

INSPECTION REPORT

Wincheap Foundation Primary School
Canterbury

LEA area : Kent

Unique Reference Number : 118867
Inspection Number : 197100

Headteacher : Mrs Ruth A Jenner

Reporting inspector : Mr John William Paull
22028

Dates of inspection : 4th - 8th October 1999

Under OFSTED contract number: 707499

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INFORMATION ABOUT THE SCHOOL

Type of school :	Mixed primary
Type of control :	Foundation
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Hollow Lane Canterbury Kent CT1 3SD
Telephone number :	(01227) 464134
Fax number :	(01227) 787360
Appropriate authority :	The Governing Body
Name of chair of governors :	Mr Jon Dent, MA
Date of previous inspection :	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
J. W. Paull, RgI	Science History Religious education Special needs (support)	Teaching
J.R. Lovell, Lay Inspector		Attendance Support, guidance and welfare Partnership with parents and the community Staffing, accommodation and learning resources
W. Thomas	English Geography	Curriculum and assessment Efficiency of the school
M. Sandercock	Music Under fives	Attainment and progress Pupils' spiritual, moral, social and
J. Cornwall	Special educational needs Information technology Art	Attitudes, behaviour and personal development
P. Bilston	Mathematics Design and technology	Leadership and management

The inspection contractor was:

PPI Group Limited

7 Hill Street
Bristol
BS1 5RW

Tel: (0117) 934 9944

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Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

By the time pupils leave, standards in English, mathematics, science and religious education are above average.

- . Achieves a good rate of overall progress for pupils, especially in reception classes and from seven to 11-years-old, including those with special educational needs.
- . Achieves good attitudes and behaviour and very good relationships and personal development.
- . Provides very good teaching of children in reception and good teaching for seven to 11-year-olds.
- . Teaches a broad curriculum well, including the areas of learning for children under five, the National Curriculum and the locally agreed syllabus for religious education. There are good strategies for the development of pupils' skills in literacy and numeracy, including those in the main school with special needs. Overall provision in the specialist Language Unit is currently satisfactory.
- . Provides pupils with good opportunities for moral and social development and very good opportunities for cultural development.
- . Despite inadequacies in specialised provision, pupils with English as an additional language acquire English quickly.
- . Has very good procedures for checking pupils' progress and keeps excellent records for health and safety.
- . Establishes good links with parents and the community.

Where the school has weaknesses

- I. Whilst it is satisfactory, progress from five to seven-years-old is often not consistent.
- II. Teachers' expectations of five to seven-year-olds, except in the specialist Language Unit are too inconsistent, leading to weaknesses in how time is used in lessons.
- III. Specialist provision for pupils with English as an additional language and its co-ordination with the local authority are unsatisfactory, reducing overall opportunities for progress.
- IV. Currently there is a shortage of expertise in the Language Unit, where staffing is temporary.

Wincheap Primary is a good school. Its strengths clearly outweigh its weaknesses. The governors will include the weaknesses in an action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The positive aspects of the school that were identified in the last report have nearly all been maintained. There are several areas of improvement, and the school has made good progress in addressing its key issues. The standard across all subjects attained by pupils by the time they leave the school is above average. The teaching of information technology is considerably better than last time. Judged overall, there is now more very good teaching in the school. It has succeeded in spreading elements of good practice from classes for children under five and from seven to 11-years-old, into those for pupils aged five up to seven. Although better, teaching of this age group is still not as good as in other parts of the school. Curricular policies and schemes of work are now good and very clearly related to the National Curriculum. There have been improvements in the provision for pupils with special educational needs. The co-ordination of subjects and aspects of the school are both effective and manageable, resulting in better monitoring, assessment and planning. The school's policies for the welfare of pupils are now good, including excellent arrangements to ensure health and safety. The school has also reviewed the use of its premises and previously unused areas are now used to good advantage. For example, a computer suite has been developed and there are useful resources areas. Opportunities for pupils' cultural development, which were good, are now very good.

The headteacher's good management and the support of the senior staff and governors ensures a good capacity for further improvement.

· Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	B
Mathematics	A	A
Science	C	B

The table shows that in 1998, the attainment of 11-year-olds on the basis of National Curriculum tests was average in English and science, but well above average in mathematics. However, the school's average level was above that of similar schools in English and science and well above it in mathematics. Baseline assessments at the age of five show that the majority of pupils reach the desirable learning outcomes. At the age of seven, the results of National Curriculum tests were not as good. In reading and writing, the school is below the average of all schools and well below the average in mathematics. In comparison with similar schools, the school's results were in line with the average for reading and writing and below the average in mathematics. The 1999 National Curriculum tests indicate a broadly similar picture at the age of seven, with slight improvements in the proportions gaining the expected levels or better in reading and mathematics. At 11, the results are not as good, especially in English. The school entered a significant number of pupils from its Language Unit in the tests and this accounts at least partly for this result. There were also many pupils with identified special needs in the main school. Evidence during the inspection supports the view that standards are better at 11-years-old, than by seven. In English, mathematics and science, attainment is currently above average at 11, whereas it is judged as broadly average at seven. In information technology, standards are in line with expectations at the age of seven, and 11, although at 11-years-old, there are weaknesses, which the school is addressing, in the use of technology to control devices. In religious education, standards are above those expected in the agreed syllabus at both seven and 11. There are strengths in art, design and technology and music.

· Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Good
Mathematics	Very good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Good
Religious education		Good	Good
Other subjects	Very good	Satisfactory	Good

At 90 per cent, the amount of teaching that is satisfactory or better is similar to the last inspection. However, 61 per cent is now good, including 23 per cent that is very good or excellent, which is a clear improvement since last time. The teaching of children under five-years-old is consistently very good. The teaching of pupils in classes for seven to 11-year-olds is better than in the classes for five to seven-year-olds, where it is inconsistent, with a higher proportion of unsatisfactory lessons. Where teaching is unsatisfactory, it is generally because expectations of pupils are not sufficiently high, leading to weaknesses in the use of time, which slows progress.

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

· Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils co-operate well with their teachers and listen to them well. They behave sensibly around the school.
Attendance	Satisfactory. Attendance is broadly in line with national figures. There is no evidence of truancy.
Ethos*	The climate for learning is good. Pupils have good attitudes to work. Their relationships with their teachers and with each other are usually good and members of staff with a responsibility for subjects are committed to raising standards.
Leadership and management	Good. The headteacher and deputy head have good strategies for improving the school and the governors are supportive. The quality of teaching is being monitored and the co-ordination of subjects is thorough and improving.
Curriculum	Good. All the areas of learning for children under five are planned very well and very good experiences are provided from which they progress towards the nationally recommended desirable outcomes. All subjects of the National Curriculum and religious education are taught and assessed, including literacy and numeracy. However, curricular adaptations for speakers of English as an additional language are unsatisfactory. There are good opportunities for extra-curricular activities.
Pupils with special educational needs	In general, arrangements are good. Individual education plans and statements of need are precise and contain clear targets for making good, overall progress. Due to circumstances outside the school's control, the co-ordination of the Language Unit is currently under review. The provision is
Spiritual, moral, social & cultural development	Good. Opportunities for spiritual development are sound; good opportunities for taking responsibility and very good for cultural activity.
Staffing, resources and accommodation	Good. There is a good match of qualified staff for the roles to be filled. In-service training opportunities are well planned and resources and accommodation, enhanced by displays of work, support learning well.
Value for money	The school is providing good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
<p>V. The school encourages them to play an active part in its work and it is approachable.</p> <p>VI. It gives clear information about what it does, and of their children's progress.</p> <p>VII. It enables their children to achieve good work and behaviour.</p> <p>VIII. Its values have a positive effect on children.</p> <p>IX. Their children like going to school.</p>	<p>Some parents are given.</p> <p>A few parents</p>

A few parents feel that behaviour is not always good, because of a small number of disruptive pupils. However, others state that the school handles these pupils firmly but fairly and that it is a warm, friendly place. A small but significant number are not satisfied with arrangements for homework. Inspectors' findings indicate that it is not always set consistently. A large majority of parents at both the pre-inspection meeting and in answers to the questionnaire express positive opinions of the school. Inspectors agree with these parents.

KEY ISSUES FOR ACTION

The governors, headteacher and staff must ensure more consistent progress, particularly of pupils from the age of five up to seven-years-old and, throughout the school, of those whose English is an additional language, by:

- a) raising teachers' expectations of what pupils can achieve, taking better account of what they already know and building on it more effectively. Thereby using time more efficiently, in order to eradicate erratic progress (see paragraphs 13, 14, 27, 28, 102, 118, 120, 125, 127, 133, 156, 169); and
- b) ensuring that the needs of pupils with English as an additional language are better co-ordinated and understood by all adults working in the school. When this is achieved, applying strategies that meet their needs effectively (see paragraphs 28, 34, 63, 64, 109 to 114).

The following less important weaknesses should be considered by governors for inclusion in an action plan:

- in the Language Unit:

- 1
 - ensure that work is consistently well matched to the needs of different age groups (paragraphs 15, 28, 29; and
 - resolve, as soon as practically possible, its temporary staffing arrangements (see paragraph 60).
- Comply with circular 10/98 (see paragraph 52)

INTRODUCTION

Characteristics of the school

1. Wincheap is a mixed foundation primary school for pupils aged four to 11-years-old. Younger four-year-olds are in a nursery class. There are currently 48 four-year-olds in the reception. Children come into the school with a range of different pre-school experiences, including playgroups and other nurseries. Attainment when they enter the school is generally below what is usually found. There is a large group that is below what is usual, another large group at around average and only a few that are above. The school also includes a specialised speech and language unit. This caters for 20 pupils with statements of need that are maintained by the local authority. There are two classes in the unit, which provide for different age groups, dividing at the age of about seven or eight. These classes have a teacher each and their own classroom assistants.
2. The school is situated on the Wincheap housing estate in Canterbury, Kent. It draws pupils from the estate and also Thannington, an area that is in receipt of a government re-generation grant. The building was originally put up in 1939.
3. There are 454 pupils on the roll, which is much larger than average for schools of a similar type. There are 167 on the school's register of pupils with special educational needs, which is well above average, of whom 23 have a statement maintained by the local education authority.
4. There are 17 full-time teachers in the school, including the Head Teacher and a Special Educational Needs Co-ordinator (SENCO), and three part-time teachers. The school has 17 classes, and the average size is 27, although the range is from 34 to 17. The smaller classes usually cater for younger pupils.
5. Parents are given the option to start their children's schooling in the September after they are four. Those whose birthdays fall between September and April start school as full-time pupils. Those whose birthdays fall after April and up to August begin as part-timers in a nursery class.
6. Around 21.6 per cent of pupils are eligible for free school meals, which is above average. There are also 1.9 per cent of pupils from homes where English is an additional language. This is high compared with the national figure.

The school's main aims include:

- developing lively, enquiring minds, based on the importance of literacy and numeracy;
- fostering self-confidence by helping pupils to develop a sense of personal excellence, acquiring knowledge in a fast changing world.
- helping pupils to develop a spiritual and moral perspective, including tolerance towards the religious beliefs of others;
- helping pupils to understand that all peoples of the world are dependent on each other, critically appreciating their achievements and aspirations.

Its targets and plans for future development involve:

- raising standards of achievement throughout the school;
- continuing to improve the quality of teaching and learning;
- continuing to improve educational provision and resources both in the school and the environment;
- continuing to improve the speech and language unit.

7. Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	32	30	62

National Curriculum Test/Task Results		Reading		
1.				
Number of pupils at NC Level or above		19	20	18
	Girls	24	25	24
	Total	43	45	42
Percentage at NC Level 2 or above	School	69 (65)	73 (63)	68 (71)
		80 (79)	81 (80)	84 (83)

Teacher Assessments Results		English		
Number of pupils at NC Level 2 or above	Boys	15	19	21
	Girls	21	20	25
	Total	36	39	46
Percentage at NC Level 2 or above	School	58 (57)	63	74 (71)
	National	81 (80)	85 (78)	

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	31	23	54

National Curriculum Test Results		English		
1.				
Number of pupils at NC		16	21	24
		19	17	19

¹

Percentages in parentheses refer to the year before the latest reporting year

Level 4 or above				
		35	38	43
Percentage at NC Level 4 or above		64	69	78
		65	59	69 (68)

Teacher Assessments		English		
Number of pupils at NC Level 4 or above	Boys			26
	Girls			19
	Total			45
Percentage at NC Level 4 or above		73	74	83
		65	65	72

11. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.7
	National comparative data	5.7
Unauthorised Absence	School	1.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	21
Satisfactory or better	90
Less than satisfactory	10

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. At the time of the last inspection, the majority of pupils attained standards very close to the national expectations for their age. A small minority of pupils aged seven underachieved in history, geography and religious education and a higher proportion of pupils underachieved in information technology. A significant minority of pupils aged eleven exceeded national expectations in English, mathematics, design and technology and art, although standards in information technology remained low. Pupils' made satisfactory or good progress in all subjects except information technology. Current inspection evidence indicates that improvement has been made in pupils' attainment and progress. Attainment at the age of seven is in line with what is expected nationally and, in history, it is above the nationally expected level. By the age of 11, attainment in the core subjects of English, mathematics and science is above what is expected nationally. In design and technology, geography, history, music and art, pupils' attainment is also above what is nationally expected and in religious education pupils achieve above what is expected in the locally Agreed Syllabus. The problem of unsatisfactory attainment and progress in information technology noted at the time of the last inspection has been positively addressed. Attainment in this subject at the end of both key stages is now in line with national expectations and pupils make satisfactory progress as they move through the school.
1. Children start school at the beginning of the academic year in which they will become five and join one of the reception classes. One of these classes is for the youngest pupils who start as part-time. Tests show that the attainment on entry of the majority of children is below national expectations. However, it ranges widely and there are a few children who enter with attainment that is considerably above what is normally found. For example, in their understanding of mathematics, less than half the children accurately describe the size and position of an object and only a third can count in sequence to 5. However, three quarters of the children know how to hold a book and turn the pages in sequence. Teachers in the reception classes provide a broad range of stimulating activities which challenge children very well. They keep careful records of children's changing needs. Classroom tasks are well organised so that opportunities to learn are given equally to all. Teachers' excellent management of children ensures that they are praised, encouraged and well motivated and consequently, good progress occurs. Observations and assessments indicate that by the age of five, the majority of children are on target to attain the nationally recommended desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.
2. The 1998 National Curriculum tests show that pupils' attainment at seven years old in reading and writing is below the average of all schools. However, results are in line with similar schools, which is based on the percentage that is eligible for free school meals. Results in mathematics show that at the age of seven, attainment is well below the national average and low in comparison with similar schools. The performance of girls in reading and in writing is a little better than that of boys by the age of seven. A summary of results of national tests in 1999 shows a slight increase in the percentage of pupils gaining and exceeding the expected levels in mathematics and a slight decrease in the percentage of pupils gaining and exceeding the expected levels in writing, although the change is not large. In 1998, Statutory Teachers' Assessments in science indicate that attainment is well below the national average, but close to average in comparison with similar schools. Figures for comparing 1999 data nationally are not available at the time of inspection. Taking the three years 1996 to 1998, pupils' attainment by the age of seven, in all national tests, shows only slight variation. National tests undertaken by 11-year-olds in 1998 show that attainment in English and science is in line with that of schools across the country and is above the level of attainment found in schools where pupils have similar backgrounds. Pupils' attainment in mathematics is well above the standards achieved by 11-year-olds, both nationally and in comparison with pupils in similar schools. Results of tests taken by 11-year-old pupils in 1999 show a slight dip in the proportions reaching the expected levels, with attainment in writing

particularly reduced. These fluctuations are accounted for by yearly differences in the numbers of pupils who have identified learning difficulties, or who have a place in the school's specialist Language Unit. However, in reading, the school has been more successful in sustaining its performance. A lot of hard work and emphasis has been placed on helping pupils with learning difficulties to read and this has paid dividends in the results. In all subjects, except reading, teachers' assessments are slightly higher than the tests. There are different yearly proportions of pupils on the register of special educational needs and in numbers of pupils in the Speech and Language Unit. This makes expectations of an upward trend, year on year, unrealistic. However, during the period from 1996 to 1998, national test results at 11-years-old show improvement. Furthermore, improvement in mathematics exceeds the national improvement. Performance in science improved until 1997, when it exceeded the results recorded nationally, but showed a decline in 1998, returning to a position close to national averages. 1999 results, when pupils from the Language Unit were included in testing, showed a downward trend. However, the school works hard to maintain and improve standards. The quality of teaching has a positive effect on attainment and progress and, although most children come into school at a standard below what is normally found, by the time they reach 11, attainment in English, mathematics and science is currently above average.

