise the use to which money is put. Governors are dedicated to strengthen the link between budget and school

improvement priorities. Money has been saved over a number of years to meet major planned projects, including the probable reduction in pupil numbers and is the reason for the current high carry forward balance in the budget.

- 55 The school administration is good and does much to support the smooth running of the school. The recent audit was positive and all outstanding items have been dealt with. Funds allocated for SEN are used effectively and support for these children is of a good quality. Additional grants go mainly towards smaller classes and booster groups, as well as specialist projects such as the Family Liaison initiative. Computer based technology is now widely used in the classroom and the school's administration.
- 56 The school provides good value for money. Pupils' academic standards when they join the school are well below average. At school they make good progress, their attitudes and behaviour are exceptionally good. Unit costs are high, but this is a reflection of the high proportion of pupils with SEN. The school is very effective, giving very good support to pupils from the start and throughout their time in school.
- 57 Accommodation is adequate for the needs of the curriculum. The building is bright, well cared for and clean. One classroom, which houses the computer suit, is small and there is no hall. As there is no hall on site, assemblies and meals are taken in a former church hall a short distance up the road. Indoor physical education also has to take place in this hall necessitating the move from one building to another. The school copes well with these disadvantages, moving quickly and efficiently up the road. Grants have been allocated to the development of the hall, but progress has been slow. There is a dedicated play area for the children in the Reception class and a recently constructed memorial garden provides a well used quiet area.
- 58 Learning resources are adequate. Expenditure on resources is satisfactory and there are sufficient books and computers to meet the needs of the curriculum in all subjects.

WHAT COULD BE IMPROVED?

- 59 Standards of attainment have not improved sufficiently in mathematics. The number of staff changes recently has meant that the responsibility for managing subjects falls heavily on the headteacher and deputy headteacher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 60 In order to improve standards further, the headteacher, staff and governors should:
- (1) Raise attainment in mathematics by:
 - improving the systematic use of pupils' numeracy skills across all subjects of the curriculum;
 - analysing the results of assessments in mathematics to identify pupils' strengths and weaknesses in more detail;
 - continuing to encourage greater accuracy in pupils' use of number when completing calculations.(Paragraphs 1, 2, 3, 4, 5, 6, 8, 18, 22, 40, 48, 68, 84, 85, 86, 87, 88, 89, 90, 97, 112, 123)
 - (2) As staffing levels and experience permit, review the range of responsibilities of staff to improve further the management and monitoring of subjects.
(Paragraphs 48, 102, 108, 113, 114, 117, 127, 129, 131)

Minor areas for consideration within the governors' action plan include:

1. As identified by the school's management team, reviewing the geography curriculum to ensure greater continuity in learning.
(Paragraphs 7, 26, 110, 111, 112, 113)
2. Monitoring carefully that the progress evident in pupils' attainment in English is maintained.
(Paragraphs 1, 2, 3, 4, 5, 6, 8, 22, 65, 66, 67, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83)
3. Improving the multicultural education of pupils to prepare them fully for life in Britain's multiethnic society.
(Paragraphs 30, 34, 103, 134)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	12	5	0	0	0
Percentage	13.3	30.0	40.0	16.7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	117
Number of full-time pupils known to be eligible for free school meals	45

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	48

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	6	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	4	5	6
	Total	13	15	16
Percentage of pupils at NC level 2 or above	School	76 (76)	88 (65)	94 (76)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	5	6	6
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	88 (59)	94 (82)	94 (59)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	12	17
Percentage of pupils at NC level 4 or above	School	76 (43)	71 (64)	100 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	13	15
Percentage of pupils at NC level 4 or above	School	65 (38)	76 (58)	88 (54)
	National	72 (70)	74 (72)	82 (79)

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

* Data omitted as fewer than ten boys and ten girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	18.6
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	193

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	371,530
Total expenditure	374,391
Expenditure per pupil	3173
Balance brought forward from previous year	46,919
Balance carried forward to next year	44,058

Recruitment of teachers

Number of teachers who left the school during the last two years	5.9
Number of teachers appointed to the school during the last two years	7.0
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	117
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	8	0	0
My child is making good progress in school.	51	41	8	0	0
Behaviour in the school is good.	49	49	3	0	0
My child gets the right amount of work to do at home.	49	24	16	8	3
The teaching is good.	51	49	0	0	0
I am kept well informed about how my child is getting on.	43	32	22	3	0
I would feel comfortable about approaching the school with questions or a problem.	65	35	0	0	0
The school expects my child to work hard and achieve his or her best.	54	43	3	0	0
The school works closely with parents.	38	51	8	0	3
The school is well led and managed.	65	32	0	0	3
The school is helping my child become mature and responsible.	51	41	3	3	3
The school provides an interesting range of activities outside lessons.	41	49	11	0	0

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

- 61 The school admits children into the school once a year in September. They are in a mixed Reception and Year 1 class with 18 younger children and eight children who have been in school already for a year. Positive links have been established with the parents through daily contact and a good induction programme prior to the children coming to school. Children are soon settled and get used to school routines. Some have had pre-school experience prior to starting school. When children enter the Reception class their attainment is well below that expected for children of their age. Children make very good gains in their learning and, by the end of the Foundation Stage, many have attained the early learning goals in creative development and knowledge and understanding of the world, in particular in ICT and investigative aspects of science. In physical development and personal, social and emotional development, children achieve particularly well and exceed the early learning goals. In communication, language and literacy and mathematical development children make good progress from a low starting point. By the end of the Reception class, children's attainment is generally below that expected. However, there are a few children who have achieved the early learning goals and are well prepared to start Year 1 work. At present, there are two children in the Reception class on the register for special educational needs.
- 62 Provision for the children in the Foundation Stage is good. There are significant strengths in the teaching and provision in all areas of learning. The curriculum is largely based on a combination of the Foundation Stage guidance, which is recommended for children until the end of the Reception year, and National Curriculum, which has been adapted appropriately for the Year 1 pupils. There is coverage of each area of learning with both indoors and outdoors being used well. The outside area has recently started to be developed for the younger children and is already being used effectively. At the time of the previous inspection, there was a lack of outdoor play activities and equipment. Improvement has been good and has had a significant impact on children's physical and personal, social and emotional development. Children make good progress in most areas of learning, but in personal, social and emotional development and some aspects of knowledge and understanding of the world, for example, ICT and investigative science, and physical development, they make very good progress. This is due to very effective and imaginative teaching. Excellent teamwork between the teacher and the learning support assistants helps to create a safe, secure and stimulating environment, where very effective learning takes place. The school's arrangements for teaching literacy and numeracy are good. Children are taught successfully through a good range of practical fun activities and then some recording if it is appropriate. Excellent support from the teacher and learning support assistants means all of the children have very good opportunities to work at their level for part of the lesson. Very good consideration is given to all children's needs, consequently they all make at least good progress. Assessment arrangements are good. The information available, such as the entry data, is used appropriately to ensure children are set relevant work and to identify those that need extra support. In addition to the assessment the teacher makes, children's significant achievements, learning and behavioural responses are recorded by the learning support assistants every day. Excellent communication between the teacher and learning support assistants means they are all very aware of the needs of all the children and how best to meet them.