3. At the age of five, pupils' speaking and listening skills are typical for the age group. This is maintained, so that, by the time they are seven, standards are in line. Standards in reading and in writing are also satisfactory. By seven-years-old, attainment in mathematics is currently average. Attainment in number, including counting and calculation, is good. Attainment in science is average at the age of seven. For example, pupils explain how plastic has different uses from metals, and they know important characteristics of living and non-living things. Higher attaining pupils are already starting to understand features of fair testing. By the time they are 11, pupils' attainment in English is above average and no significant difference in attainment between the performance of boys and girls is apparent. This conflicts with the results of tests, which indicate that girls do better than boys. Although inspectors sought reasons for this discrepancy, no difference in the treatment of boys and girls could be found in lessons. Pupils write very effectively for a wide range of purposes and use vocabulary and grammar with understanding and effect. Reading standards meet the national expectations for pupils of this age with a significant number exceeding them. In mathematics, the attainment of the majority of pupils at 11-years-old is above average, including a few who achieve standards that are well above. Pupils are particularly good at picking the correct method for solving problems and using numbers. They handle data effectively and their work on shape, space and measures is usually average. In science, more pupils than usual know that it is sometimes necessary to control more than one variable in an experiment. They offer considerable information in their written work and include diagrams, charts and neat graphs that are clearly presented across all parts of the subject. In information technology, pupils' attainment is close to expectations. Nearly all seven-year-olds use keyboard and mouse skills to manipulate text and retrieve information and know that computers play an important part in everyday life. In religious education, pupils meet the standards laid down by the locally Agreed Syllabus. They also develop appropriate key skills in art, design and technology, geography and music and there are particular strengths in history. By the age of eleven, standards reached in design and technology, geography, history, music, physical education and art are good and in religious education pupils achieve more than is expected in the locally Agreed Syllabus. By the time they are 11, pupils' attainment in information technology meets national expectations for their age. They generate and communicate new ideas and present and edit text. They use spellcheckers successfully and explain their use of different functions.
4. Children in the nursery and reception classes including those with special educational needs make good progress. Good planning and very high expectations, together with a very secure knowledge of the curriculum for under fives ensure that tasks are challenging and stimulating.
5. From the age of five to seven, pupils, including those with special educational needs, make satisfactory progress in the core subjects of English, mathematics and science. In English, rates of progress are inconsistent amongst five to seven-year-olds. This is closely linked to differences in the quality of teaching in different classes. Where it is good, it is because higher expectations of pupils result in a better match to present knowledge and, therefore, less time is wasted in covering what they already know. Despite inadequacies in

specialist teaching, many pupils with English as an additional language make satisfactory progress in speaking and reading, especially from the sensitive support of classroom teachers, assistants through the school and the pupils' positive social interactions with English-speaking friends. In mathematics, whilst it is satisfactory, progress is inconsistent in both Years 1 and 2. This relates closely to the quality of teaching in individual lessons and the reasons are similar to those found in English. The pattern is also repeated in science. For example, in Year 2, pupils are expected to sort pictures of toys into categories that show whether they work on "stored energy" or "body power". Although this is well matched to their prior knowledge of forces, the chosen task is time consuming and, therefore, reduces an otherwise good rate of progress to satisfactory. In all other subjects, except for religious education, history and physical education, progress occurs at sound rates. It is good in religious education and history, but unsatisfactory in physical education. In information technology, pupils are supported well by adults who know their needs and instruct them accordingly in the use of programs, clearly showing them what to do next. Pupils make satisfactory progress on the keyboard mouse. In religious education, pupils were preparing for the school's Harvest Festival. A class in Year 1 made good progress by relating this to Jesus's parable of the sower. Progress is not fast enough in physical education, because there is a lack of suitable challenges in some lessons. Good progress in history is based on the use of a broad curriculum, which includes historical skills that teachers introduce very competently.

6. Between the ages of seven and 11, overall rates of progress are good, although a few lower attaining pupils make satisfactory progress and those with English as an additional language make unsatisfactory progress in specialised lessons. This is because work that matches their needs is not always sufficiently adapted to their requirements or from that of the class as a whole. Pupils make good progress in English, mathematics and science. In English, strong links with literary texts in the literacy hour have a positive effect on pupils' speaking and listening, reading and writing. Pupils also use their literacy skills well across the curriculum. For example, in history, extensive factual writing often occurs and this results in greater opportunities for practising skills and consolidating understanding. In mathematics, problem-solving skills continue to develop well. There is also good progress occurring in number and shape and space. The results of daily assessment are used effectively to plan what pupils must do next. In science, good subject knowledge amongst teachers, coupled with tasks that are relevant to the prior attainment of pupils are contributing strongly to the good rates of progress from seven to 11-years-old. In information technology, they make good progress in using word-processing functions to organise and re-organise text. They consolidate the use of commands and extend the techniques they use. In religious education, progress is good. Skills that have already been developed are built on well. In all other subjects, pupils make good progress, except in physical education, in which it is satisfactory. Between the ages of seven and 11, pupils with special educational needs make good progress and in the areas of information technology, art and music, progress is also good.
7. Pupils in the specialist speech and language unit, who have more complex needs than those with special needs in the main school, have their own personal and academic targets which are regularly reviewed. This helps to support an overall sound rate of progress. However, there are inconsistencies. At times, progress is good. For example, from five up to seven-years-old progress is good. Drama is used to foster confidence, building up skills and enthusiasm to communicate with others. This closely matches stated needs and the teacher uses her knowledge of the pupils to develop language at appropriate levels for the full range of ages and prior attainments that are represented. From seven to 11, there is good progress when positive encouragement is aimed at individuals, resulting in their having sufficient confidence to ask and answer questions. This results in extended conversations and exchanges, whereby the teacher is able to use ongoing assessment to adapt tasks readily. In this way, pupils' skills are steadily consolidated and built on, in appropriately small steps. Throughout the unit, progress is enhanced by speech and language therapy sessions that enable pupils to expand and deepen their literacy tasks, for example, when work, which focuses on written or printed texts is broadened into speaking and listening exercises, based on daily uses of spoken language. However, there are occasions when it is unsatisfactory, for example, in the deployment and interaction of some of the adults with the groups involved, whose knowledge and understanding of pupils with special needs is insufficient to meet their particular requirements. Where progress for pupils aged seven to 11 is unsatisfactory, it is because tasks are not made sufficiently different to suit the range of ages and needs.

Attitudes, behaviour and personal development

8. There has been improvement in attitudes, behaviour and personal development since the last inspection. This is related to pupils' personal development rather than their behaviour alone. The bullying and behaviour policies have now been included in the school prospectus as suggested in the previous inspection. Pupils are familiar with the requirements of both and can explain how the systems work. There is evidence that children now take more responsibility for their own behaviour. Even when not supervised, they moderate it well and exhibit a very good degree of self-discipline. Behaviour is still good and sometimes very good or excellent in classes, on the playground and at lunch.
9. In the early years, the youngest children form the basis for productive attitudes to learning through the teacher's good communication with them. The children are keen to learn and work hard to remain focused on their lessons and tasks throughout the day. Relationships with each other and with adults are generally very good in the classroom, for example, and pupils help each other when working in mixed pairs on computers.
10. The number of exclusions has dropped to zero. A few pupils who encounter setbacks outside the school usually respond well to counselling, maintaining self-esteem and confidence, contributing well to personal development. Behaviour in the playground is generally good and at lunchtimes it is very good. Pupils socialise with each other and maintain a very orderly atmosphere in the dining hall. Pupils confidently talk to members of staff about social problems that might arise. There was no evidence of bullying or oppressive behaviour during the week of the inspection. Reported incidents of bullying are taken very seriously and followed up. Pupils are courteous and polite, talking enthusiastically about the school and their work when asked. They respect property and the general condition of the school and the many colourful displays are a testament to that respect. In conversation, in class or in the school generally, pupils ask and answer questions showing that they are well motivated, interested and responsive.
11. Relationships in the school are very good. This includes pupils of all ages, cultures and abilities, who relate very well to adults in the school, especially their class teachers. Pupils with special educational needs have good relationships with other pupils. Pupils collaborate well in subjects such as art, physical education, and information technology. Pupils demonstrate a good response to the opportunities for personal development that occur when they sit in a circle and talk sensibly about matters that affect their lives. Pupils accept responsibility for many aspects of life in school. For example, they discuss issues of behaviour and rules through a school council. Another group, in the 'Literacy Club', is beginning to put together a school magazine and are very independent in their outlook.
12. Children of about seven-years-old and upwards understand the bullying policy, the needs for rules and the behaviour policy particularly well, responding to questions about these matters earnestly and with a lot of common sense.
13. Overall, pupils show great respect for other people's values, beliefs and feelings. Older children in their Harvest Festival assembly effectively illustrate this. They listen attentively to the invited speaker from an international charity for children. They ask questions showing their understanding and genuine concern for children in poverty, ill health or who live in fear.

Attendance

14. Attendance is satisfactory and during the last school year for which national comparisons are available, attendance was about average. There was 5.7 per cent authorised absence during that year, and 1.1% unauthorised absence, which is indicative of the rigor that is used in identifying whether reasons are valid. It represents an improvement since the previous inspection, when it was found that absences were not properly recorded.
15. In the year ending July 1999, almost half of the pupils had attendance levels of 95% or more and 14 pupils

achieved an excellent 100% attendance record. Whilst good levels of attendance of the majority of pupils have a positive effect on standards, a few pupils account for a relatively high proportion of the recorded absences. This has a detrimental effect on the standards that they attain. Most absences arise as a consequence of minor illnesses, visits to the doctor or dentist and holidays, which have been properly requested and authorised.

16. Staff and pupils are punctual, but when it occurs, lateness is properly recorded. On occasions when they are not taught in their own classroom, pupils usually move smartly to their next lessons and arrive with the correct books and equipment, ensuring that lessons begin at the planned time.

QUALITY OF EDUCATION PROVIDED

Teaching

17. At the time of the last inspection, teaching was said to be “sound overall”. It was good or very good in just under half the inspected lessons and 10 per cent was unsatisfactory. The remaining lessons were satisfactory. There has been an improvement since then and the overall quality is now good. In fact, the proportion of good teaching has increased to over 60 per cent, including just over one in five lessons that are very good, with examples of excellent teaching of children under five-years-old. The proportion of unsatisfactory teaching remains the same at around 10 per cent. The rest of the teaching is satisfactory. Teachers are clearly committed to their pupils’ education and wellbeing and strive hard to do their best for them.
18. For children under five, around 80 per cent of the teaching is good or better, with about half that is very good. This includes two examples of excellent teaching in the class for the youngest pupils. Teaching of the whole age group is based on thorough preparation, which leads to very good knowledge of the nationally recommended areas of learning; good understanding of the needs of the children themselves and, thus, excellent management of the children’s behaviour. Expectations of children are high and all staff respond positively to them, helping the children to feel secure both personally and in their understanding. This results in good and sometimes very good rates of progress in lessons.
19. In lessons for five to seven-year-olds, the overall quality of teaching is satisfactory. About half is good, including 14 per cent that is very good. However, the proportion of unsatisfactory teaching, at about 24 per cent, is higher than at any other stage in the school. The rest of the teaching is satisfactory. However, the teaching of this age group in the school’s Speech and Language Unit is good. Consistently good teaching also occurs in religious education and history and the least consistent occurs in mathematics, where it ranges from very good to unsatisfactory, occasionally even in the same class. It is unsatisfactory in physical education for pupils aged five up to seven. The unsatisfactory teaching occurs when teachers’ expectations are too low. It results in work that is too easy and pupils’ concentration wavers, resulting in progress at a slower rate than when expectations are higher. The teaching of English is generally satisfactory and just under half is good. However, there are a few lessons when expectations are unclear. On such occasions, inappropriate behaviour results in a loss of time, resulting in a reduced rate of progress. Generally, the literacy hour is basically well planned and teachers have sufficient access to and use of resources such as “big books”, whiteboards and different types of text. However, the teaching of English as an additional language is poor for this age group. There is insufficient opportunity for speaking and listening. The consolidation of spoken English is too rushed, so that pupils’ interest is not sufficiently engaged and tasks are not consistently appropriate. Science teaching is satisfactory, including examples of good and very good lessons. An inefficient use of time separates the otherwise satisfactory teaching from the good and very good teaching. It occurs when expectations of pupils are set too low, or when time is lost managing noisiness caused by excitement. This reduces overall rates of progress. The teaching of information technology is satisfactory. It has improved since the last inspection. This is largely because teachers’ knowledge and confidence has been raised and resources are better than they were then. The teaching of religious education is good. It relates closely to the locally agreed syllabus. In all other subjects, except physical education, teaching is satisfactory. In physical education it is unsatisfactory, with low expectations and insufficient attention to the development of skills. Overall, teachers use the school’s schemes of work to plan satisfactorily. There are good procedures for carrying out assessments of pupils’ work and

these are used to adapt planning. Marking is generally up to date and offers praise and encouragement. Teachers' organisation and methods are chosen carefully to match the needs of pupils, except in physical education from five to seven, in which insufficient attention is paid to how skills are developed.

20. In lessons for pupils aged between seven and 11-years-old, teaching is good; two-thirds is good, including nearly a quarter that is very good. A little over another quarter is satisfactory. This overall, good quality is based on good knowledge and understanding of the National Curriculum, leading to good planning. Teachers' expectations of both standards of work and behaviour are good. Their management of pupils is very good, contributing strongly to good attitudes to work and concentration in lessons. Taken together, this results in good rates of progress. English teaching is good. It is good or very good in just over half the lessons observed. Subject knowledge is secure and the school has made a very positive response to the introduction of the literacy hour. Teachers' relationships with pupils are very good. Many display a confident use of humour, which contributes to a good climate for learning. In mathematics lessons, teaching is good and three out of nine lessons are very good. The overall quality is better in classes for pupils from nine to 11-year-olds, than for seven to nine-year-olds. Planning includes clear statements about what pupils are expected to know by the end of lessons. There is very good pace and expectations are high. Three-quarters of science lessons consist of teaching that is good or very good. The remainder is satisfactory. The very good and good teaching is based on good subject knowledge and good methods. A very good lesson in Year 6 adds very careful uses of assessment to these qualities. Teaching in the new computer suite is generally good. Information technology lessons are well organised with good introductions. Good management of pupils and good relationships allow pupils to ask questions and increase their confidence. However, there is a lack of planned work in control technology and the use of computers to model alternative approaches to problem solving. The locally agreed syllabus is used well to plan in religious education, resulting in good teaching in the inspected lessons. Teaching is also good in the other subjects of the National Curriculum, except physical education in which it is satisfactory. Teachers use the school's schemes of work well in their daily planning and there are good procedures for assessment, which help in this. Marking is generally used well to assess what pupils know and, in the main, teachers communicate their views well to pupils in their written comments. On occasions when homework is set, it usually supports knowledge and understanding well, often taking the form of reading, finding out or learning useful facts in mathematics. However, it is not set consistently. The structure of both literacy and numeracy hours are understood by teachers and supports progress well in English and mathematics. There is a small amount of teaching, about one lesson in twenty, which is unsatisfactory. It occurs in one English lesson in Year 4; in one physical education lesson for pupils of seven and eight-years-old; a lesson in the specialist Language Unit, and the teaching of English as an additional language to pupils in Year 6. The reasons are similar. Time is not used well, because tasks are not consistently suited to the different needs of different groups of pupils within the class. For example, in the lesson in Year 4, the planning for pupils with special educational needs did not relate closely to the targets in their individual education plans and a few pupils became confused when they were sent to their places to begin work. This resulted in a loss of available time for making progress, when tasks had to be explained again, causing the pace of the lesson to slow down.
21. In the speech and language unit, the teaching of pupils from five up to about eight-years-old is good and there are occasions when it is very good. It is characterised by very good relationships between adults and pupils. This engenders growing confidence and willingness to use language, by reducing pupils' self-consciousness or embarrassment over lack of clarity or meaning. In turn, the resulting greater amounts of practice lead to good progress. Older pupils from eight to 11 receive teaching that is generally satisfactory. However, there are unsatisfactory elements. For example, the methods used do not contain sufficiently different tasks to meet the wide range of ages and specific needs of all the pupils. In intensive one-to-one work, adults do not sufficiently emphasise their own use of speech as a model for pupils to copy. Insufficient opportunities for pupils to extend their patterns of speech are therefore offered. The teacher's relationships with the pupils, however, are good. This leads to good behaviour and attitudes, resulting in their willingness to sit and listen and to work hard. There is a consistent and relevant use of homework in the unit, which supports progress well. In withdrawal groups, the teaching of pupils with English as an additional language is often unsatisfactory and on one occasion, poor. However, classroom teachers are very supportive towards them and work hard to ensure that they are included fully in activities and understand. English-speaking friends are also very willing to involve

them and to help. This ameliorates the weakness considerably, so that progress is, in fact, often good in lessons and in the acquisition of language.

22. Teaching throughout the school is monitored by co-ordinators with responsibility for the different subjects of the National Curriculum. Governors also visit the classrooms and report their views about the quality of what they see. Teachers plan together in subjects and across year groups, sharing ideas and expertise readily with each other. This is a strength of the school and is an indication of good morale and a willingness to develop and learn from each other.

The curriculum and assessment

30. *Curriculum*

23. The previous inspection report described the curriculum as broad and balanced, but curricular policies did not give teachers sufficient support for their planning. The school did not have schemes of work for all subjects to ensure that work was appropriately linked to the National Curriculum programmes of study. Policies have all been reviewed and improved and the school now has schemes of work for all subjects. Information technology was not well developed and its teaching was not systematically monitored. The school now has a computer room, which is in regular use for class lessons and computers are also regularly used in lessons across the curriculum. The school has made good progress with its curriculum since the previous inspection.
24. The school provides a curriculum that is broad, balanced and relevant and this extends to the work of the speech and language unit. In the past year the school has concentrated on the introduction of the national strategies for numeracy and literacy, leading to good provision in English and mathematics. All subjects of the National Curriculum are taught and statutory requirements are fully met. The governor's policy for sex education also meets statutory requirements. Pupils in Years 5 and 6 have specific sex education lessons using the BBC programmes. The school nurse is also involved in the programme. Drugs awareness is taught through the science curriculum and also through the school's programme of personal, social and health education, although there is not a formal policy for teaching it. Foundation subjects are well represented in the curriculum. The school's homework policy is beginning to increase in effectiveness, although it is not applied consistently. In classes where it is, it supports pupils' learning well. The curriculum is effectively planned to promote pupils' intellectual development, for example, studying literary texts during the literacy hours. Logical thought is promoted well in mathematics or by checking the implications of experimental work in science. Physical development is provided in physical education and in personal and social development pupils learn about issues connected with growing up. This supports their preparation for transfer to secondary school.
25. The school has policies and schemes of work for all subject areas. Some nationally published schemes have only recently been introduced. The guidelines for geography from the Qualifications and Curriculum Authority are an example. It is, therefore, too soon to judge their impact fairly. The school's policy for personal and social education is very effective in promoting good behaviour and social skills.
26. Arrangements to ensure equality of access to the curriculum are unsatisfactory. This relates to the school's arrangements for pupils with English as an additional language. There are around 30 pupils who speak languages other than English at home. Ten are supported through the ethnic minority's achievement grant and receive individual support. However, targets set for them are often imprecise, not giving sufficient guidance to class teachers. This affects their opportunities for making progress across the curriculum. In other respects, equality of access to the curriculum is sound. Pupils with special educational needs are supported well. Conversely, targets on their individual plans are usually well constructed, making clear the necessary curricular adaptations to support their progress. This is also the case in the speech and language unit, where adaptations of work are appropriate. For example, pupils are withdrawn for one-to-one sessions for therapy in consultation with speech therapists, so that a balance of curricular experiences is maintained. Furthermore, in English and mathematics particularly, pupils with a high previous attainment are often grouped together and offered different tasks suitable to their needs.

27. Planning for progression and continuity is good. It is based on teachers' long and medium term planning, indicating the content of lessons and identifying clearly the intentions for pupils' learning. Weekly or daily lesson plans often identify what pupils of different prior attainment will do in the lessons. Lessons are evaluated and teachers amend their planning in response to this. The match of tasks to pupils' needs and levels of attainment are often good. Teachers plan together in year groups, ensuring that children in different classes have the same learning experiences. This practice supports teachers in sharing their expertise. The headteacher and co-ordinators of subjects regularly monitor teachers' planning. The co-ordinators have begun to observe work in classrooms, often providing colleagues with a written feedback. There are specific criteria for these observations, which include the effectiveness of what is taught. There are adequate links with secondary schools, including the transfer of relevant National Curriculum information.
28. Appropriate allocations of time are given to literacy and numeracy. The school has made a very positive response to the introduction of the literacy and numeracy strategies. Sessions are well managed and pupils of differing attainment are well supported.
29. The school offers a good range of extra curricular activities, including sporting activities, choir, dance, French and Spanish clubs and an environmental club. The curriculum is also enriched by day visits for orienteering and outdoor pursuits. There are also relevant visits from speakers with expertise in particular curricular areas, and visits to places of educational interest, such as Canterbury Cathedral, local museums and environmental centres.

Assessment

30. Assessment was identified as a key issue in the previous report. It was judged to need improvement in consistency and accuracy. The school now has a clear assessment policy. There is a timetable for assessment and samples of work are regularly moderated. The school has made good progress in developing its assessment procedures since the last inspection.
31. There are now effective procedures for assessing pupils' attainment and progress. The policy for assessment was further reviewed and updated in 1999. The comprehensive timetable for assessment is very clear, stating what should be done, how and when. The school fully meets its legal obligations to carry out National Curriculum tests and Statutory Teachers' Assessments of pupils in Years 2 and 6. In addition, there are baseline assessments on entry to the school, a range of standardised tests for all year groups in English and there are agreed targets for individual pupils in English and Mathematics. These are pasted in pupils' books and are regularly referred to in lessons, so that pupils are aware of teachers' assessed judgements of how progress is moving towards their targets. Pupils in Year 1 and the reception classes have "play targets" that are linked to the recommended areas of children's learning. In the scrutiny of pupils' work, individual targets were often referred to in daily marking. The school has also agreed a range of strategies to assess and record the progress of high attainers.
32. The school makes sound use of data from these various assessments to inform planning and to set appropriate individual and school targets. This aspect is carried out very well in its planning for children under five-years-old, involving detailed and careful routines. The school is currently in the process of analysing its data on the progress of boys and girls and of pupils of differing attainment. This is with a view to providing specific work that will better match pupils' needs, filling any gaps in knowledge or past curricular provision that it uncovers. Subject co-ordinators also have access to the results of assessments and use the information to raise planning issues that might arise with the headteacher and staff. On a day to day basis, teachers know their pupils well and use their own knowledge to feedback into curricular planning.

Pupils' spiritual, moral, social and cultural development

33. Provision for pupils' spiritual, moral, social and cultural development is good. At the time of the last

inspection, provision was also strong, but opportunities for cultural development needed extending across the curriculum. This has been positively addressed. Since the last inspection, the provision for cultural development has shown clear improvement and is now very good. A wide variety of opportunities is provided for pupils to study their own cultural heritage and life in a multicultural world. Art, music, religious education, history and literature make a significant contribution to pupils' cultural development. At the time of the last inspection, the school did not fully meet the legal requirements to provide an act of worship. This has been rectified.

34. Assemblies make a strong contribution to the provision for spiritual development, which is sound, overall. Acts of worship are usually interesting and relevant giving rise to questions that require careful thought. As each assembly begins, pupils are encouraged to focus their thoughts by watching a lighted candle, enabling them to experience a short time of quiet reflection. The school prayer, which recognises a Supreme Being, is offered reverently and there are opportunities for pupils to volunteer their own prayers of thanksgiving during class assemblies. Visitors representing national and international charitable organisations, encourage older pupils to reflect upon their own good fortune in comparison with children in other parts of the world. For example, during the inspection, there was a visitor from 'Save the Children' and a blind lady with her guide dog encouraged younger pupils to thank God for little things, sharing their thoughts about treasured possessions. Pupils throughout the school openly express gratitude for their families and friends and contemplate how special everyone is. Singing and recorded music enhance assemblies and provide opportunities to reflect upon the beauty of the world. Similar opportunities for thought and reflection about the created world occur in religious education. Children under five are encouraged to talk about their feelings when sharing secrets and worries, hugging an old teddy bear.
35. The school's provision for moral development is good. Pupils are clearly able to distinguish between right and wrong. They are strongly encouraged to consider the effects of their actions on others and on the school community. A good discipline policy positively promotes appropriate behaviour and identifies the need for pupils to put right any wrong. Adults who work at the school set very good examples regarding courtesy and respect for all and teachers use praise warmly to encourage good moral standards. Reminders of the need to follow a good moral code are in evidence around the school on clear, attractive and sometimes humorous posters. For example, pupils are reminded that the office staff should be spoken to politely on a sign that says 'please remember please and thank you.' Sensitive discussion about the behaviour code in assemblies and in class, and pupils' responses indicate an acceptance of the school rules. For example, in a Year 3 class when a shell was used to signal who could speak, pupils respected the established rule very well. They listened thoughtfully to others for a considerable time, showing concern for others' views, feelings and opinions.
36. Provision for pupils' social development is good. Throughout the school, equipment and books are used carefully and shared fairly and pupils respect the school surroundings. Relationships between adults and pupils are warm and friendly and pupils relate very well to each other. For example, they open doors for others and thank each other for small acts of kindness. From an early age, pupils are encouraged to share in the smooth daily running of the school almost all take a very positive attitude. For example, the very youngest children take the register from their classroom to the school office, taking responsibility eagerly and sensibly and 'The Green Team' keep the play spaces clean and pleasant at lunchtimes. An effective school council plays a positive role in suggesting improvements to the school environment. The school provides opportunities for pupils to visit local places of interest and sites further afield and these enhance the quality of pupils' learning. For example, one class took part in a visit to the cathedral, where they acted out scenes from the town's history and worked together for the enjoyment of all. A variety of interesting clubs, which are well attended, give good opportunities for social development and there is a planned commitment to taking part in community events such as performances for the elderly.
37. Opportunities for cultural development within the school are very good. Pupils are made very aware of their locality through participation in visits and festivals held in the town. In art, music, religious education, history and through literature, pupils are introduced to their own cultural heritage and given positive opportunities to study other faiths and cultures. Examples of music and art from around the world are used effectively in

assemblies, in lessons and in displays. Younger pupils listened to the music of Bizet as part of a delightful assembly on 'Something Very Precious' which celebrated individuality, drawing attention to ethnic and cultural differences and stressing the need for fairness in the world. In art, pupils are introduced to the work of famous artists, such as Monet, and can link the past to the present well, using illuminated letters in their own work. A very good level of resources, for example books, posters, multi-cultural artefacts and taped music firmly support cultural development. A wide variety of excellent art books, showing the work and contribution of European and non-European artists to our cultural heritage, is available and resources are very well displayed and well used. Clear references to cultural diversity in music and other subjects ensure that the whole curriculum has a positive impact on pupils' cultural development.

38. Pupils in the speech and language unit join with other pupils for assemblies and similar activities, receiving similar experiences. The school's rules and systems apply equally to them and they are encouraged to function alongside all other pupils as an integral part of the school. Pupils themselves report that they are well catered for, resulting in a sense of belonging to the community.

Support, guidance and pupils' welfare

39. Support for pupils is good and contributes to the standards attained. The school provides a secure environment, which functions as a caring and supportive community in which every member is valued. Teachers and staff have a clear understanding of pupils' progress, both academic and personal, through systematic testing, of which good records are kept. This ensures good monitoring of pupils' personal development and progress, promoting concern and respect for others and good standards of behaviour. The school's systems apply to pupils in the speech and language unit. Teachers are very well aware of the welfare and additional vulnerabilities of pupils with needs in the area of speech and language. Good support is available to them, as it is through the school. Children under five are very well introduced to the school, leading to particularly good early experiences, which result in the children settling quickly.
40. Adults working in the school know pupils well. Pupils feel that they are well supported and speak highly of the levels of support, guidance and encouragement that they receive. The very good relationships between pupils and staff ensure that pupils are confident in talking about any problems.
41. The school has a good behaviour policy with simple rules that are well understood by pupils. They value the rewards, such as team points and headteacher's awards. The policy is based upon high expectations and individual responsibility, to which pupils respond well. Adults in the school apply the policy consistently and parents are involved in appropriate cases. The effectiveness of the rules and the response of pupils, combined with the very good relationships within the school, have a positive effect on both attainment and progress. Parents of pupils with special educational needs are adequately involved in reviews of statements and individual education plans. The arrangements meet the requirements of the relevant national code of practice. The school also has arrangements to involve parents with English as an additional language and they express admiration of the way in which their children are supported. The school is rigorous in resolving problems and mediating when difficulties arise.
42. The school has good procedures for monitoring attendance and punctuality. It is effective in ensuring that most individuals achieve satisfactory or better levels of attendance. Where concerns arise, they are addressed with the support of the education welfare officer who provides effective liaison, visiting the school on a regular basis.
43. The school has adopted the Area Protection Committee's child protection policy and the Headteacher is designated as the responsible person. Adults in the school are regularly reminded about procedures. The implementation of the policy is sound and the need to report concerns is understood by all staff. The school is vigilant in exercising its responsibilities. Outside agencies are involved when their support is indicated in particular cases.