Personal, social and emotional development

- 63 Children's personal, social and emotional development is given a very high priority to good effect. Teaching is very effective in this area, which helps most children make very good progress and, as a result, they are all likely to meet the early learning goals by the end of the Foundation Stage, with a considerable proportion exceeding the expectations. The management of children is very effective as all staff have high expectations of the children. The teacher's expectation that these children can achieve and behave is incredibly high. Challenge is built into everything they do and children rise to this often asking for another 'challenge'. This has a positive impact and consequently behaviour and attitudes to learning are good and children respond very positively to instructions, although there is a very small minority that have to be checked more frequently to ensure they listen and behave appropriately. On the rare occasion when this happens, children are choosing and carrying out their own tasks. Both the teacher and learning support assistants carry out behaviour management unobtrusively with success. There is a very strong promotion of personal development, with an emphasis on sitting quietly, taking turns and listening to instructions. This helps children learn effectively, as in the numeracy lesson, when they listen carefully to the directional language in action songs. They have fun joining in with the teacher learning to move to the left and right, backwards and forwards and, even though they become excited, they stop and listen to the next instruction instantly. They are confident, friendly children and form very good relationships with adults and one another.
- 64 Adults encourage the children to be independent, and make choices. They select their activities and resources for parts of the day. During this time, known as CIA (child initiated activities), effective learning takes place. Good opportunities exist for the children to play together, particularly in the role-play area, with construction equipment, when riding bikes and jumping on space-hoppers. Most share and co-operate well, for example, when playing in the sand areas. Children are expected to tidy up at the end of sessions, which they do well. Teaching responsibility for their actions is skilfully promoted and linked to children's prior experiences. Some resources were damaged the previous week so the lesson was planned to ensure children took care of things. Children had to look after an 'eggy friend' ensuring they didn't crack it and return at the end of a 'CIA' session with it intact. Those that managed the task were awarded 'smiley faces'. If others could explain how they managed to damage their egg and what they could have done to prevent this, they were also praised. Children learn the importance of following instructions, for example in physical development when they behave well and are quiet when they need to be.

Communication, language and literacy

- 65 On entry to school, children's communication, language and literacy skills are well below average, although there is a little higher attainment. The quality of teaching is very effective; this helps children make good progress and learn well. By the end of the Foundation Stage, many children will still be below the standards expected, but a few are likely to reach higher levels and attain the early learning goals. There is very good promotion of speaking and listening. Children are reminded about what makes a good listener; this has a positive effect and helps them learn effectively. They are gaining in confidence as they have many opportunities to explain their thinking. Very good questioning helps children to consolidate their learning and explain the functions of plants and the differences and similarities of different ones.
- 66 Children enjoy looking at books and understand how books are organised including dictionaries when they look up words with 'sh' in. They are beginning to understand that print conveys meaning as they follow the text with the teacher when sharing the

'Big Book'. The higher attaining children read simple text with good understanding and accuracy, for example when reading their mathematics worksheets. They work out where they have to draw a bear, whether it is up in a tree or in a box. Teaching of basic skills is very good and made fun with lots of practical, interesting activities where children are given good opportunities to practise their skills, for example when they read a word and if it contains 'sh' they jump in the hoop. The teacher is particularly skilful in matching children's needs as she expects a more able child to identify 'sh' within a word rather than at the end or beginning.

- 67 All staff are very effective at encouraging children to 'have a go' at their writing and to form their letters correctly. Children attempt to write lists and instructions using words, letters and symbols with the higher attaining children beginning to write in simple sentences using a neat script. Good opportunities for speaking and listening are given when children discuss their work, for example in science when describing the parts of a plant.

Mathematical development

- 68 When children enter the Reception class, their attainment in mathematics is well below average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are very good. The teacher has a very good knowledge and understanding of teaching mathematics to young children. She makes learning fun with a very good balance of practical activities, reinforced appropriately by recorded work. The children make good progress but many are still not likely to achieve the early learning goals by the end of Reception, although a few will. Children have good opportunities to explore mathematics practically in numeracy lessons and across the other areas of learning, both within the classroom and in the outside environment. Children sort fruit into sets, are developing an understanding of shape, create repeating patterns and more able children carrying out simple addition to ten. There are good links to ICT when children learn about directional language as they 'program' one of the adults to walk right or left, forwards and backwards, following an earlier lesson with a programmable toy. Singing action songs is also used very effectively to reinforce various concepts. In the introduction and review of lessons, the teacher directs questioning particularly well according to ability, and challenges all children, which helps them to succeed, using mathematical vocabulary well.

Knowledge and understanding of the world

- 69 Provision and teaching for children to develop some aspects of knowledge and understanding of the world around them are good. Children's learning is promoted very well in science and ICT, and they make good progress and, by the end of the Foundation Stage, many children are likely to achieve the early learning goals. Scientific concepts are developed when they explore the functions of plants. They are encouraged to use good observational skills and independently use magnifiers to look carefully at leaves. Other children are encouraged to use their senses when looking at similarities and differences in the plants in the garden. A group of children are fascinated when they are shown a beetle by the learning support assistant. One comments 'look he walks on the plants'. Particularly good teaching of skills takes place in ICT. Children work on computers confidently and use a mouse to place items accurately on the screen when dressing the teddy, write their own names, create repeating patterns with shapes and draw their faces using a graphics program.
- 70 Several activities are offered to children during the 'CIA' sessions which include design and technology and science. This arrangement has good aspects in that children can make choices. Children learn about the properties of sand when they dig and fill containers, and use construction kits, developing their technological and

building skills. Children are learning about their own beliefs and values through religious education, for example when they want to give thanks. This was illustrated by some writing 'I thank my aunty for taking me to the beach'. They are also taught about other religions and cultures through the clothes people wear, such as a sari and Mendi patterns created on hands. Children are developing a sense of place, they are encouraged to know their own address and helped to draw a map to show how they get to school. Through sequencing pictures of babies, children and adults they begin to have a sense of the past and change as people grow older. Children are offered a particularly interesting range of activities, which helps them to make good progress in this area of learning.