44. The school does not comply with Circular 10/98, as it does not have a policy on the use of force to control or restrain pupils. However, there is a comprehensive health and safety policy with carefully cross-referenced and accessible supporting documentation. An external consultant is used to provide the school with support and to audit practice. Risk assessments are completed. A recent audit of health and safety made recommendations that the school is addressing. It concluded that overall standards of maintenance and repair are very good. Members of staff have a good understanding of health and safety issues. Day-to-day management of health and safety is very good and pupils, too, are taught safe practices. For example, health and safety aspects are emphasised in science and physical education lessons. Equipment is checked regularly and emergency evacuations of the premises are practised and evaluated to identify deficiencies. The school has a small medical room in both the infant and junior buildings. First-aid boxes are readily accessible throughout the school, containing the advised materials. There are three first-aiders and accidents are recorded and reviewed to establish any patterns or causes that might need attention.
45. A key issue arising from the previous inspection was to “tighten up the welfare policy”. The school has clearly addressed this conscientiously.

53. Partnership with parents and the community

46. Partnerships with both parents and the community are good. A close relationship exists between school and home, which is promoted through good communications. The large majority of parents in responding to the questionnaires and at the pre-inspection meeting support the school. Parents receive annual reports, which provide clear details of their children’s progress, attainment and targets for improvement. A few parents feel that this is not the case, but inspectors do not agree with them. Two consultation evenings and a further evening at which parents can meet with staff to raise issues of concern supplement written reports on pupils’ progress. In addition, the headteacher and staff are readily accessible. Termly details of curricular coverage, informative newsletters and letters about specific events are provided and parents are regularly invited to events and performances. Meetings are held to inform parents of curricular matters, such as the national literacy strategy and helping children with reading. Although these are often poorly attended, the school seeks the involvement of as many parents as possible by holding both afternoon and evening meetings. The majority of parents feel that the school keeps them informed.
47. Although a formally constituted Parent Teacher Association was dissolved two years ago, parents provide good support for fund raising activities such as Christmas “fayres” and a sponsored physical activity. The money raised is used for the benefit of pupils and items, such as planned new curtains for the infant hall and seating for play areas, have been purchased. Approximately 15 parents provide regular help in classrooms and support activities such as reading and baking. Other parents assist with the supervision of pupils on visits or provide practical assistance in environmental activities such planting bulbs or developing an area around a pond, which has enhanced the school grounds.
48. A large majority of parents support pupils in their work at school and at home and ensures that they complete spellings, tables and research that are set as homework. Items loaned by parents enhance the range of artefacts used to support project work. The recent introduction of a contact book is proving to be beneficial in improving communications between school and home. It reinforces the recently introduced school/home contract. Pupils and staff value the support of parents. It has a positive impact on attainment and progress.
49. The school has a good programme of visits, often involving the local community. Recent visits have included the opening of the Dane John Project, where pupils were involved in the design and layout of a local park and there are regular contacts with Canterbury Cathedral where, for example, pupils participated in a re-enactment of Thomas Becket’s murder. Indeed, a visit to the cathedral’s education centre took place during the inspection, enhancing work in history. Pupils also use the local area to support learning, enriching the curriculum and promoting understanding of their community and its rich cultural heritage. Information gained from outings, visits and visitors provides good learning opportunities as well as promoting personal and social development.

50. The school welcomes many visitors, from a diversity of backgrounds. They contribute positively to pupils' progress. These include a beekeeper, a railway safety officer and a representative of the art department of Canterbury College who was involved in a visiting artists' project. The school also welcomes performers, such as puppeteers, musicians and storytellers, who enhance activities during a 'book week'. Pupils also support a range of local, national and international charities. Links with the business community provide useful funding and resources as well as providing further learning opportunities.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

51. The leadership and overall management of the school are good and the headteacher provides clear educational direction. The headteacher and governors have responded very well to the previous inspection and addressed most of the school's key issues through their action plan. The school has made good progress in addressing its key issues. Judged overall, there is now more very good teaching. Although the school has spread some good practice from classes for children under five and from those for seven to 11-years-old, into those for pupils aged five up to seven, teaching remains not as good for pupils of five to seven as in the other age groups. Curricular policies and schemes of work are now good and very clearly relate to the National Curriculum. There have been many improvements in the provision for pupils with special educational needs. Co-ordination of subjects and aspects of the school is effective and manageable, resulting in better monitoring, assessment and planning. The provision and teaching of information technology has improved, there are schemes of work in all subjects and the roles of co-ordinators have clearly improved in terms of their monitoring of the quality of teaching and learning. The school's capacity for further improvement is good.
52. The current school development plan is not fully completed and is in the form of notes, lacking detail. However, the previous document, which is dated to the end of last term, is very thorough, containing clear criteria for success and in-built evaluation of progress towards targets. The completion of a new document has been postponed until the end of the inspection, in order to include the governors' action plan. The governors are very supportive and come into classes regularly. However, their involvement in strategic planning is less well developed. There are some costings in the previous school development plan, but there is insufficient focused and targeted evaluation. Prior to the present headteacher's appointment, the speech and language unit caused concerns for governors because of its isolation in a separate demountable building. Since then, a great deal of hard work, thought and careful planning has brought about considerable, beneficial change. The unit has moved into the main building; resources have improved and the appointment of a suitably qualified head of unit has resulted in increasing inclusion of pupils in the mainstream classes. However, due to tragic circumstances, the first head of unit is unable to continue in the post and another teacher, also well qualified, is absent on maternity leave. This has resulted in temporary arrangements. It is recognised by inspectors that four pupils have recently and successfully moved from the unit into mainstream schooling. However, in general terms, daily inclusion in mainstream classes has reduced this term as a result of the interim management.
53. The overall co-ordination of special educational needs throughout the school is satisfactory. Governors have always been involved well through a link-governor. They have strongly supported the headteacher's policy of moving the Speech and Language Unit from demountable accommodation into the main building. Co-ordination of the provision for children under five is good. However the co-ordination of the provision for pupils with English as an additional language is unsatisfactory. There is no specific link-teacher on the staff to liaise, monitor and co-ordinate the school's work with that of the local authority's visiting teacher. Teachers and support assistants are given insufficient guidance on appropriate ways to help pupils with English as an additional language, although in a caring and pastoral sense, they do so very well. The individual targets of these pupils lack precision, so that it is difficult for teachers, especially non-specialists, to gauge the success of their support when addressing needs. However, the high level of care and very good attitudes of other pupils and very good relationships with classroom teachers go a long way to ameliorating these difficulties. This results in progress that is often much better over time than it is in the specialised lessons.

54. Arrangements for monitoring the school's work are good. The headteacher receives detailed subject reports from co-ordinators on their subject areas. Co-ordinators receive clear criteria for monitoring and identify particular strengths and weaknesses in teaching and learning. The governors also come into school regularly and act as critical friends. All co-ordinators have successfully undertaken audits of their subjects. From the scrutiny of pupils' work, it is clear that the quality of management has particularly benefited mathematics and science. There have been clearly raised standards in addressing numeracy and using and applying number in investigative work.
55. The headteacher provides a clear vision for the school's future development. The governors have an agreed mission statement, although this is not fully met, because there is insufficient "...excellence through serving individual needs" as far as pupils with English as an additional language are concerned. There are very clear curricular aims in the prospectus, which are broadly met. The policy for supporting higher attaining pupils is clearly implemented and the school has a definite commitment to raising standards. There are effective learning environments in most classrooms and pupils learn effectively and make progress.
56. The needs of staff are supported well through a variety of in-service courses and appraisal. Furthermore, co-ordinators receive a little time to administer their subjects, when they are released from the responsibilities of teaching. There is satisfactory equality of opportunity for most pupils, although the lack of targeted support results in weaknesses for pupils with English as an additional language.
57. Overall, the school's ethos is good in promoting positive attitudes to work and results in a good climate for learning.

Staffing, accommodation and learning resources

58. The school has a good match of number and qualifications of staff to teach the range of the curriculum. There is also a balanced range of experience in the teaching staff, ranging from one to 33 years. Although a few of the subject co-ordinators lack formal qualifications in the subject for which they have the responsibility, their attitudes are very good and they fulfil their roles well, undertaking in-service training to compensate. The employment of a member of staff to both teach and assist has positive benefits in providing classroom support, release time and mentoring. The school employs an appropriate number of staff to support pupils in their learning and the level of support provided for the under-fives is very good.
59. Arrangements for appraisal and the professional development of staff are generally good, although the developmental opportunities for staff supporting pupils with special educational needs is sometimes insufficient. The appraisal of two members of staff is overdue, although now planned to take place during next term. All support staff have recently undertaken appraisal training and it is intended to include them within the system, demonstrating the school's commitment to the development of all staff. Appraisals are closely linked to the school's identified developmental needs and the teaching of the curriculum. During the past year, many members of staff have attended relevant courses covering whole school and curricular areas. All staff participated in developmental training days, focusing on the literacy hour, displays and multicultural policy. Current job descriptions are provided. Induction arrangements for new teachers are good and include support from a qualified mentor in addition to time away from the classroom for planning. Participation in the local education authority's programme of ongoing development is arranged for newly qualified teachers. Classroom assistants in the speech and language unit receive training from the speech therapists. Those who work with pupils in the class for the older age group are involved in weekly meetings about individual planning. However, they do not yet work closely enough with the teacher in implementing what he wants from them. Despite experience and training, some staff are finding it hard to adapt as effectively as they might to the laudable changes and growth in provision in the unit. The move from demountable accommodation to a suite of rooms in the main building is particularly effective, resulting in a higher esteem amongst pupils and easier integration into the work and policies of the school as a whole.

60. The standard and adequacy of accommodation is good for the effective teaching of the curriculum and has a positive effect on the quality of education provided. Since the previous inspection the school has evaluated the use of its premises and has replaced the condemned kitchen. As a result of refurbishment and remodelling of areas, the school has been able to create a computer room, to provide very good storage areas for resources and to bring the staff together in one staff room. This is proving very effective in promoting the unity of the staff, raising morale and improving knowledge of practice in different age groups. In addition, the headteacher and governors have responded to pupils' concerns for their school. Pupils' toilet areas have been refurbished. They have also been involved in the choice of colour schemes when internal redecoration has taken place.
61. Much very good work has gone into arranging the school's collection of library books, utilising open corridor spaces. This is having the positive impact of making the whole stock available to all pupils, thereby raising interest and standards. Currently, there is no dedicated space for private study in the junior area, although there is for pupils aged five to seven. There is a television and music room and small areas that can be used for food technology in both the infant and junior buildings. Classrooms offer suitable space to allow a range of teaching styles and pupils to move about whilst undertaking activities. Rooms offer easy access to water and power supplies. Furniture is appropriate to the needs of pupils. Displays are used effectively throughout the school to create a stimulating learning environment, enhancing the appearance of the building. The school has two halls, which meet the needs of the school, including the teaching of physical education. Storage space throughout the school is very good, offering a central resource area and curricular storage spaces.
62. Caretaking standards throughout the school are good and the site manager's contribution to the maintenance and development of the buildings is excellent. The building is generally in a good state of repair, clean and in a satisfactory decorative order. There is no evidence of vandalism or graffiti on the site and pupils take a pride in their school. The grounds are well maintained and include a secure play area for the under-fives and an environmental area. Besides being used to provide good play space and facilities for the teaching of physical education, the grounds are suitable for observational drawing in art and for elements of life and living processes in science.
63. Good resources are available to support work in all areas of the curriculum with the exceptions of information technology, where the sufficiency of resources is satisfactory and special educational needs where there are shortages in the range and sufficiency of specialised equipment. This extends, for example, to special programs in the area of information technology and in the speech and language unit, where there is a lack of equipment for pupils who have difficulty in expressing their basic personal needs and intentions. The quality, range, accessibility and sufficiency of resources generally have a good effect on progress and attainment and the very good resources available to support work with the under-fives has a very good impact on standards attained. Resources to support English and the school's literacy strategy are very good and accessible throughout the school.
64. Pupils use the local environment as a resource and visit places such as a local supermarket to support the Reception Class food topic study, the River Stour to support work in Year 4 in geography and Dungeness Power Station to support Year 6 science work. The local swimming pool provides very good facilities to support the school's swimming programme. All of these trips enrich and enhance the curriculum and provide good opportunities for personal and social development.

The efficiency of the school

65. In the previous inspection, the efficiency of the school was judged as satisfactory. The school offered value for money, although there was no evaluation of this. However, the school needed to review its practice to ensure that it was achieving its educational objectives, by identifying new targets, which were to be phased and costed to inform budget planning and to include more efficient uses of the premises. The use of accommodation is now good. The headteacher and governors have addressed the planning issues, although the recent change from Grant Maintained to Foundation status has had an impact on budgetary and planning issues. The school has, however, made good progress in addressing the issues outlined by the previous report.

66. Standards of financial planning and management are good. The governors have a finance committee which reports regularly to the full governing body. Until 31st August 1999 the budget was monitored by the Funding Agency for Grant Maintained Schools' responsible officer and also by a consultant whose services were purchased from the local authority. On 1st September 1999, the school became a Foundation School. The governors are now in the process of reviewing their budgetary procedures to take account of the change. In order to ensure that the change would not result in sudden changes in levels of funding, the school prudently amassed a cushioning underspend. Decisions about how this will be spent, if it is not needed, are currently being made. The school received an audit in the summer term of 1999. This reported that finances were well managed and made no recommendations. The school employs a part-time bursar who manages the funds effectively and keeps detailed records. A proposed budget is agreed by the headteacher and bursar after appropriate consultation and then presented to the governors' finance committee for discussion. Following consultation the final budget is presented to the full governing body. The school's office staff is very efficient and helps the school to run smoothly on a daily basis.
67. The school has worked hard to address the issues of identifying targets and reviewing its development plan as identified by the previous inspection report. The end of the school's planning cycle has coincided with school's change in status. This, combined with the timing of the second inspection, means that the school is currently reviewing its development plan to take account of these issues. The school has responded to national priorities such as the introduction of the literacy and numeracy strategies and to the recommendations of the previous report.
68. The deployment of teaching and support staff is good. Teaching and support staff are used effectively to support pupils with special educational needs. At this stage of the school year, children under five attend part time. This enables their teachers to give additional support to other classes in literacy activities. Administrative and site staff are effectively deployed to ensure the smooth running of the school. Good use is made of the accommodation, outside areas and learning resources.
69. The school has addressed the issues for action in its previous inspection, educational standards are improving and the school is well placed to continue to improve. The unit cost per pupil is high. Pupils' attitudes, behaviour, relationships and personal development are very good and the implementation of the school's aims, policies and values is good, as is parental involvement in pupils' learning. The quality of education provided is good and standards of attainment at the end of Key Stage 2 are good in English, mathematics and science. Taking all these factors into account, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

70. At the time of the last inspection, teaching and learning provision for children under five was satisfactory. Since that time, positive changes have been made. The quality of teaching, the range of subjects taught and the assessment of what pupils learn is now very good. The way in which teachers manage children and their behaviour, so that they can learn in a calm and supportive atmosphere is excellent. All children, including those with special educational needs and those who speak English as an additional language, make good progress.
71. Children are admitted to school for morning sessions at the beginning of the academic year in which they will become five. Those with birthdays between September and April are in two parallel reception classes and they stay for a full day as soon as they are ready. Children with May to August birthdays are in the nursery class and continue attending for mornings sessions until January, when they attend full time. Altogether, there are 57 children under statutory school age in these classes of whom five had had their fifth birthday by the time of inspection.
72. At the time of inspection all children under five attended school for morning sessions. Tests and teachers' records show that soon after entry, levels of attainment range widely across the three classes, but there are more children whose attainment is below what is usually found than above. Classroom tasks are well organised so that opportunities to learn are given to all fairly. Teachers' excellent management of children ensures that they are praised, encouraged and well motivated and consequently make good progress. Observations and assessments indicate that, by the age of five, the majority of children are likely to meet the national standards set out in the majority of the desirable learning outcomes in all areas of learning on entering compulsory education.
73. Teaching for under fives is very good. Very good knowledge and understanding of the desirable learning outcomes ensures that there is a wide range of very carefully planned activities for all areas of learning. Time and resources are well used both in the nursery and in reception classes, to promote children's learning. Teachers' expectations are very high, they provide a broad range of stimulating activities which challenge all children very well. Careful records are kept of skills mastered and teachers adapt plans quickly to meet children's changing needs. This well maintained system of continuous observation and assessment contributes very positively to ensuring that all pupils, including those with special needs and those whose first language is not English, make good progress. A great strength of the teaching is very good team-work between teachers, classroom assistants and parent helpers. All clearly understand their distinct role and support for children's learning is very effective.