Physical development

- 71 The quality of teaching in physical development is very good. Teaching in the hall physical education lessons is particularly good and helps children make good progress. Most are likely to attain the early learning goals in physical development by the end of the Foundation Stage, with some exceeding them. There are very good links with other areas of learning, particularly personal and social development. The children start the lesson appropriately with good awareness of health and safety; they listen attentively and follow instructions instantly. They try hard, enjoy their lesson and are keen to demonstrate their skills. Children move well and show good levels of co-ordination. They catch from a reasonable distance and some throw accurately. Good opportunities outside help to promote physical activities where children ride bikes forwards and backwards with accuracy, and with a good awareness of their own and others' safety. This is an improvement from the situation in the last inspection. Dexterity is developed through the handling of objects, weaving paper and, when working in sand, filling and emptying containers. Children handle scissors, glue and pencils successfully and, from the time they start school, their writing, cutting and sticking skills develop well.

Creative development

- 72 The quality of teaching is good. Children make good progress and most are likely to attain the early learning goals by the end of the Foundation Stage. Children learn about colour, pattern and texture in two- and three-dimensional representations when making sock puppets, sticking on eyes and mouths in the appropriate places. Children have opportunities to mix their own colours when painting and draw appropriate representations of their friends. They are developing good cutting and sticking skills, also tearing and scrunching paper and materials, to create collages of flowers. Opportunities for role-play are good with a wide variety of different situations created for the children, including a shop. Children enjoy singing action songs and rhymes. They join in with enthusiasm when carrying out the actions of 'Going on a Bear Hunt' with the teacher, remembering most of the words. The classroom is a stimulating and exciting place to be and children's work is displayed well, which not only enhances the environment but also shows the children that their work is valued.

ENGLISH

- 73 The number of pupils in each year group is quite small and this makes the data for individual years unreliable. The data from the National Curriculum tests at the time of the previous report indicated that standards in English were well below the national average for seven and eleven year olds. The school has made good progress in all

aspects of English and standards have improved significantly. Since 1997, standards have continued to rise for seven and eleven year olds and are still improving above the national trend. In the most recent National Curriculum tests in 2001, at the end of Year 6, results were below average. However, this is from a particularly low starting point when the children entered the school and represents notable achievement, as standards are well above those found in similar schools. Results in reading for seven year olds were in line with the national average, and in writing they were below average. However, pupils achieve higher results when compared with those of similar schools. These better results throughout the school are associated with the effective implementation and teaching of the National Literacy Strategy and a strong commitment to raising attainment in the school by staff and governors. A range of initiatives and support modules have helped to raise standards. There has been good monitoring of planning, teaching, learning, assessment and tracking of pupils' progress, which is an improvement since the previous inspection. The quality of teaching has improved and the majority of teaching observed was at least good with excellent teaching in the Year 5/6 class. There are very good procedures for assessment and effective use is made of the information gathered to set school, individual and group literacy targets, including for pupils with SEN, and these are shared well with the pupils.

- 74 Inspection findings from current and previous work show attainment in English to be below the national average by the end of Years 2 and 6. This is because there is a significant proportion of pupils with special educational needs in both year groups and the number of pupils who have moved out of and into the school has been higher than usual. The school is well aware that results will not be as high as previously as there are very good tracking systems in place. There is no significant difference in the attainment of boys and girls and all pupils throughout the school, including the significant number of pupils with special educational needs, make good progress. The few pupils for whom English is an additional language also progress well. Good progress is because work is carefully matched to pupils' ability and, where pupils carry out similar tasks, learning support assistants support lower attaining pupils very effectively. This ensures that all pupils, including higher attaining pupils, are well challenged, as evident in some of the high quality teaching and learning. This is evident in the way that a few higher attaining pupils in both Year 1 and Year 5 work with the able groups in Years 2 and 6, consequently they are achieving high standards. Results are predicted to be higher in 2003.
- 75 Teachers are providing pupils with good opportunities for speaking and listening as they are aware that this is an area that needs to be strongly promoted. However, standards are close to the national average for both seven and eleven year olds. Pupils ask and answer questions, listen and respond to others and present their own ideas and opinions clearly. However, it is the lack of extended sentences and adventurous vocabulary that inhibits higher attainment for many. This has an impact on pupils' writing skills as well. High expectations and effective discipline ensure pupils listen attentively and build on each other's responses whilst waiting for their turn to speak. Some opportunities for drama are offered to enhance speaking and listening skills, as noted in Year 3 and 4 class plans, when pupils pose questions for Howard Carter on discovering the tomb of King Tut'ankhamun. Teachers encourage pupils to use the correct terminology, not only in literacy, but in other subjects as well, as in a Year 3/4 art and design lesson, when pupils used mathematical vocabulary for three-dimensional shapes, as well as using and understanding the term 'perspective'. From the start of school, pupils' speaking and listening skills are promoted well with a good emphasis on explaining their work; this, linked with effective questioning all teachers use, helps pupils to make good progress. In Years 1 and 2, pupils confidently explained the settings and characters in the 'Beaver Towers', prior to their individual work on a book review. The teachers' good modelling of correct sentence structure and pronunciation helps pupils learn well.

- 76 Standards in reading are close to the average by the end of Years 2 and 6. A few pupils are attaining the higher levels, particularly in Years 1, 3 and 5, and are in line with the national average. Some pupils do not have enough reading practice at home; this hampers their progress, although teachers and learning support assistants try to give these pupils as much help as possible through intervention programmes and support in lessons. Volunteer readers also come into school to support children. Year 2 pupils who have difficulties with reading have good opportunities to work in a small group with the teacher for special educational needs. She effectively reinforces the work that is taking place in the classroom on book reviews and uses prompts to help pupils work out and read the colours in the 'Elmer' book. This helps them to learn effectively. By seven years of age, pupils are beginning to read accurately and fluently and, by eleven, the average and higher attaining pupils are mature and confident readers. There is a good emphasis on reading and this enables pupils to explore and share books with enthusiasm, including reference books about Egypt, as in a Year 3/4 lesson, and poetry in Year 6.
- 77 In the infants, younger pupils talk readily about illustrations, recall the main points of the story and describe the actions of characters with increasing clarity. In infant classes, basic reading skills are developed well, as pupils link letters with sounds and recall words by sight, starting to self-correct their reading. Learning moves on well in Year 2, where pupils read with understanding. They talk readily about books they enjoy, know the difference between fiction and non-fiction and understand the use of the index, contents and a glossary. Good systems are in place to encourage children to read with understanding and evaluate the books they have read, as in the Year 1 and 2 lesson on book reviews. This is good practice and reinforces pupils' recall of events and characters.
- 78 By eleven, pupils make choices of favourite authors and compare style and genre. This was clearly illustrated when Year 5 and 6 pupils responded to poems written by John Agard. They tackled the text and realised the importance of the rhythm and identified the differences between Creole and Standard English. They enjoy the challenge of a different text, particularly because their teacher makes it fun and reads it to them in an appropriate dialect. This helps them to identify the differences in the text and all make very good gains in learning. In Year 6, a few are reading at the higher Level 5 with good expression and they tackle difficult vocabulary. However, too few pupils have the skills to read challenging texts or read with deeper meaning, consequently standards for most remain around average or below. The pupils with difficulties with their reading are making good progress because they have very effective support and can access worksheets and books with support. Often, these pupils are supported by the learning support assistants, who will interpret the text with them during the introduction with the teacher and when working individually. Pupils have a secure knowledge of library terms, such as contents, index and glossary, and understand the classification system used in the library.
- 79 Inspection evidence from lessons, the scrutiny of work and the school's own monitoring, indicate that by Years 2 and 6 standards of writing are below the national average with very few pupils reaching the higher levels. All pupils, including those with SEN, make good progress. Teachers offer their pupils a good range of work within literacy and across other subjects. They encourage them to write in a variety of forms for different purposes. Pupils in Years 1 and 2 use an appropriate reporting style in science, retell stories and describe celebrations from different religions using correct terminology. Most pupils are forming their writing neatly and making appropriate attempts at spelling using their knowledge of sounds, when writing their news, stories and poems. The lower attaining pupils often need considerable support in writing, but