Personal and social development

74. Attainment in personal and social development is generally appropriate for the children's age and this is an area of learning which is very positively promoted in school. The majority of children are beginning to show confidence when working independently or in groups. They respond positively to adults and other children and are happy to discuss their tasks, sharing resources fairly. When working on activities, a significant minority are unable to concentrate for long periods of time, although others concentrate well. For example, while making greetings cards for Teddy's birthday, they were happy to contribute suggestions, concentrated on making their cards attractive to look at and worked hard at writing their names. Whilst involved in circle time, children show their feelings very naturally, expressing their fears and support for others very sensitively. Children are encouraged to behave well. Teachers treat them with respect and courtesy. For example, when arriving very early in nursery, they are welcomed warmly, encouraged to start on the tasks for the day and settled into a caring and supportive environment, whilst music plays quietly in the background. Children respond very well and during the time of inspection, the behaviour of children was very good. Only one incident of inappropriate behaviour was observed. This involved one or two children becoming rather

exuberant in the outdoor play area. The incident was dealt with quietly and calmly and the children said they were sorry, both to each other and to the teacher.

75. Teaching for under fives is very good in this area of learning and good provision is made to discuss what is right and wrong in social and moral situations. For example, when reminded that a rule for the class was to wait until some-one else had finished talking, children responded very quickly and remembered not to interrupt. Circle time is sensitively used to develop their consideration for others' feelings and for taking turns. For example, children waited their turn politely when telling the rest of the group what scared them, listening thoughtfully and sharing experiences sensitively. The good relationships established with parents before children are admitted to school are positively fostered through their time in nursery and reception. Teachers share their values and expectations for high levels of behaviour and attainment with children and parents, strongly encouraging parents to become partners in children's learning.

83. **Language and literacy**

76. On entry to school, the attainment of children under five in early reading skills is below what is normally expected. When they come into school, three quarters of the children know how to hold a book and turn the pages. However, only a very small number can predict what will come next or use their memory of a familiar book to match spoken and written words. Very strong emphasis is rightly given to the development of language and literacy skills and to using them in all areas of learning. Teachers actively encourage an interest in books. Children quickly become familiar with the way books are set out and the role of the author and illustrator. They join in with familiar phrases when teachers read stories and recognise and join in familiar rhymes by heart. Each child is encouraged to choose from the wide range of stimulating and interesting books available to them. Children share books with adults, talking about their favourites and developing the skills required for early reading. They respond enthusiastically and make very good progress in this area of learning. By the age of five, the majority are in line or close to meeting the nationally recommended desirable outcomes.
77. Teachers strongly encourage children to develop a good vocabulary and their acquisition of spoken language develops well. For example, when hiding a teddy, children were encouraged to think carefully and use words like behind, between and underneath to accurately describe position. Adults are consistent in encouraging children to listen to what is said, to think about tasks and to speak clearly in sentences. For example, when describing making toast, one child explained very precisely how the bread had changed from soft and white to brown, black and crunchy. Evidence from previous years shows that under fives make good progress over time in the formation of letters and sentences in early writing. At the time of inspection, although the children had only recently started school, the majority recognise and, about a third can write, their own name accurately.

85. **Mathematics**

78. When children come into school, their understanding of mathematics varies widely, but is generally below what is expected for children of their age. Less than half the children can accurately describe the size and position of an object in relation to another. Testing also shows that, although half the children can sort objects and explain why they have chosen to sort them into particular groups, only a third can count successfully in sequence to five.
79. Children reach a good standard in the early mathematics tasks in their lessons. High quality teaching, which focuses on precise learning targets, ensures that children make good progress and are on course to meet the expected levels for children aged five in these targeted learning outcomes. However, a few of the older children are unlikely to reach the nationally expected levels in all aspects of mathematics before reaching the age of five. Very strong emphasis is given to the development of mathematical knowledge and skills. Children in the nursery and reception classes count objects up to ten and back and are introduced to larger numbers, for example, how many children in the class? They use their knowledge in a wide range of singing games and action rhymes, like 'How many candles on the cake?' which was introduced at the beginning of the week of

inspection. The encouragement of good listening skills and use of a 'pretend' cake with 5 candles ensured that the majority of children could sing the rhyme accurately by the end of the week. Children read the day, the date and the month every morning, which lays a secure foundation for ordering numbers and recognising familiar sequences.

80. Teachers challenge children, including those who are higher attainers, appropriately and, as a result, children make good progress. Tasks and resources are adapted to meet children's needs. For example, when playing the 'picnic trays' game with a die, teachers recognise the need to extend children's learning by matching dots with numbers, as distinct from the needs of other children who matched dots with dots to consolidate their ability to count to six.
81. Work from the nursery and reception classes last year demonstrates that children make good progress in this area of learning. A higher attaining child who was able to sort sets of 3 objects by colour on admission, could by March, successfully draw 5 sheep and 10 chickens and complete the mathematical sentence $5 + 10 = 15$. In July, the child could read and work out that if a shop has 12 buns and you buy 7, 5 are left, successfully writing $12 - 7 = 5$. This higher attaining child also demonstrated a secure knowledge of ordering associated with capacity, drawing 5 bottles full to different levels and sequencing them from full to empty. A lower attaining child, who on admission, demonstrated a very poor level of skill and understanding of the features of regular shapes when cutting them out, could by June, accurately label a circle, square and triangle. Although still requiring help with the formation of the figures, the child could also sequence numerals to 7.

89. **Knowledge and understanding of the world**

82. Children under five make good progress in many aspects of this area of learning. The majority of children in both nursery and reception are on target to reach the national desirable outcomes for children aged five. They understand how to select and use appropriate materials to construct beds and other furniture for the house of the three bears, cutting and sticking carefully and using construction blocks imaginatively. They know food changes with heat, for example when making toast and know how to make a scientific experiment fair. They can make greetings cards for Teddy's 5th birthday using card, paper, glue, crayons and scissors appropriately. Good opportunities are given for controlling machines such as computers and an electric toaster. For example, when making toast, one child explained how to make the toaster work by pressing the button down and then clicking it up again. Children below five respond well to challenges in information technology and the option is always taken up when choice is available in the classroom. They help each other with this work and are at ease with adults and other children in conversations about computers. For example, they use software that strengthens mathematical skills in counting and sorting. They know that the computer needs switching on before it will work. They can use the direction arrows, number keys and return key appropriately, using programs such as 'Rockets' and 'Candles on the Cake.'
83. Teaching in this wide area of learning is very good. Teachers achieve a very good balance between instruction and investigation. The range of activities and experiences provided positively arouse children's curiosity and hold their interest. All staff emphasise safety appropriately and support staff are well briefed by teachers. They enable children to experiment and investigate so that learning is well reinforced and children become more independent.

91. **Physical development**

84. In the area of physical development children under five are well in line to meet the expected national standards. A good photographic record shows that children under five make good progress and in some aspects of physical development, some children have already reached the expected standards. Skills are regularly practised in a wide variety of different activities, which allow children to improve and to become more aware of the presence of others. Under fives have access to their own outside play area and large soft play equipment, which provide good opportunities for balancing, building and playing chasing games. Equipment includes

tricycles which are used imaginatively and co-operatively to improve bodily control. Whilst working in the hall, good opportunities are given for moving, stretching and curling, for example whilst the children played the 'Bean' game, becoming 'runner beans', 'string beans', 'jelly beans' etc., according to the teacher's instructions. Large construction equipment in different colours is used very well in groups for lifting and building. Children follow the leader confidently, hopping and marching in time and show increasing awareness of space. They handle simple tools such as scissors, glue sticks and pencils safely and with increasing control.

85. Teaching is good, providing a wide range of safe activities indoors and limited range outside. Sessions are well planned to give challenges, which are appropriate to the children's age and attainment.

93. **Creative development**

86. Opportunities for under fives across the wide area of creative development are good and children make good progress. Children are on course to attain many of the outcomes for five-year-olds in the area of creative development. Confidence in exploring colour is good and most children know the names of primary colours securely and mix them carefully to use in their paintings. They look carefully at the world around them and make good attempts at observational drawings. For example, when drawing their teddies, they were able to select appropriate types and sizes of crayon, use colours accurately and draw their teddies with two arms, legs, ears and eyes. They explore textures, choosing carefully from a range of materials to make their teddy bears' birthday cards. They sing with enthusiasm and choose from a wide range of musical instruments to make rhythms and sounds. Learning resources for all aspects of creative development are very good and teachers are very sensitive to children's needs.
87. Teachers warmly encourage children to use their imagination and to listen, observe and experiment, so that they gain confidence in expressing their ideas, communicating feelings and putting their thoughts into action.

ENGLISH, MATHEMATICS AND SCIENCE

English

88. The findings of the previous inspection were that standards in English were in line with national expectations at seven-years-old. At 11, a significant minority of pupils attained standards that were higher than those expected nationally. The present inspection confirms that pupils' attainment is average at the age of seven and that it is above average at 11.
89. Results of National Curriculum tests for 1998 show that pupils' attainment at the age of seven is below the national average in both reading and writing but broadly in line with expectations when compared with similar schools. By the time they are eleven, pupils' attainment in English is in line with standards expected, nationally. It is above average when compared with schools of similar intake. The performance of pupils reaching the higher level 5 is below the national average. The percentage of pupils attaining level 5 in English has significantly increased in the 1999 tests, but national comparative data are not yet available. Taking the three years 1996-1998 together, test results indicate that the performance of girls in reading and in writing is better than that of boys in Key Stage 1. Standards in reading have shown a slight decline in Key Stage 1 and standards in writing have improved slightly. In Key Stage 2, when considering test results over the past three years, the performance of boys in English was well below the national average, whilst the performance of girls was close to the national average. Over the three years, standards in English show a slight increase at Key Stage 2. However, inspection evidence does not find any significant difference in attainment between the performance of boys and girls in the school.
90. When they enter the school, pupils' speaking and listening skills are satisfactory. By seven-years-old, they are attaining average standards. Pupils listen very attentively in a range of situations, in groups, in whole class discussions and in assemblies. They are keen to contribute to discussions and answer questions. By 11-years-old, pupils express their ideas and opinions clearly and maturely. They engage confidently in conversations

with adults about their enjoyment of reading and aspects of school life. A pupil in Year 1 was aware that one of the days of the inspection week was national poetry day. She had brought to school her own poetry book, containing a poem for each day of the year. She was able to use the index to find the correct day and made an excellent attempt at reading the specific poem. As this was Tennyson's "Charge of the Light Brigade", it was well beyond her level of reading and understanding, but she was able to attempt the words familiar to her. Most pupils are able to listen to adults and to one another with sustained concentration in a range of situations in the classroom and in assembly. They ask and answer questions thoughtfully, reflecting an ability to listen with care and attention to detail. In religious education lessons, older pupils showed great maturity and sensitivity in their discussions. A significant number of eleven year olds have an extensive vocabulary and use the grammar of Standard English when they speak. Teachers provide good opportunities for pupils to practise their spoken English in both large and small groups.

91. At the age of seven, pupils attain satisfactory standards in reading. At 11, standards meet national expectations with a significant minority exceeding them. By seven, most pupils, including those with special educational needs, express an enjoyment of books. Most are able to read aloud fluently with developing fluency and expression. They use a range of strategies to tackle unfamiliar words. Lower attaining pupils are able to read accurately at their own levels. Most pupils demonstrate satisfactory comprehension skills. They can retell stories, referring to the characters and plot and make a simple prediction of how the story might end. Pupils in Year 2 are beginning to use non-fiction books to find information. They are confident in using dictionaries to help with their spellings. By the end of Key Stage 2, the majority of pupils read fluently, with expression and enjoyment. Many pupils are avid and enthusiastic readers. They discuss books with great enjoyment and make critical comments on what they have read. Pupils are familiar with classic literature such as "Black Beauty", "Robinson Crusoe" and "Alice in Wonderland". They also talk about a range of modern fiction and express their ideas with fluency and confidence. They give reasons for their choices of books. In discussing what they have read, they are able to draw conclusions and refer to the text to explain what they mean. They are able to retrieve information for personal research from a variety of sources including computer software.
92. By seven, attainment in writing is satisfactory, meeting national expectations. Many pupils write independently, although as yet they do not regularly use joined script. The handwriting policy is newly introduced and has not, as yet, had an impact on pupils' progress in writing. Pupils use capital letters and full stops accurately and show a developing competence in their use of speech marks and question marks. Pupils are beginning to apply their knowledge of sound and spelling systems in their own writing. Year 1 pupils are reading "Kipper's Birthday" by Mick Inkpen. They use this to write their own party invitations and understand that an invitation needs to include the date, time and venue of the event as well as a reply slip.
93. By the time they are 11-years-old, pupils write very effectively for a wide range of purposes and use vocabulary and grammar with understanding and effect. They attain good standards. Pupils write for a range of purposes across the curriculum. In displays and in the scrutiny of pupils' past work there are many examples of poetry writing. Pupils show enjoyment of poetry and, in their writing, show flair and imagination. Pupils write stories and use the drafting process to evaluate and improve their work. They use their writing skills in other curriculum areas. For example, in Year 6, pupils had written newspaper accounts of the death of Queen Victoria as part of their work in history. In doing this, they showed an appreciation of the style in which such accounts might have been written and used appropriate phrases in their writing. They also write descriptions of their science experiments and evaluations of their work in design and technology. Pupils appreciate the difference between biography and autobiography and are beginning to interview each other with a view to writing biographical stories.
94. From the age of five up to seven, pupils' progress in English is satisfactory. From seven onwards, the rate of progress increases to good. From the age of five to seven-years-old, progress is based on planning that contains good information about how understanding develops. However, rates of progress are inconsistent and this relates closely to the quality of teaching in different classes. Where this is good, it is usually because higher expectations of pupils result in a better match of work to their present knowledge and, therefore, less time is wasted in covering what they already know. Pupils gain confidence as speakers and listeners and express

themselves with increasing clarity as they move through the school and similarly with reading and writing. From seven to 11-years-old, links with literature have a positive effect on pupils' writing. Pupils also use their literacy skills across the curriculum, for example in their history writing. From five up to seven-years-old, pupils with special educational needs make satisfactory progress towards the targets set for them in their individual education plans. After seven, progress increases to good. They benefit from the very effective support given by learning support assistants. The progress of pupils with English as an additional language is often good. This is a direct result of the levels of care taken at all times to ensure their understanding, including the very good collaboration and attitudes of other pupils. However, teaching in the specialised lessons is unsatisfactory.