have good ideas and understand the structure of sentences, although these are not always punctuated correctly. There is some good use of ICT to word process stories about the 'Rainbow Fish' and to reinforce sound work in Year 1.

- 80 By the end of Year 6, pupils have a very good understanding and recognise the importance of writing for different audiences within literacy. In addition, there is a good focus on different styles and genres. Evidence found included: letters, poems, instructions, book reviews and debates. By the age of eleven, higher attaining and average pupils have a satisfactory knowledge of grammar and punctuation. Teaching of basic skills is good, and very effective for older pupils; this helps pupils make good progress. Events around the discovery of the tombs in Egypt help to inspire Year 3 and 4 pupils; they enjoy reading and discussing Howard Carter's discovery and write effective diary entries. This leads to good descriptive writing and pupils understand the correct format in which to write. They appropriately use the first person and refer to the historical events. Very good support for the lower attaining pupils ensures their ideas can be incorporated, because the learning support assistant writes out their ideas and, between them, they produce a group entry.
- 81 The quality of teaching is good overall with excellent teaching in the class with Year 5 and 6 pupils. Lessons are planned well. Work is built on what most pupils can already do and this is supported by the very good assessment within the lesson and over a period of time. The quality of marking is very good, the teacher relates this to what is going to be taught and pupils' individual targets, and states not only what has been achieved but what the next steps in learning are. The school's very good procedures for behaviour management, which are consistently applied by all staff, mean that the management of pupils is at least good, and always very good for older pupils. This aspect is considerably enhanced by the excellent relationships teachers and learning support assistants have with pupils. Very good attention is given to including all pupils well in learning. The support given by the very well qualified learning support assistants is extremely good and a considerable strength of the school. This is especially so for lower attaining pupils and those with SEN. The learning support assistants help to explain things during introductions and pupils are encouraged to prepare their answers before answering in front of the whole class. This gives significant support to their self-esteem. Homework has been planned to support learning well and matched to work in the classroom. Year 6 pupils prepared work at home the previous evening on acronyms, following the literacy lesson. Contributions to homework are valued and pupils' efforts were quickly reviewed prior to the start of the next lesson.
- 82 Following the last inspection, the school library has been improved with specific library skills that need to be taught identified. This is having an impact on pupils' learning and they are developing skills to retrieve information in books, and have an understanding of the school's systems of classification. Many pupils use computers to search for information on the Internet and so are developing their reading research skills well. ICT is used effectively to support and extend literacy in a variety of ways, including word processing stories, letters, poems, research and reinforcement work on sounds. Year 5 and 6 pupils worked well together in a literacy lesson when they used a table format to present the changes of Creole words to Standard English. Other subjects, such as art and design, science, geography, religious education and music contribute to pupils' skills in literacy well when they discuss their work and record their findings and in history when they use their research skills to locate information. Examples of this included when Year 1 and 2 pupils wrote about electrical circuits and being safe with electricity and Year 3 and 4 pupils used information books to find out about Carter's discovery of the tomb of King Tut'ankhamun.

- 83 The co-ordinator provides very good leadership and excellent educational vision for the subject. This is a significant improvement since the previous inspection. She, along with the headteacher, has monitored the effectiveness of teaching, learning and planning. The school has made good improvement in aspects of the subject and is in a powerful position to continue to improve the rising standards pupils are achieving. Raising standards of writing has been identified as a priority on the school improvement plan and a detailed action plan to tackle this area has been put in place.

MATHEMATICS

- 84 The low number of pupils in each year group makes the detailed analysis of assessment data unreliable. From 1997 to 2001, at the end of Year 6, attainment recorded in National Curriculum tests has been below or well below the national average. Over this period, results have fluctuated, and there has been a small improvement. The school usually does as well as similar schools, and pupils make satisfactory progress compared with their results when in Year 2. Over the period from 1997 to 2001, at the end of Year 2, attainment recorded in National Curriculum tests, although usually below average, has improved at a rate greater than that nationally. Last year, pupils' attainment was above average by the end Year 2. The school usually does as well as, or better than, similar schools. Taking account of the small numbers involved, the results of boys and girls are similar.
- 85 The previous inspection found that attainment was about average at the end of Years 2 and 6, although in the National Curriculum tests during that year they were below or well below average. Inspection evidence confirms that standards have improved, and in many year groups they are about average, although they fluctuate from year to year. Teaching, which was previously described as satisfactory, is now good. The attainment of current pupils in Year 6 is well below average, and results are not likely to be as high as last year. Pupils in Year 5, on the other hand, are already achieving better than this.
- 86 Pupils in Years 1 and 2 make good progress. The quality of teaching and the volume of work completed are leading to improved progress. Learning is improving and pupils are achieving close to average standards. This represents good progress from their low attainment when pupils entered school. By the end of Year 2, most pupils understand simple fractions, such as a half. They are confident when adding numbers to 100, and know the properties of a range of two-dimensional shapes. Pupils draw simple bar charts accurately. Those pupils with special educational needs, or for whom English is an additional language, make good progress and achieve well.
- 87 Well-planned teaching and the use of extra teachers meet the needs of pupils from the mixed age classes very well. This helps pupils make good progress and acquire satisfactory numeracy skills. Pupils in Years 3 and 5 are tending to produce similar work to those a year older, reflecting their better attainment at the end of Year 2. Pupils in Year 5 handle numbers confidently, multiplying large numbers correctly and dividing numbers accurately. Year 6 pupils are prone to make more errors in their calculations, but they usually understand the methods involved. Pupils in Year 5 work accurately with numbers to one or two decimal places, and use negative numbers correctly when comparing cold temperatures. They are acquiring a good understanding of equivalent fractions. Year 6 pupils cover similar areas, but are less confident and less accurate. They accurately draw and interpret data using bar charts and when calculating averages. In Year 3, pupils enjoy the challenge drawing, and

measuring, angles to the nearest degree using a protractor. All pupils, including those with special educational needs, are making good progress and achieving well.

- 88 Throughout the school, pupils enjoy their mathematics. Their attitudes are very good, illustrated by the concentration when Year 4 pupils were measuring capacity, or for lower attaining pupils who were finding right angles in the classroom. Children quickly settle to group tasks after whole-class activities. Teachers help pupils develop a good understanding of what they have learnt. This was well illustrated in Year 3 when pupils had to check that their partner's angles were drawn accurately. Behaviour is good in both whole-class and group activities, although some of the pupils in Years 1 to 4 are not attentive enough when the teacher is leading a whole-class discussion.
- 89 The quality of teaching is good because care is taken to meet the needs of all pupils in the mixed age classes. This is aided by the effective use of additional teachers and learning support staff, who, in turn, are promoting good learning by all pupils. Teaching is especially good for pupils in Years 5 and 6. Good subject knowledge, very clear explanations and careful attention being given to the needs of the wide range of pupils in the class are consistent features of the teaching. Teachers have implemented the National Numeracy Strategy effectively, modifying it when necessary to meet the particular needs of the school. In the best lessons, all pupils are effectively involved in whole group sessions. Teachers use time available very effectively and learning is brisk. On occasions learning could be enhanced by the greater use of practical equipment. Pupils are not encouraged to use their numeracy skills sufficiently in other subjects. Marking is very good. It is complete, accurate and good guidance is provided to help pupils to know how to improve.
- 90 The pupils follow a curriculum that is based on the National Numeracy Strategy. Teachers ensure that all pupils are usually fully involved in the introductory whole-class session, and this is aided by the good use of support staff. ICT is used well to support learning in mathematics, but numeracy skills are not used or developed sufficiently across the curriculum. Assessment procedures are very good and used consistently. They give good detail about each pupil's attainment. The school recognises that it has not always analysed pupils' work in National Curriculum and optional tests in sufficient detail to identify general strengths and weaknesses. Assessment information is now used very well to set specific targets for individuals and to identify areas for improvement. Mathematics makes a sound contribution to pupils' personal development. In particular, pupils often have opportunities to co-operate and work in pairs or groups. Leadership of the subject is satisfactory. A teacher, who will leave in July, is temporarily managing the subject for two terms. She has helpfully analysed current provision to identify areas to be developed next year.

SCIENCE

- 91 The number of pupils in each year group is quite small and this makes the data for individual years unreliable. In 2001, in teacher assessments, at the end of Year 2, the standard of pupils' work was above the national average and well above that of similar schools. In National Curriculum tests at the end of Year 6, the proportion of pupils achieving the expected level, or higher, was very high when compared with the national average. Overall, by Year 6, the school's performance in science was above the national average and well above the results of similar schools. There is no significant difference in the achievement of boys and girls and pupils from all backgrounds achieve equally as well as each other. There has been a strong improvement in the standards of pupils' work since the last inspection; the rate of improvement being better than that seen nationally.

- 92 From the evidence of the inspection, pupils are achieving standards of work that are above average by Year 2. Standards are also above average by the end of Year 6. Pupils have been achieving increasingly better grades over the last four years in the National Curriculum tests. Owing to the well-planned practical work and good support, pupils with special educational needs make exceptional progress in this subject.
- 93 By the end of Year 2, the majority of pupils construct a simple circuit to switch on a bulb or a buzzer. They draw a diagram to represent the circuit using conventional symbols. They understand that electric current has to flow in a circuit. They confidently use appropriate scientific language in their explanations. Pupils have a good understanding of different types of materials and the purposes for which they are used. Their observation and investigative skills develop well. With teacher support, they plan and carry out investigations, such as testing which materials melt or change when heated. They predict the outcome, have an understanding of a fair test and reach a conclusion from their own-recorded data.
- 94 By the end of Year 6, the majority of pupils know how the planets move in relation to each other in the solar system, and how the Earth's movement gives rise to day and night. They explain why the sun casts long shadows in the morning and evening. With this knowledge, they go on to design and calibrate a sundial understanding where it should be positioned. All their experimental work is conducted with precision and results are recorded accurately, with an understanding of the units of measurement. They interpret and compare their results graphically and relate their findings to their secure knowledge and understanding of the living processes, physical science and the properties of common materials.
- 95 The quality of teaching is very good throughout the school. The lessons are very well planned and carefully delivered to support pupils of all abilities and needs. High expectations for learning are prevalent. In a Years 5 and 6 lesson, the teaching was inspirational. Pupils were captivated about the solar system throughout this lesson. They were encouraged to ask far reaching questions and the teacher was prepared to digress from the original plans to move with the interest and lines of enquiry of the pupils. This was a class where there was a genuine shared enjoyment of learning at a much higher standard than is normally seen. All the pupils are very interested in their work. They take part in class discussions answering questions thoughtfully. They work well together in groups sharing and developing ideas as they study, and their work is completed neatly and to the best of their abilities.
- 96 Owing to the very good teaching, the quality of learning is also very good. Higher attaining pupils are challenged through thought provoking questioning and their interest and enthusiasm are retained. Learning is very good for lower attaining pupils as a consequence of the very good teaching and support they receive. The learning support assistants play a vital role in ensuring that pupils with special educational needs are fully included in the learning process. They add a great deal to the quality of learning within the class as a whole. They are very well informed and totally involved in the lessons. This encourages the pupils and adds to their enjoyment of learning. Learning support was very good in a Year 1 and 2 class studying electric circuits. When the teacher asked for a collaborative and considered answer to a difficult question, the support assistants prompted the pupils to get their ideas together before they replied but without providing them directly with the correct answers.
- 97 There is a very good scheme of work that ensures continuity in learning in all the classes and in each year group. Teaching plans are organised on a two-year cycle to ensure that both year groups in each class receive the full curriculum. The work is sufficiently demanding to ensure that the older pupils in each class are appropriately challenged. Often teachers develop pupils' skills in literacy by encouraging them to use scientific terms correctly when they explain their ideas and observations. Skills in

numeracy are developed as the pupils process, display and compare information from experiments, although these areas could be extended further. Pupils effectively use ICT to process data and to research information from the Internet and multimedia databases. However pupils are not able to experience the use of sensors linked to a computer to record and plot data directly from experiments, for example to measure and record variation in temperature over long periods of time.

- 98 All the pupils' work is assessed regularly against National Curriculum levels of attainment. This assessment ensures that teachers adjust their teaching plans in response to the pupils' achievements and difficulties. Books are marked with helpful comments to enable them to learn from their mistakes and make further progress. An experienced and enthusiastic co-ordinator ensures that the subject is implemented to a very good standard. Quality assurance checks on the teaching plans are carried out regularly. This is also an improvement since the last inspection. All the staff work very well as a team. This contributes to the outstanding success of the subject.