95. Pupils attitudes to learning are good throughout the school. In most lessons, pupils listen attentively and are generally well behaved and motivated. Pupils usually concentrate well. They take pride in their work, which is usually neat and well presented. Pupils try to present their work well, but the quality of handwriting is inconsistent. Pupils use joined script in their specific handwriting lessons, but this is not consistently used in their written work in other lessons. In both key stages, pupils listen considerably to the views of others and are respectful to staff. Throughout the school, pupils share books and resources sensibly. They work well together in pairs or groups and are very supportive to their classmates with special educational needs.
96. The quality of teaching is satisfactory overall in classes for five to seven-year-olds and in half the lessons observed it is good. In classes for the older pupils, the teaching, overall, is good and is in fact good or very good in just over half the lessons observed. Teachers show secure subject knowledge and have made a very positive response to the introduction of the literacy hour. Relationships are very good and teachers have a sense of humour, contributing to the positive atmosphere in the classrooms. Learning support assistants make a significant contribution to pupils' learning. Where teaching is good, teachers have a very clear purpose for their lessons. They plan carefully and have high expectations of what pupils can do. They match the tasks well to pupils' needs and differing levels of attainment. Main points are reinforced with challenging questions. The school has agreed targets for pupils in English. These are pasted into pupils' books and highlighted as they are achieved. Targets are often referred to in lessons. This helps teachers to assess pupils' understanding and take learning forward. Teachers set a brisk pace to lessons and promote a positive working atmosphere.
97. Sufficient time is allocated to English so that pupils are given a good grounding in literacy skills. The school's Literacy Strategy is well planned and organised. Pupils use their literacy skills effectively throughout the curriculum.
98. The subject is well managed by an able and enthusiastic co-ordinator. Teachers' plans are monitored and this is linked with a programme of class visits after which teachers are given written feedback. Classroom visits are carried out according to previously agreed criteria. This process helps teachers to develop their knowledge of pupils' progress and helps them to provide continuity and progression in pupils' learning.
99. Resources are very good. There is a good range of quality fiction and non-fiction books, which are attractively displayed and easily accessible. The school has a good supply of listening resources and tape recorders are available in most classrooms.
- 107.

English as an additional language

100. In the previous inspection report there is no mention of pupils with English as an additional language, so it is not possible to make a judgement on whether the provision has improved or declined. However, the current overall provision is unsatisfactory.
101. Despite the school's provision from the local education authority, pupils make occasionally poor progress in the specialist lessons and unsatisfactory teaching was observed during the week of inspection.

102. The school has currently identified over 30 pupils with a wide variety of ethnic origins who speak languages other than English at home. Of these pupils, ten are supported through Section 11 funding and receive individual support during the week of the one and a half day's provision for specialist support from the County. However, the targets that are set in pupils' individual plans are often imprecise and too general and do not give sufficient advice to class teachers. There is no co-ordinator on the staff to oversee the provision and all staff lack expertise and specific knowledge in knowing how to best support the needs of these pupils.
103. There is a clear school policy, but, although it states clear teaching aims, these are not sufficiently achieved. When pupils receive their specialist support entitlement, withdrawn from the classroom, it is not immediately appropriate to their needs. For example, two Year 6 pupils with speaking skills below the national average level are taught capital letters, when they do not have a secure grasp of English vocabulary or nouns. In Year 2, there is poor support teaching in class when a small group of pupils with statements of educational need are taught with a pupil with English as an additional language. During the session, there is insufficient attention to progressing pupils' speaking and listening skills. However, a Year 3 pupil receives satisfactory support in recognising and repeating vowel sounds with the aid of physical objects to support his understanding. In teachers' lesson planning for the whole class, there is insufficient attention in planning to address these pupils' needs.
104. When pupils are withdrawn for specialist support they are not always sufficiently attentive and permit disturbances to distract their attention.
105. The specialised curriculum offered is inadequate and activities are not sufficiently focused on the specific language requirements of pupils. There is no analysis of the comparative performance of bilingual pupils to assess the impact of the provision made for them.
106. Despite the inadequacies, many pupils are making good progress in speaking and reading, especially as a result of class teaching, support from non-specialist classroom assistants and the pupils' positive social interactions with English-speaking friends, who are supportive and very open and welcoming to them.

Mathematics

107. National Curriculum test results in 1998 indicate that the attainment of seven-year-olds is well below the national average and also below average for those pupils achieving the higher level 3. In 1999, the overall results improved slightly for those achieving level 2 and above. Over three years, there has been a slight decline in the school's results, although the 1999 results, for which there are no comparisons yet available, show an improvement in the proportion attaining the expected levels or above. 1998 National Curriculum test results for pupils aged 11 are above the national average for those achieving expected levels and are well above the national average for those achieving at a higher than expected level. This produces an average level that is well above the national average and well above that of similar schools. The school's results in 1999 show a slight decrease in those achieving level 4 and above, although those attaining the higher level are similar. Results over three years show a clear improvement in standards. Differences between the results of boys and girls are not significant.
108. It is clear that at both seven and 11-years-old, pupils' skills, knowledge and understanding in a scrutiny of their work are above average. A large majority understand number, using place value well to solve sums. At seven-years-old, pupils add, subtract, multiply and divide up to at least a hundred. They know about square numbers and can add money up to one pound. A few higher attaining pupils go beyond this to a standard that is well above average. Pupils generally understand shape and space, naming regular polygons and three-dimensional shapes accurately. Higher attaining pupils are beginning to relate names of shapes to their different properties. For example, they are aware of the properties of a cube, using accurate mathematical language in their descriptions. At 11-years-old, pupils work successfully in thousands, use decimal points accurately and higher attaining pupils are beginning to understand long methods of calculation. Different types of symmetry are

starting to be used and understood and they measure shapes accurately. Presentation of data in diagrams, charts and graphs is at least in line with what is normally expected. However, the sample of work does not reflect the school's significant proportion of pupils with special educational needs. When this is taken into account, overall standards are slightly lower than might at first be thought. Although, in the mainstream classes, work is clearly above average, in the specialised Speech and Language unit, it is below average and, occasionally, well below.

109. Standards of numeracy are satisfactory. Pupils have sound mental arithmetic skills, although some higher attaining pupils can add accurately and competently with a chain of numbers. Younger pupils recognise simple number patterns and above average pupils know the names of different triangles. They understand the need for accurate measurement. By Year 6, most can recognise square and triangular numbers and their number skills are clearly above average, when they relish the challenge of adding two-digit numbers in their head. They read simple data from graphs and charts, making sensible deductions in a variety of situations across the curriculum.
110. The progress of pupils aged five up to seven is broadly satisfactory, but it is inconsistent in both Years 1 and 2. This relates closely to the quality of teaching in individual lessons. Many younger pupils in Year 1 have good mental arithmetic skills and are quick to recognise patterns. On the whole, this develops well, so that, by Year 2, pupils handle simple mental problems effectively. Planning occurs across the year groups, which ensures sound progression and continuity of what is covered. However, the development of pupils' mathematical knowledge and awareness is inconsistent through these ages, particularly as a third of the teaching is unsatisfactory. This lack of consistent progress is due to unsatisfactory expectations and over-consolidation of previously acquired skills in some lessons. From seven to 11-years-old, the above average and average pupils make good progress, although some lower attaining pupils and those with English as an additional language make satisfactory progress. This is because work that matches their needs is not always sufficiently adapted from that of the class as a whole. Pupils in Year 3 know the four rules of number at the levels that are normally expected and the average and above average pupils are encouraged to apply their knowledge well to problem solving. This results in often good rates of progress. Most, including lower attaining pupils, are secure in number and have at least satisfactory mental arithmetic skills. In Year 4, ideas of degrees, decimals, fractions and directions are introduced and prior knowledge is used well to build up the necessary skills and understanding. As pupils move on, this is used further to develop a secure understanding of area and shape. By 11, pupils' problem solving skills continue to develop well and most have secure skills. Good progress occurs, particularly in number and using and applying mathematics to solve problems. The results of daily assessment are used well to plan what pupils must do next. Good progress clearly leads to higher levels of achievement for average and above average pupils. Pupils with special educational needs and those with English as an additional language make good progress from seven to 11-years-old, where there is better teaching than in classes for five to seven-year-olds, although progress here is, nonetheless, satisfactory.
111. Pupils' attitudes, behaviour and response to mathematics throughout the school are consistently good. It is clear that pupils are well motivated, listen attentively and co-operate well in lessons. Pupils enjoy exploring numbers and seeking patterns. Their presentation is generally good.
112. The quality of teaching in classes for five to seven-year-olds is satisfactory. Two out of six lessons observed are unsatisfactory, but one third of lessons are very good. The quality of teaching throughout Years 1 and 2 is inconsistent. When teaching is very good, there are very clear objectives for the lesson, effective recapping of previous learning and good questioning to determine pupils' understanding, for example in a Year 2 lesson on investigating and ordering numbers. When teaching is unsatisfactory expectations are low and tasks lack challenge, particularly for higher attaining pupils. The inconsistencies in teaching adversely affect pupils' rates of progress. The quality of teaching to support pupils with special educational needs and those with English as an additional language is satisfactory.
113. The overall quality of teaching in classes for seven to 11-year-olds is good. All teaching is at least satisfactory and three out of nine lessons are very good. The overall quality of teaching in Year 5 and Year 6 is better than

in Years 3 and 4. The very good teaching has clear objectives, very good pace and high expectations. For example, in a Year 6 lesson, pupils are encouraged to add a series of numbers mentally and are given various strategies to choose. In a Year 5 lesson, the teacher has very secure subject knowledge about the properties of various shapes and effectively assists pupils in their understanding. In the satisfactory lessons, there is work which is appropriately matched to pupils' prior attainment and satisfactory use is made of time and resources. The needs of pupils with special educational need are met appropriately through the setting of pupils for mathematics. In most lessons, the teaching of number is well addressed through the numeracy hour. The school has made an effective start throughout the school to the introduction of the national numeracy strategy and this is clearly having a beneficial affect on number and using and applying mathematics.

114. The co-ordination of the subject is good. There are very good and clear procedures for assessment and the co-ordinator monitors the quality of teaching and learning effectively. The overall quality of resources is good. These judgements represent an improvement in standards in the subject, especially in progress and attainment from seven to 11, since the last inspection.

Science

115. At the time of the last inspection, attainment in science was reported as broadly in line with national expectations. There have been improvements since then. Findings from the inspection are that, currently, standards by the age of seven are about average, whereas they are above by the time that pupils leave the school. Results of the National Curriculum tests of 11-year-olds in 1998 show that the school's average level is in line with the national average and above the average for similar schools. The percentage of pupils achieving a level higher than that expected is in line with the national figure and well above that for similar schools. Trends over the three years from 1996 to 1998 show a sharp rise from below to above the national average in 1997, with a drop back to average levels last year, which remains above that for 1996. There are no comparisons available yet for 1999, but early indications are that the results are not as good as in the previous year. However, the school had a higher than usual proportion of pupils with identified special educational needs in the year group, including more pupils than usual in the specialist Language Unit. In these circumstances, it is not reasonable to expect the results to be as high. In the 1998 results, both boys and girls attained close to the relevant average figure, although girls were slightly above and boys were slightly below. However, the difference is not significant. There are no national tests for seven-year-olds. However, the results of 1998 statutory Teachers' Assessments of seven-year-olds show pupils' attainment as well below the national average in all elements of the subject. However, this is close to the average of similar schools. The percentage attaining a level higher than expected is in line with the national average and above that for similar schools. The school's 1999 results indicate that more pupils are achieving at a level higher than expected, compared with its 1998 result, but that fewer are achieving at the expected levels.
116. Currently, the attainment of pupils in Year 2 is average. The proportion that achieves at a higher than expected level remains a strong feature. For example, pupils begin to look at ways of categorising different materials. They explain how plastic has different uses from metals and they know important characteristics of living and non-living things. Higher attaining pupils are already starting to understand features of fair testing. More pupils than indicated in the last Teachers' Assessments are now achieving at the expected level. Attainment in Year 6 is currently above average. Experimental and investigative work is very strong. During the week of the inspection and, from a scrutiny of work, it is clear that much of what is taught is based on what pupils find out in their own experiments. More than usual know that it is often necessary to control more than one variable to get a fair result. Pupils offer considerable information in their written work and they include diagrams, charts and neat graphs that are clearly presented. In a conversation with an inspector, two pupils with special educational needs were particularly clear about the status of prediction in the scientific method, explaining that its purpose was to show what was actually being tested. They understood that being "right" or "wrong" is not really important. It is whether your findings support or disprove the prediction, because this is what helps you to know more about how the world works. In the same lesson, nearly all pupils demonstrated that they know how to complete electrical circuits and understand the meaning of vocabulary such as "conductor", "power source" and "completed circuit".

117. Over time, overall progress through the school is good. It is satisfactory from five up to seven-years-old and good in the older age group. Progress of pupils with special educational needs matches these rates of progress. When pupils begin work on the National Curriculum, their knowledge and understanding of the world is around what is normally expected. By the time they leave, their attainment is often above average. However, the faster rates of progress are occurring from seven-years-old up to 11. From five to seven-years-old, whilst the overall rate of progress is satisfactory, it is inconsistent. This relates closely to the quality of teaching, which is generally satisfactory in the younger age group, whereas it is good in the older one. For example, in Year 2, pupils are expected to sort pictures of toys into categories showing whether they work on “stored energy” or “body power”. Although this is well matched to their prior knowledge of forces, the chosen task is time consuming. Pupils must cut out the pictures and stick them on to a sheet under a relevant heading. Clearly consolidation occurs, but many pupils understand the science involved and are ready to move on at a faster rate than this allows. Good subject knowledge amongst teachers, coupled with tasks that are relevant to prior attainment of pupils, are contributing strongly to the good rates of progress from seven to 11-years-old. Work builds carefully on what has gone before. The idea of fair testing, for example, is used and refined steadily as pupils move on, developing an understanding of controlling variables and setting up experiments.
118. Pupils’ attitudes to science are generally good. Pupils in Year 1 are very interested in how things work and are very willing to answer questions about muscles and how their bodies work, sensibly making suggestions of their own. Behaviour is usually good through the school. Pupils in Year 4 show considerable excitement about the workings of magnets. The subject offers several opportunities for pupils to work collaboratively. They respond to these occasions well, co-operating with tasks and equipment when they carry out investigations and observations.
119. The overall quality of teaching in the subject is good. It is better in classes for seven to 11-year-olds than in those for five to seven-year-olds, because it is more consistently good. However, there are examples of very good teaching in both age groups. In fact, about a third of the inspected lessons consist of teaching that is very good. A third is good and the remainder is satisfactory. There is no unsatisfactory teaching occurring in science lessons. The very good and good teaching is based on good subject knowledge and good methods. A very good lesson in Year 6 adds very careful uses of assessment to these qualities. The teacher established that pupils missed aspects of electricity lower down the school, which has adversely affected their understanding. He therefore uses very good questioning, explanation and instruction, with the use of different tasks to match pupils’ needs in order to complete their coverage of the topic. In this way, their understanding is completed, so that they can move on at a faster rate. An inefficient use of time is what separates the otherwise satisfactory teaching from the good and very good teaching. This occurs when expectations of what pupils already know and can do are set too low, or when time is lost, managing noisiness caused by pupils’ excitement. It results in a waste of time in regaining full attention, or alternatively spending too much time on consolidating work that pupils have no difficulty in remembering, anyway. On such occasions, progress is not as fast as might be. Teachers and classroom assistants in the main school support pupils with special educational needs well. This helps them to make good progress through the school.
120. The subject is well co-ordinated by the deputy headteacher. Monitoring of both teaching and curricular planning ensures that the full programme of study in the National Curriculum is taught. The results of this monitoring are also communicated to the governors, allowing them to fulfil their strategic role more effectively.

OTHER SUBJECTS OR COURSES

Information technology

121. The school has made significant gains in standards in information technology and in its resources since the last inspection. Computers are frequently in action in all classes and pupils from five to 11-years-old have equal opportunity to use the computer suite weekly. Teaching has improved. There were occasions when it was poor, whereas now it is satisfactory and sometimes good. The investment in training and facilities has brought

marked improvements and teachers work hard to maintain cross-curricular work. Improvements are based on a more secure knowledge of the subject than previously. The curriculum is now co-ordinated satisfactorily, including a sound policy and subject guidance.

122. The overall attainment of pupils in the school is in line with expectations at seven and 11-years-old. By seven-years-old nearly all use keyboard and mouse skills to type, save and retrieve information. They learn that computers play an important part in everyday life and by six or seven-years-old, most are able to 'click' on icons or areas of the screen. Sometimes pupils do not log off successfully or review and record their work satisfactorily. By eleven-years-old, pupils attain well when they generate and communicate new ideas, present and re-present text. They often persist with challenging tasks, work independently and older pupils use a thesaurus and spellchecker. They can explain their use of text control functions, but some pupils cannot yet describe the use of information technology in the wider world or generate new ideas, using a variety of software, which reduces attainment to more normal levels, overall.
123. Overall progress occurs at a sound rate. The youngest pupils use computers to make progress in mathematics. They use programs to count and match objects. They are supported well by adults who have a secure knowledge of the software. Pupils up to the age of seven make satisfactory progress with a mouse. They also log on and off the computer network. They show gains in entering, altering and manipulating text and some extend their skills by communicating ideas through text. Several pupils with special educational needs make sound progress by using computers to find facts for their history topic. They learn to make notes from this reference material. Older pupils, from seven to eleven, make good progress in using word-processing functions to organise and re-organise text. They consolidate the use of commands and extend the techniques that they use. A reasonable number of pupils are able to describe the use of information technology in the world generally. Good progress is made when pupils begin to design pages and are able to save or print their work, keeping a record of how far they have got. Another good example of the use of information technology across the curriculum is when pupils write for different audiences. They develop a newspaper article on Boudicca's revolt against the Romans. Literacy and science activities are supported and developed. Pupils explore the use of computer systems and discuss their experiences. They generate and communicate ideas and they process, retrieve and display information. There is a lack of opportunity for some pupils to learn about controlling and modelling. The curriculum sufficiently challenges pupils at all stages and satisfactorily promotes their intellectual, physical and personal development through the subject. All pupils have equal access to computers, in taught lessons, using the computer suite, but not all teachers monitor the use of the computer in their classrooms.
124. Attitudes and behaviour are good. When they are between five and seven years old children listen well to instructions. Most check and review their work well and a few correct their own mistakes. Children work well together in pairs. Higher attainers are often willing to help those with less understanding or experience of a particular program. They often become engrossed in the work responding well to challenges. For example, many pupils persisted with software about "Goldilocks and the Three Bears", arranging the icons and extending their work to written phrases. Ten-year-olds show great enthusiasm for information technology, producing text for different audiences. Occasionally, pupils are so intrigued by the computer itself that they are distracted from the task into experimentation with irrelevant icons and buttons. However, by 11, nearly all are developing confident and independent working habits. The control of a variety of technological products is also built on effectively through the school. For example, there are electronic keyboards in music, microwave cookers in food technology, tape recorders, 'roamers' for mathematics and sensors in science. Most pupils are aware of the importance of technology in their lives, but there is currently a lack of cross-curricular targets, linking these technologies with the subject curriculum.
125. Overall, teaching is good. There was one unsatisfactory lesson. In classes for five to seven-year-olds, teaching is satisfactory. Teaching is generally good in classes for seven to 11-year-olds. When teaching is good, pupils are challenged and teachers use questions well to check understanding. Teaching is unsatisfactory when teachers do not use assessment to inform their planning, through precise targets and evaluation, or use other resources well to support keyboard and text skills. Good teaching in classes for seven to 11-year-olds is

characterised by a more secure knowledge of the subject where it is matched well to curricular objectives and resources. Lessons are well organised with good introductions. Good management of pupils and good relationships allow pupils to ask questions and increase their confidence. Expectations of pupils are high and the pace of lessons is brisk, with appropriate use of time and resources. Secure subject knowledge enables good links with other curriculum subjects such as maths, English and history. In both key stages pupils are taught in 'mixed ability pairs'. This works well, sometimes, but there is a lack of focused individual targets or differentiation of activities and tasks. This hampers progress for pupils with diverse abilities or those who may have additional individual needs in lessons.

126. The subject is well co-ordinated. There is a sound policy and this is being extended with an 'Internet Access Policy' as the school comes 'on-line' this year. The curriculum has appropriate aims and well-organised guidance. Recommendations of the Qualifications and Curriculum Authority have been introduced. The subject co-ordinator is working hard to provide a good basis for developing a recording and assessment process. For example, much internal training, involving a digital camera and scanners is planned.

134. **Religious education**

127. At the time of the last inspection, attainment at both seven and 11 was judged to be in line with the expectations in the locally agreed syllabus. There has been an improvement in the subject and, currently, the standard is above what is normally expected at both ages. Pupils with special educational needs and with English as an additional language are fully involved in the subject, make good progress and attain a good standard in many of its elements. For example, a group in Year 6, containing pupils with otherwise lower prior attainment, expressed a very mature acceptance of cultural, ethnic and religious difference. They explained that "...difference is good, because variety is better than everyone being the same, which might be boring."
128. At the age of seven, attainment meets the description in the agreed syllabus. Nearly all pupils draw pictures and write about what they learn from stories in the Bible. They know that these stories have a meaning beyond what is literal. A scrutiny of work shows that they know about the main Christian festivals, such as Christmas and Easter and are beginning to understand that there are other religions with festivals of their own. They know that such festivals have a particular significance to believers. By the age of 11, standards exceed those in the agreed syllabus. Pupils record many facts about religions. They re-tell stories and explain their meanings plausibly, but with sensitivity and reverence. In a Year 6 class, nearly all pupils can talk knowledgeably about what a Jewish family might do on the Shabbat, explaining a Shabbat meal. They refer to the symbolic meaning of parts of the meal and they raise questions of their own.
129. Pupils make good progress through the school. A scrutiny of work demonstrates a clear progression in the material that they use and the standard of what they record. Their understanding broadens, as studies of new religions and themes are introduced. At the time of the inspection, pupils were preparing for the school's Harvest Festival. A class in Year 1, made good progress by relating this to Jesus's parable of the sower. Nearly all showed understanding that in the holy land, in the first century, planting was by hand. Many of them could explain how God looks after the good seed to help it grow, that it is provided for our food and that a Harvest Festival is a way of saying "thank you." Pupils of a comparatively young age are expected to record their ideas clearly, resulting in a positive impact on the development of ideas in the subject and the consequent progress that is made. As pupils move through the school, prior knowledge is related well to what comes next. It also has a strong impact on the spiritual, moral, social and cultural provision in the school. For example, a Year 2 class led a very good Harvest assembly. This provoked thought, as well as providing a very good social occasion for invited parents, staff, pupils and visitors alike. Later on, in classes for pupils aged from seven to 11, skills that have already been developed are built on well, with pupils using them in a range of new applications and in more specific studies of other world religions. By the time they leave the school, pupils' thinking is often mature. For example, a group of girls in Year 6 used their prior knowledge about Jesus to establish why Judaism and Christianity have common stories about the creation.

130. Pupils' attitudes and behaviour are good. They listen well to their teachers and older pupils discuss the subject sensibly, taking the ideas of others to develop arguments and reasons of their own. They enjoy discussions and have a mature approach to such situations, benefiting well from the opportunities for personal development that are offered.
131. The quality of teaching is consistently good. This judgement is further supported by what is seen in planning a discussion with the subject co-ordinator and from the evidence of pupils' work. For example, planning closely follows the requirements of the locally agreed syllabus and shows clearly what pupils are expected to know by the end of lessons. There are reference books available for teachers and these are useful in supplementing subject knowledge. Methods and teachers' management of pupils are usually good, involving plenty of praise. For example, in a lesson in Year 2, which was part of a series on churches as special places, pupils were praised appropriately for their recall of "baptism" and "Christening" and then again for the wishes and prayers that they suggested for a new baby. This has the effect of focusing on the spiritual opportunities of the subject. Ideas such as wishing for a good friend for the baby, or the highly perceptive prayer that "...the baby will have kindness inside her" were suggested by these young pupils as a direct result. Teachers build on the specific language of the subject well, introducing relevant vocabulary as required. Pupils in Year 6 used terminology such as "ritual", "celebration", "festival" and "holy book" quite naturally and correctly in a conversation with an inspector, thus demonstrating the effects of this on their progress.
132. The subject is well co-ordinated. It makes a strong contribution to spiritual, moral, social and cultural opportunities through the school. There are displays of artefacts representing world faiths and different cultures around the school and in classrooms. Resources are sound and make an appropriate and improving impact on teaching and progress.
140. **Art**
133. The school has made sound progress in provision for art since the last inspection. Pupils under seven-years-old now develop key skills systematically and the teaching of pupils between seven and 11 years of age has improved from sound to good, with, occasionally, very good lessons. Pupils are set clear and achievable targets and their work is now assessed effectively through portfolios. There are strengths in attainment in the subject. Many seven-year-olds show sound practical skills in designing images and patterns. They also use shape and form to create patterns based on natural materials. There is a sound balance between the development of skills, such as mixing and brushwork and opportunities for creative work and self-expression. At 11-years-old, pupils demonstrate good knowledge of the ideas and techniques of famous artists, such as Monet. They are able to modify their own work, employing what they have learnt. They link the past to the present well, using illuminated letters in their own designs and paintings. They appraise the work of famous artists very perceptively and transfer their own ideas across a range of materials, including the use of 'paint' programs in information technology and three-dimensional work.
134. Progress is often good. Young pupils consolidate the skills of drawing accurately and colouring within boundaries. The subject contributes strongly to personal and social development in good group activities. Pupils consider textures and work on improving the overall look of their work. Between about six and seven, pupils make good progress in using shapes and colours to invent and design patterns. Most pupils consolidate simple sequences, but others go on to extend these to more complicated patterns. By about eight-years-old, pupils show good progress in developing original designs and in linking their artwork to past and present events, such as lettering found in holy writings and stained glass windows in Canterbury Cathedral. By Year 6, most pupils have the skill to use source materials to work out how artists are achieving an effect and then to experiment with it themselves. In a lesson, very good progress occurred in using technical, artistic terms and in improving control of tools, materials and techniques. Pupils with special educational needs make equally good progress and have equal opportunity to express themselves skilfully and creatively.
135. Attitudes towards art are good. From five-years-old up to seven, pupils often work together in a group,

choosing and sharing sensibly when drawing and painting. They have confident relationships with adults and with each other. They work hard to improve. Throughout the school, pupils are lively and enthusiastic about their art and are able to concentrate for sustained periods on the tasks in hand. By the age of eleven, pupils listen very well and rise confidently to the challenge of teachers' questions. Relationships are very good and technical terminology, such as "perception", "pre-Raphaelite" and "abstract expressionism" is naturally incorporated into conversations about their work, without embarrassment. They organise themselves independently at their tables, choosing and co-ordinating their own resources, co-operating with each other.

136. The overall quality of teaching is good. Teachers choose and use attractive resources well. Lessons include an appropriate focus on the development of skills, which is evidence of good knowledge of the subject and clear expectations of what pupils can achieve. Teachers encourage pupils to experiment with colours and develop their observational skills. For example, in classes for younger pupils teachers include a variety of materials such as coloured pencils, wax crayons, charcoal, gold and silver crayons for colouring various parts of bears. Teachers use plenty of praise to guide and focus pupils on tasks. The good teaching includes clear instructions and well organised guidance at the beginning of lessons. Teachers assess pupils' work regularly. In a very good lesson, a group of older children were challenged to imagine themselves as "electricity" flowing down a wire. They produced very imaginative and competent abstract creations in paint, drawing and in computer generated design, making progress at a particularly rapid rate.
137. The subject is well co-ordinated. Many of the topics and themes link with other subjects on the curriculum. Records, photographs and samples of work are kept as part of the assessment process. A collaborative project has been recently undertaken with staff and students from Canterbury College of Art, resulting in an excellent tiled mural along one of the school corridors. Amongst other things, it represents the subjects of the curriculum in symbolic form. Displays of pupils' work generally enhance the appearance of the building, contributing to raised expectations. The curriculum is particularly good, because it challenges older pupils to deepen their knowledge of art, using the skills that they have previously acquired throughout the school. The range of resources in use is also a strength, including, for example, acrylic paints, water colours, block paint and powder.
145. **Design and technology**
138. The findings of the previous inspection were that the majority of pupils attained nationally expected standards with many pupils attaining beyond them. The findings of the present inspection confirm that the school has maintained its good standards in the subject. There are a number of strengths to report. From five up to seven-years-old, pupils including those with special educational needs make progress at a sound rate in both designing and making. They use a good range of materials. By seven, pupils design by using words and pictures to show what they are going to do. They gain confidence and accuracy in cutting and joining and work with card, recyclable materials and fabric. They make moving toys to be pushed or pulled, using construction materials. They also make puppets with moving parts, using card and split pins. Pupils in Year 2 draw designs for a playground for younger children. They build models of their designs with construction materials. Pupils are also encouraged to consider how their designs could be better.
139. Older pupils explore a range of materials. They handle tools safely and plan their work well. They are able to generate ideas and put these into practice, evaluating their efforts as they go. For example, pupils in Year 4 designed a wrapper for a chocolate bar. They used a homework task to gather information about people's preferences, basing their designs on the outcomes. Older pupils designed cushions on a Caribbean theme. They dyed fabrics and used embroidery to complete their work. In Year 6, pupils produce lively and vivid designs for T shirts on a theme of protecting endangered species. This is linked to scientific work on the variety of life and living processes. Skills of evaluation and planning are built into the programme well. For example, pupils confidently describe how they observe products to see how they are constructed. Pupils also use their scientific knowledge to build a range of models with moving parts. They are confident in their use of tools and in commenting on their work, often identifying how improvements could be made. Pupils have access to a full range of materials, such as wood, electrical and mechanical components, textiles, and foodstuffs.

140. Attitudes to learning are good. Pupils throughout the school enjoy their lessons and speak with enthusiasm about technological projects. They behave very well and work with concentration and persistence. They are very good at sharing resources, demonstrating very good relationships.
141. Teaching in design and technology is always satisfactory. In half the lessons observed it is good. Lessons are planned effectively and teachers have good subject knowledge. Teachers have a sound common approach to designing, which ensures that pupils are encouraged to design and plan their work, evaluate and modify their designs and identify tools and materials to be used. Teachers' planning shows that the subject is used to support other areas of the curriculum. Scrutiny of pupils work, photographic evidence and discussion with pupils show that design and technology features effectively in the curriculum.
142. There is an up to date policy for design and technology and this is supported by an appropriate scheme of work. However, these are recent and assessment procedures for the subject are not fully established. Resources for the subject are very good, providing a range of tools, materials and construction kits, and are easily accessible.