ART AND DESIGN

- 99 The attainment in art and design of eleven year olds is in line with that expected for their age. It was not possible to make a detailed judgement about attainment for seven year olds as no lessons were observed. However, from teachers' planning and work on display it would appear that pupils cover a sufficient range of both two- and three-dimensional work and attain standards that would be expected for their age. This is similar to the last inspection.
- 100 Pupils, including those with special educational needs, make satisfactory progress throughout the school, as they express their ideas through a range of different experiences in art and design. They have regular access to textiles, paint, pencils, pastels and learn how to mix colours and, from an early age, apply paint with care. Pupils in Years 1 and 2 created carefully drawn and coloured pictures of bluebells in paint and pastels. A satisfactory range of work has been produced in both two- and three-dimensions with good links to other subjects. Clay is used to make representations of Saxon artefacts in Years 3 and 4 and, in Years 5 and 6, pupils effectively recreate stained glass windows of the story of 'Pilgrims Progress' by John Bunyan. There are good links with literacy and numeracy. In a Year 3 and 4 lesson, pupils made an arrangement of three-dimensional shapes such as cubes and spheres based on the work on Fernand Leger. They looked carefully to ensure they shaded the shapes correctly, just where the shadow fell. Good attention to the teaching of basic skills ensured pupils used their pencils correctly and tried hard to improve their work. Linked to the story of the Rainbow Fish, Year 2 pupils wrote stories to go with their colourful pictures of fish and Year 5 and 6 pupils sketched their ideas of the characters from 'Macbeth'.
- 101 Teaching in art and design is good and, during the inspection, good teaching was observed in the Year 3/4 class. Teachers give pupils good opportunities to undertake new experiences and experiment with different ideas; as in Year 6, when pupils' observational drawings and designs were formed into repeating patterns based on the work of William Morris. Pupils are enthusiastic and discussed their ideas with maturity, as illustrated by the pupils in the art club when sketching in the garden. Teachers have better subject knowledge and understanding due to the implementation of national guidance and training. Learning support assistants offer good encouragement and work very well with the children as observed in a Year 3/4 lesson. Pupils are encouraged to reflect on their work and make improvements with good attention to the finished work such as their sketches of three-dimensional shapes. Appropriate use is made of day-to-day assessment to plan subsequent work

and a system has been developed to assess pupils' skills and progress at the end of each unit of work.

- 102 The subject does not have a specific co-ordinator, but the responsibility is shared between the headteacher and deputy headteacher. A satisfactory art and design curriculum is in place based on national guidance. It is broad and balanced, as well as now being better planned to give pupils experience of different techniques and media, including working with three-dimensional material, such as clay. It builds satisfactorily on pupils' previous knowledge and skills, so they make sound progress in their learning as they move through the school. When sketchbooks are used, it helps pupils to build on their techniques well, with their attempts documented. However, the use of sketchbooks is not systematic throughout the school. Recent developments in the teaching of ICT supports work in art and design appropriately, as pupils in the art club used a graphics program to recreate pictures of the sea based on the work of Georges Seurat.
- 103 The subject makes a good contribution to pupils' spiritual and social development, through interesting displays of pupils' work based on the work of other artists; for example, pupils' pictures based on the work of Georges Seurat and William Morris. Social development is promoted well, such as the development of pride in pupils' achievement, and the encouragement of good co-operative work. Some attention to art and design from non-western cultures is given, for example children in the Year 1/2 class designed and made their own tie-dye T-shirts, based on ideas from the Philippines, but this is an area less well developed and represented in the school. The displays of pupils' artwork are valued and enhance the learning environment in the school.

DESIGN AND TECHNOLOGY

- 104 Evidence of the standards of work has been taken from the scrutiny of the artefacts pupils have made, discussion with the staff and headteacher and a photographic record of their activities. No lessons were seen during the inspection. Throughout the school, pupils complete their work to standards that are generally in line with that expected for their age in those specific areas of the curriculum where work was seen.
- 105 Pupils have a sound experience in the practical side of the designing and making processes. They work with a range of materials that includes paper and paste, dowel rod, card, fabric and clay. Pupils designing skills are less secure. They have insufficient opportunity to develop their own design ideas before starting to make things. They do not identify and record their successes and failures. Older pupils do not model their ideas in a variety of ways; draw detailed labelled diagrams or record alternative methods of proceeding if things go wrong. The standard of pupils' skills and understanding are similar to those of the last inspection.
- 106 The subject is planned imaginatively to integrate with the other topics of the curriculum; for example with history when Years 3 and 4 make Saxon artefacts and Years 5 and 6 make a model of a Tudor house. Years 1 and 2 make necklaces with repeating patterns to link with numeracy and their work on the Philippines. The pupils make burglar alarms but they have a limited experience of designing and making controllable vehicles.
- 107 From available evidence, the quality of teaching is sound. The pupils enjoy this subject and they take care with the quality of their work. Consequently the quality of learning is satisfactory. It is good when pupils in Years 5 and 6 attend a special course at South Kent College where they try the skills of plumbing, decorating, bricklaying and carpentry.

- 108 The pupils are given verbal feedback on the effectiveness of their designs and the standards of their work. Their achievements are assessed against National Curriculum levels of attainment. Photographs of pupils' work are kept to monitor standards. The deputy headteacher effectively monitors the quality of learning in this subject. The staff work well as a team to ensure continuity and the exchange of good practice. There are good procedures to ensure that tools are used correctly and safely.
- 109 Since the last report there has been a period when primary schools were not required to teach the full curriculum for this foundation subject. Consequently there are now some areas of the curriculum that older pupils have not experienced. This has an impact on their standards of work when compared to the full curricular requirements. As a result, standards have remained similar to the last inspection.

GEOGRAPHY

- 110 The previous inspection report indicated that attainment at the end of Years 2 and 6 was about average. Teaching was satisfactory overall. The school has maintained this position. Standards remain similar to those reported previously and teaching is satisfactory or better. The curriculum is not well developed and the subject has been identified as an area for further improvement. The subject continues to be managed by members of the management team.
- 111 Attainment is about average by the time pupils leave Year 6. However, their knowledge and skills are not developed systematically. Their knowledge of locations overseas is well developed. They know that locations around the world vary. Pupils in Years 1 and 2 have a good awareness of how life in the Philippines differs from that in England. This work extends pupils' cultural awareness when they examine artefacts and jewellery from the Philippines. Their social and moral development is enhanced when they consider issues such as recycling. Young pupils draw maps of their route to school and show features, such as arches of the bridge leading down to the harbour. By Years 5 and 6, pupils use pictures well to compare features such as landscape, buildings, transport and climate in St. Lucia compared with in England. All pupils, including those with special educational needs, make similar progress. In particular, the organisation of written tasks, together with the use of books and ICT, extends their literacy skills.
- 112 In lessons, pupils were attentive and interested; they behaved well. In Years 1 and 2, they enjoyed handling the jewellery from the Philippines, while in Years 5 and 6 they settled quickly to tasks using photographs and books about St. Lucia. Teaching of geography is at least satisfactory, and sometimes better, especially for older pupils. Teachers use resources associated with the area being studied effectively to interest pupils. Questions are used well to encourage pupils to explain their thoughts, but, on occasions, pupils could be encouraged to explain their choices in more detail. Insufficient use is made of numeracy to extend pupils' mathematical and geographical skills.
- 113 The school has identified that the geography curriculum is not organised satisfactorily. Its main strength is the work associated with overseas localities. Examples of map work completed in Years 3 and 4 are not developed to sufficient depth. Geographical topics are studied every other half term, but skills are not reinforced sufficiently between units. The school uses national guidance as the basis of its curriculum, but recognises that this does not meet the needs of pupils adequately. Pupils' work is assessed according to general criteria related to each unit's content. There is no specific co-ordinator for the subject and staff work together to provide adequate coverage.

HISTORY

- 114 The previous inspection indicated that the standards achieved by pupils were average by Years 2 and 6. Teaching was described as satisfactory or better. The quality of pupils' work demonstrates that standards remain average by the end of both Years 2 and 6. Pupils' learning of both historical knowledge and skills is promoted satisfactorily. The subject continues to be managed by members of the management team.
- 115 By Year 2, pupils develop a secure understanding that change has occurred over time and write with good detail about some famous people from the past, such as Grace Darling. In Years 3 and 4, they know about some of the features of life in Ancient Egypt and Anglo Saxon times in England. In Years 5 to 6, pupils showed good awareness of how to use secondary sources of evidence when finding out about changes over the past 50 years, as part of the Golden Jubilee work. Good use was made of CD-ROMs, the Internet and books to produce a time line of events. All pupils, including those with special educational needs, make at least satisfactory progress.
- 116 Pupils in Years 5 and 6 were very interested in their work in history. Behaviour was very good and pupils were very keen to contribute their ideas and join in discussions. The way history is used to consolidate and extend pupils' literacy skills is a positive feature of the teaching. The quality of pupils' previous work suggests that teaching is consistently good, although attainment is limited by the time available for the subject. The teachers successfully promote learning by enthusing pupils to find out about the past. As a result of the good teaching, especially in Years 5 and 6, pupils make good progress in acquiring historical knowledge and developing enquiry skills.
- 117 The curriculum is satisfactorily planned and is usually taught in blocks every other half term. It gives pupils the chance to learn about national and world history, as well as developing historical skills. History makes a good contribution to raising pupils' awareness of cultures from the past. Pupils write with good feeling and reflection about what happened in the past. Assessment is satisfactorily organised, and linked to the expected outcomes for each topic. There is no specific co-ordinator for the subject and staff work together to provide adequate coverage.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 118 At the end of Year 2, pupils' skills, knowledge and understanding are above that expected. They are about average at the end of Year 6. This is a substantial improvement since the last inspection. There is now better equipment, a good scheme of work and much better teaching. However, some aspects of the curriculum are not covered in sufficient depth for older pupils. This limits the standards of pupils' work.
- 119 At the end of Year 2, pupils enter some text using a fully featured word processor. They set out text creatively and change the size, colour and style. They know the function of the main controls on the keyboard and they search a multimedia database for information. They are beginning to use the Internet as a further source of information. They enter their own data, for example a survey of the number of pupils with different eye colours, and present this information as a block graph.
- 120 By the end of Year 6, pupils have advanced their skills to use a fully featured word processor confidently. They are proficient in using the Internet, and they send and receive e-mail. They tell their own multimedia stories using "PowerPoint" by

presenting information in sequential displays illustrated with sound effects, moving graphics and text. They include photographs taken with a digital camera.

- 121 The quality of teaching is good throughout the school. The teachers are skilled and hold high expectations for learning. They have the advanced classroom skills to enable the pupils to achieve these expectations. ICT is linked very successfully with other subjects in Years 1 and 2, and it is taught as a separate subject to the older pupils. There has been a substantial improvement in the standards of teaching. There is much better planning and all the teachers have completed training in ICT. Learning support assistants are well briefed and they provide outstanding support for pupils with special educational needs. This ensures that all pupils are fully included in the learning process. Teaching was outstanding for pupils in Year 1 when they were learning to use a programmable toy called a "Roamer". The lesson was linked very well to a story to add interest and excitement. The teacher and learning support assistants encouraged the pupils to concentrate and achieve their best, while learning much about the relatively difficult tasks of entering commands in the memory of the vehicle before it moves through the distances and turns required to get to the intended destination. Literacy skills were being developed, and also skills in numeracy as the pupils predicted the units of length and the sequences with which to program the vehicle.
- 122 The pupils are interested and the majority concentrate well on the tasks set for them. They are eager to explore new ideas, try new skills and they ask thoughtful questions. They work well together sharing ideas and supporting each other in their learning. They look after the equipment and, when they have the opportunity, they enjoy using the computers in the classrooms and after school sessions. They work well without direct supervision if required and sustain their interest. Consequently, the quality of learning is good. When Year 3 pupils were using a draw program, it was set to the highest level and allowed the pupils to set their own lines of symmetry. This allowed the higher attaining pupils to explore more advanced ideas while the good support given to those with special educational needs ensured that all pupils made good progress. There was good emphasis on reinforcing skills of numeracy as mirror images and four-way symmetry were used to create their designs. The pupils use the computers with confidence indicating that good progress has been made in previous year groups.
- 123 There is now a good scheme of work to specify what the pupils should learn. It ensures that the work is challenging and that there is good continuity as pupils move up the school. An Internet safety policy is also in place. Putting commands in sequence and learning to use a word processor leads on well to the advanced skills required to set up a multimedia presentation. However, there is some work not covered in sufficient depth by the older pupils. They do not use a spreadsheet application to model and predict events. Computer control and monitoring is also not covered in sufficient depth. These features would also help to extend pupils' numeracy skills. Pupils' work is assessed to National Curriculum levels of attainment and the progress of individual pupils is carefully monitored.
- 124 The subject has an experienced and enthusiastic co-ordinator and the teaching team has worked hard to make the improvements since the last inspection. The provision of a computer room, better computers and a good range of software have also made this possible.