150. **Geography**

143. The previous inspection report described pupils' attainment in geography as satisfactory, overall, but with examples of underachievement in Key Stage 1. This was directly related to weaknesses in the quality of teaching in geography at Key Stage 1. Teaching in Key Stage 2 was generally sound and often good. The findings of the present inspection indicate that the good standards of teaching and learning have been maintained but there are still weaknesses in teaching at Key Stage 1. This means that attainment is still below expected levels for some younger pupils.
144. By seven-years-old, standards are frequently broadly average for the age of the pupils. The school has recently introduced the scheme of work from the Qualifications and Curriculum Authority, which provides teachers with guidance on continuity of learning experiences. The school makes use of the locality to support geographical work. Pupils talk about their route to school and describe the features they pass. They have drawn plans to show how Red Riding Hood made her way through the woods to Grandmother's house. They understand that geographical features can be represented on a plan by symbols. Pupils in Year 2 describe the features that commonly appear on maps. They know that it is not appropriate to put people or animals on a map, because they move from place to place. Pupils are beginning to explore the use of grid references and to use co-ordinates.
145. The majority of pupils in Year 6 reach satisfactory standards in geography, with a few attaining standards above those expected for pupils of this age. Discussions with pupils and teachers and scrutiny of pupils' work across the school show that most pupils have satisfactory knowledge and understanding. Pupils understand and can use maps and plans. For example, when looking at a plan of the school, a group was able to identify that it showed only the junior building. They understand the importance of using a key to explain the information. On a walk around the outside of the building, pupils identified features that involved the movement of water. They marked these correctly on their own plans, using the agreed symbols. By the time they are 11, pupils are using appropriate geographical vocabulary. They are able to use photographs to identify the features of rivers and make sensible suggestions about the reasons for the course of rivers depicted in the photographs.
146. Throughout the school, pupils make satisfactory progress in geography. They build on their previous experiences to consolidate their knowledge and understanding. They acquire an appropriate range of geographical skills to include a clear understanding and use of geographical terms and vocabulary. Their work is usually neat and well presented
147. Pupils have positive attitudes to the subject and behave well in their lessons. They show an interest in geography and are enthusiastic about their work. They are keen to talk about the aspects of geography that

they are currently studying and to share their knowledge and ideas. The majority of pupils can explain their work well, although some pupils with special educational needs find this difficult without some adult support and prompting.

148. The quality of teaching is satisfactory in the majority of lessons observed. There is an occasional unsatisfactory lesson, but a few others are good. The best lessons are well planned, organised well and have clear learning intentions. Most teachers have secure subject knowledge and make good use of the specific geographical terms. In the best lessons, teachers ask challenging questions and encourage pupils to think for themselves. They explain new work clearly so that pupils understand the task. They plan and prepare their work well and use an appropriate range of resources. In lessons, pupils are often given encouraging comments about their work. This helps to keep them on task, contributing to their progress. Unsatisfactory teaching occurs when pupils do not build sufficiently on their previous knowledge. On these occasions, unsatisfactory progress in the development of skills results.
149. The school makes good use of educational visits to support geography. Younger pupils visit the seaside to explore a different environment and older pupils use the River Stour for their topic on investigating rivers. The scheme of work has assessment opportunities built into it at the end of each unit of work. Teachers plan together in year groups to ensure that pupils are given the same learning opportunities. The subject is, therefore, well led by its co-ordinator.

157. **History**

150. The last inspection reported that standards in history were in line with expectations for pupils aged seven and 11-years-old. In the current inspection, strengths in pupils' understanding by the time that they leave the school suggest that there have been improvements. For example, pupils in Year 6 clearly offer a lot of evidence about the type of work that was carried out by children in the Victorian era, linking the start of the Industrial Revolution to poor social conditions in towns and cities. Other strengths occur lower down the school. In a lesson in Year 2, pupils display good skills in sorting new toys from older ones. They know, for example, that toys made of plastic cannot be very old, because plastics were not discovered until recently. They understand that the amount of wear and tear provides further clues to the age of products and artefacts. Local history is well planned and contributes to the progress that pupils make. During the inspection, a class in Year 4 went out to Canterbury Cathedral, where they learnt about aspects of life in the Middle Ages. The cathedral's education centre teaches about the events surrounding Henry II's quarrel with Thomas a Becket and the murder of the archbishop at the hands of knights. They carry out tasks related to the work of monks, illuminating letters and using quills and ink to copy from books. A scrutiny of work shows good breadth and balance in history, such that study units in the National Curriculum are taught to considerable depth. In Year 5, skills are developed well, when pupils are asked to say why Roman accounts of Boudicca might be inaccurate.
151. Progress through the school is good. It is based on good knowledge of the subject amongst teachers, which is used to plan work of considerable depth and interest. This helps to maintain pupils' engagement with tasks and results in time being spent on highly relevant activities. A good scheme of work ensures a progression of skills so that understanding builds well on solid foundations. Although the government has given schools more flexibility in what they teach, whilst they introduce the national literacy and numeracy projects, the full National Curriculum programmes of study have remained largely intact. This is producing a wide general knowledge in the subject, again supporting good rates of progress. Pupils with special educational needs are well supported by teachers in the classrooms and also make good progress.
152. Attitudes are good, and pupils are very interested in history. They listen well in lessons, and are genuinely intrigued by the actions and motives of individuals and peoples in the past. Younger pupils look at books and objects carefully and respond well to challenges to say what is old and why. Higher attaining six and seven-year-olds are confident in expressing quite complicated and perceptive ideas. For example, a girl stated that although a toy "...looks old because of its style of costume, it is really quite new." She argued her case clearly

and willingly. When others disagreed, the discussion proceeded amicably. She expressed her reasons well, pointing out that there were no stains or marks; that it did not look “played with” and the materials felt quite modern. The class listened attentively, thus sustaining concentration well and weighing the evidence sensibly. The pupils who went to the cathedral were interested in their outing. They behaved well, following the instructions of parents and cathedral staff and working well on the tasks that were provided.

153. The quality of teaching throughout the school is consistently good or better. In the inspected lessons, a fifth of the teaching is very good. None is less than good. This high level of consistency is based on good planning, which stems from good knowledge of the subject. Teachers generally have high expectations of what pupils can understand and achieve, and several clearly enjoy it, which is a strong contributory factor in this. This spreads to the pupils, whose levels of engagement with the subject are, in turn, high. Coupled to appropriate tasks and a very well designed curriculum, it promotes good rates of progress.
154. Co-ordination of the subject is good. It contributes strongly to pupils’ cultural development by providing planned opportunities to learn about both their local and national heritage.

162. **Music**

155. At the time of the last inspection, standards in music were said to be meeting national expectations in performing and composing, although some “able pupils at Key Stage 2” were underachieving and tasks were occasionally too difficult for the “less able”. Standards in music remain in line with expectations for seven-year-olds. Pupils are now appropriately challenged by the difficulty of the work and, by the age of eleven, their attainment is good. In composing and performing, particularly singing, they exceed national expectations. In assemblies, both the younger and older pupils sing well and positively enhance the quality of the collective act of worship. They show confidence as performers and sing with due regard to the words, rhythm and dynamics.
156. By the age of seven, nearly all pupils can reproduce sounds accurately, using unpitched instruments, copying tempo and body sounds. Experimentation is enthusiastically encouraged and pupils transfer rhythmic patterns from one instrument to another. For example, in Year 1, skilful teaching, using soft toys, encourages pupils to think carefully about tempo, resulting in good progress. Year 2 pupils, after listening to ‘The Toy Symphony’ and noises made by toys, copy the sounds well and use a variety of instruments, selecting those that most nearly match the originals. Pupils aged eleven sing expressively, accompanied or unaccompanied. They keep in time and hold the tune competently in songs representing a variety of styles. For example, Year 6 pupils sang a blues number to which they had written words of their own. Their performance, which included elements of the style and mood of the genre, was of good quality. Pupils accompany each other’s pieces well, using pitched and unpitched instruments to good effect. They are confident performers. Forty-six pupils from Years 5 and 6, attending a very successful dance club, showed great skill and enthusiasm in responding to the character and mood of modern music. Intricate floor patterns and body shapes were developed and copied in groups. Boys and girls shared equal opportunities to interpret music through dance.
157. All age groups under seven make progress at a satisfactory rate. Pupils with special educational needs, including those from the Speech and Language Unit, also make sound progress. They share in class music lessons, learning to listen to tempo and keeping time on unpitched instruments. Inspection evidence shows that pupils make good progress between the ages of seven and eleven in performing and composing. Skills acquired lower down the school are used and refined by seven to eight-year-olds. They experiment with rhythms, when composing their own accompaniments to the ‘The Addams Family.’ They listen carefully and respond well to changes of tempo, clapping fairly complex patterns confidently and accurately. Good listening skills are developed in this way, enabling pupils to learn simple melodies quickly. Confidence is built strongly by good uses of praise and encouragement. This enables pupils to make good progress as performers, by reducing any feeling of embarrassment over unusual uses or intonation of the voice. For example, in Year 4, pupils show good control of phrasing and their voices are highly expressive when singing ‘Viking’ songs. By Year 6, their mature confidence enables them to be innovative and experimental, introducing musical show-style movements whilst singing. Pupils from seven up to 11-years-old listen quietly to music by well-known composers or by

other pupils. Confidence and enthusiasm are very much in evidence in music lessons. Enjoyment of music and good responses are also very noticeable during choir practices. The singers work hard to refine their performances, concentrating carefully, but sharing good humour. They sing quietly or loudly as required, finish crisply and keep in tune well. Diction is good. For example, when singing a four part round, even when unaccompanied, pupils stayed in time and maintained the correct pitch, co-operating well with each other and following the teacher's instructions precisely. The majority of pupils enjoy very good relationships with their teachers in music lessons and most lessons take place in a relaxed atmosphere, so that pupils feel positively encouraged to experiment and try out their ideas. Occasionally this leads to a little over exuberance, but good relationships ensure that lessons are not spoiled. Levels of attention are good. Pupils discuss their compositions sensibly; listen to each other's playing and join in appropriately. For example, when Year 5 pupils used percussion and clapping to accompany the poem 'All in Black', they co-operated well, sharing their instruments and appointing a scribe for their composition, using mutually agreed notation.

158. Teaching in music is never less than satisfactory. Two thirds of teaching is good and a quarter is very good. In very good lessons, teachers' own confidence and enjoyment of the subject support learning very positively. For example, in a class for pupils in Year 3, the teacher's own enthusiasm inspired a very high level of participation, when passing a rhythm around a circle. Pupils are consistently encouraged to "have a go" and are congratulated warmly for succeeding by both teachers and their friends. In Year 6, the teacher's knowledge and skills are excellent, so that very secure instruction is given and the quality of learning is high. For example, in a lesson where the song 'Consider Yourself' was taught, the teacher's high level of competence in singing, accompanying on the piano and giving instruction, ensured progress at a fast rate. Pupils learned the song quickly, attacking strongly any passages that caused difficulty. In good and very good lessons, teachers set a brisk pace and have secure knowledge of the subject. Planning addresses the different aspects of music well. A variety of tasks, which balance listening, composing and performing ensure that lessons are lively and purposeful and keep pupils on task, promoting good progress.
159. The subject is well co-ordinated, which helps to promote a high standard. Although there are many opportunities for listening to music, these are not always used to encourage skills of musical appreciation and appraisal. Overall, however, the subject makes a strong contribution to the cultural, social and spiritual provision for pupils' development.

167.

Physical education

160. It is not possible to make a definitive judgement about standards and progress in all aspects of physical education. However, by Year 6, pupils' attainment is similar to that expected of pupils of their age and they make satisfactory progress, overall. This judgement is similar to the previous inspection where standards were judged as broadly in line with national expectations. In swimming, by the end of Year 6, three quarters of pupils can swim 25 metres. Seven-year-olds move imaginatively to a taped programme about movements associated with harvesting. However, in Year 2 pupils' small ball skills are below expectations and they make unsatisfactory progress in developing their throwing skills. In swimming, pupils in Year 4 make very good progress in developing their water skills. In dance, in Year 6, pupils move to and interpret a piece of music very expressively, showing a good sequence of steps and actions. Football and hockey skills are developing well, although, in Year 5, pupils' passing and dribbling skills are below expectations.
161. Unsatisfactory teaching in classes for five to seven-year-olds is a result of poor organisation of activities with low expectations, resulting in insufficient attention to the development of pupils' skills. However, in classes for pupils of seven to 11, the overall quality of teaching is satisfactory, including examples of very good teaching.
162. Attitudes are satisfactory, with a few pupils, in most of the observed lessons, not bringing proper kit, and sitting out. However, most pupils clearly enjoy physical education lessons and take part willingly and with a due regard for safety.
163. There is a satisfactory range of after school clubs, including competitive sports. These are well attended by the

targeted age groups. Pupils in Year 6 attend orienteering days at an outdoor pursuit centre. There are also good examples of cross-curricular links, involving mathematics and information technology, in which Year 6 pupils have compared athletic results of boys and girls, with a survey about strength and stamina. The subject is satisfactorily led by a very recently appointed co-ordinator, who is aware of weaknesses, including a lack of rigorous strategies for assessment. Resources, however, are of good quality and range.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

164. A team of five inspectors, including a lay inspector, carried out the inspection. Over a period of five days, which involved 26½ inspector days, 103 lessons or parts of lessons were inspected, amounting to 64 hours. A further 20 hours were spent scrutinising pupils' work in all subjects and talking to them about what they can do, including listening to a representative sample read and talk about their books. In addition, selections of school assemblies and class registrations were attended.
165. Inspectors also gathered evidence from a wide range of other sources. These included 25 interviews, which included the headteacher, teachers, chair of governors, other members of the governing body including parent governors and support staff.
166. Inspectors considered a range of documents, which included the school's development plans, policies, teachers' planning notes, schemes of work, financial information and pupils' reports and records. Information from a questionnaire sent to parents, which was returned by 21 per cent was analysed. A meeting was held for parents, of whom 38 attended.

167. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR-Y6	454	26	167	113

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)
Number of pupils per qualified teacher

17.8
26

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

13
230

Average class size:

27

Financial data

Financial year:

1998/9

	£
Total Income	946,864
Total Expenditure	934,539
Expenditure per pupil	2,194
Balance brought forward from previous year	56,563
Balance carried forward to next year	68,888

PARENTAL SURVEY

Number of questionnaires sent out:
Number of questionnaires returned:

380
81

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	52	11	5	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	46	3	8	1
The school handles complaints from parents well	19	47	23	7	5
The school gives me a clear understanding of what is taught	29	61	8	5	0
The school keeps me well informed about my child(ren)'s progress	39	44	5	10	1
The school enables my child(ren) to achieve a good standard of work	43	49	1	6	0
The school encourages children to get involved in more than just their daily lessons	28	37	24	9	3
I am satisfied with the work that my child(ren) is/are expected to do at home	24	48	9	16	3
The school's values and attitudes have a positive effect on my child(ren)	39	43	9	6	3
The school achieves high standards of good behaviour	28	59	6	3	4
My child(ren) like(s) school	57	34	5	4	0

Other issues raised by parents

A few parents wrote that behaviour is not always good, because of a small number of disruptive pupils. However, others state that the school handles these pupils firmly but fairly and that it is a warm, friendly place. Inspectors agree with the second view. A small but nevertheless significant number of parents are not satisfied with arrangements for homework. Inspectors' findings indicate that it is not always set consistently. A large majority of parents at both the pre-inspection meeting and in answers to the questionnaire express positive opinions of the school. Inspectors agree with these opinions.

Percentages in parentheses refer to the year before the latest reporting year