MUSIC

- 125 At the time of the last inspection, pupils' attainment and progress were in line with that expected nationally. This is still the case for eleven year olds, although there are

significant strengths in singing. Insufficient evidence was available to make a judgement about younger pupils' attainment. From evidence in assembly and hymn singing, pupils throughout the school make good progress with their singing and achieve high standards of performance. They enjoy singing, showing good control of dynamics and pitch, and have a well-developed sense of rhythm. The deputy headteacher ensures that the pupils' love for singing is developed effectively in assemblies. This was evident during the inspection when pupils tried hard to improve their performance. They rise to the challenge set following singing in two parts, to sing in four parts. They thoroughly enjoyed the experience and succeeded in their attempt, with one talented singer in Year 6 taking on the responsibility to lead a group of younger pupils. They had a very good awareness of their part and a good sense of performance, which helps their social development.

- 126 From the one lesson observed in Years 5 and 6, it is evident that musical skills are taught well and pupils enthusiastically participate in musical activities. Pupils have very good opportunities to compose and refine their performance using instruments. They have a good knowledge how different instruments work and whether the volume or pitch could be changed. The teacher skilfully encourages pupils to respond to feelings and emotions as they compose music reflecting a trip to space. This work has been based on the work of Holst's Planet Suite, which gives them experience of the work of different composers in context to work in music, literacy, science and personal and social development. Pupils discuss their feelings, as illustrated by their compositions; one group effectively builds up the tension and another uses the rhythm and volume to represent 'butterflies' and feelings of panic. Excellent relationships and very high expectations of behaviour and attention from the teacher ensure that the lesson is successful and pupils make good progress, have fun and feel a sense of achievement.
- 127 From the planning and scheme of work, based on national guidance, there is a structured approach to teaching music, which builds on pupils' prior skills and knowledge. This is an improvement since the previous inspection. Assessment takes place, at the end of each unit taught, to record pupils' skills and knowledge. The responsibility for the co-ordination of music is between the headteacher and deputy headteacher, which, combined with their many other responsibilities, is a heavy curricular load. Consequently, there are limited systematic procedures for monitoring the teaching and learning, although during times in church and other assemblies the quality of singing is noted.
- 128 Music, particularly performing and listening, makes a good contribution to pupils' spiritual, moral, social and cultural development. Cultural development is promoted through listening to Indian music and singing songs from Australia. Pupils take part in productions, both formally and informally, which gives them good opportunities to perform before an audience and contributes towards their social development. An excellent example of this was when the Year 5 and 6 pupils worked on a 'Royal Rap' based on the work of John Agard. They worked in their groups on the lyrics during their literacy lessons, improving their work as a class with their teacher, ready to perform at the school's Golden Jubilee party. They were proud of their attempts as they gave an early performance to an inspector. The church is used for assembly and special events and plays a very important part in the pupils' life in school contributing effectively to their spiritual awareness.

PHYSICAL EDUCATION

- 129 The previous inspection indicated that pupils' attainment was about average. Teaching was satisfactory or better. Only one lesson was seen during the inspection

and attainment in the areas observed is similar and teaching satisfactory. The subject continues to be managed by members of the management team.

- 130 The only lesson observed featured Year 1 and 2 pupils developing skills of throwing and catching. By Year 2, pupils catch with satisfactory skill and throw with reasonable accuracy. Boys tend to catch better than girls. Satisfactory teaching ensured that pupils gradually improved their skills. This was helped by the effective use of three adults in the lesson. The tasks were sometimes made more difficult and this helped to improve performance. This was illustrated when the class teacher moved the hoop, into which pupils were throwing a beanbag, further away. Pupils' response in the lesson was good and most displayed positive attitudes and behaviour, however a few boys were not always sufficiently attentive. The adults involved in the lesson did not always deal with the boys concerned in a suitable manner. Most pupils, however, were keen and listened carefully to the teacher. The number of suitable balls available limited progress in the lesson.
- 131 All areas of the National Curriculum are taught, thus ensuring pupils have the opportunity to develop skills across all relevant areas of physical education. Swimming is taught in Years 3 and 4. Assessment is satisfactorily organised, and linked to the expected outcomes for each topic. The subject makes a good contribution to pupils' personal development, such as working in groups and co-operating in a range of activities. A range of dance extends pupils' cultural awareness. Resources are adequate, and the hall that became available at the time of the previous inspection provides good accommodation. The playground slopes significantly and this makes the teaching of ball skills even more difficult than normal. There is no specific co-ordinator for the subject but staff follow clear guidance to ensure full curricular coverage.

RELIGIOUS EDUCATION

- 132 The previous inspection indicated that pupils' work was in line with those expected. Teaching was good. Pupils' work now exceeds the standards expected because all pupils have a good understanding of a range of faiths and are aware of how they may relate to each other. Teaching continues to be good or better, and the subject is managed by a very well qualified co-ordinator.
- 133 By the end of Year 2, pupils' knowledge and understanding are good and reflect the expectations of the Locally Agreed Syllabus well. They know some of the features of Christianity and Judaism, and of the links between the two faiths. Pupils have a good understanding of the events of some of the celebrations in the Christian year. The well-planned teaching has helped pupils gain a good appreciation of features of Judaism and the importance of 'Shabbat'. This knowledge is extended very well as pupils move through Years 3 to 6. They know about a number of faiths and compare some of these with Christianity. They compare the '5 K's' of Hinduism and note their similarity with the 'Ten Commandments', although they also appreciate the positive and negative ways they are written. In a particularly interesting unit, pupils in Years 5 and 6 have studied the important link between 'Faith and the Arts'. In this, they have thought about the importance of music, paintings and sculptures to different faiths, and have produced very good images of 'Buddha'. In a particularly good lesson, pupils made rapid progress in appreciating the reasons for the different liturgical colours used by the Church of England. All pupils' work, including those with special educational needs, displays good understanding of the areas covered. In particular, the written work of pupils, from Year 1 onwards, shows good understanding. The quality of pupils' work demonstrates interest, concentration and perseverance. Pupils' learning is aided by very good teaching which reflects interest and detailed subject knowledge.

- 134 The curriculum is good and interesting. It covers a wide range of faiths in a sensitive and positive way. The contribution of religious education to pupils' personal development is very good. Teachers encourage pupils to think about personal feelings and to consider the meaning of, for instance, the 'Ten Commandments' by getting pupils to rewrite them in modern language. The introduction of a range of faiths raises pupils' awareness of different cultures. This is extended through studies of literary works, such as John Bunyan's *Pilgrims' Progress*. Respect for the beliefs of others was promoted very effectively when the teacher explained why he would not do the hand movements associated with the preparations for 'Shabbat'. He told pupils in Years 1 and 2 that it would be disrespectful if he did them incorrectly. In Years 5 and 6, pupils reflected on the use of liturgical colours and discussed which would be used for a baptism or a funeral. A recently appointed co-ordinator manages the subject effectively. He has very good subject expertise and has established a suitable action plan for the further development of the subject. Assessment is satisfactorily organised, and linked to the expected outcomes for each topic. The co-ordinator is to attend a course dealing with assessment in religious education and will review current arrangements following this.