

INSPECTION REPORT

BROOKLAND CE PRIMARY SCHOOL

Brookland, Romney Marsh

LEA area: Kent

Unique reference number: 118664

Headteacher: Mrs S Hill

Reporting inspector: Mrs C Skinner
23160

Dates of inspection: 10th-12th June 2002

Inspection number: 198892

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Brookland Romney Marsh Kent
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Appropriate authority:	The governing body, Brookland Primary School
Name of chair of governors:	Mrs V Cubbon
Date of previous inspection:	December 1997

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9569	Jan Leaning	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for pupils? How well does the school work in partnership with parents?
10808	Alan Britton	Team inspector	Mathematics, geography, history, physical education, the Foundation Stage curriculum, special educational needs, equal opportunities.	How good are the curricular and other opportunities offered to pupils?
16760	Dorothy Latham	Team inspector	English, art, music, religious education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookland Primary School educates boys and girls between the ages of four and 11. It is smaller than most primary schools, but larger than at the time of the previous inspection, as there are 89 pupils altogether, with similar numbers of boys and girls. There are 30 pupils on the school's register of special educational needs (34 per cent), which is higher than average. Most of these pupils have minor to moderate learning difficulties. Two pupils have statements of special educational need, which, at just over two per cent, is also above average. There are no pupils from minority ethnic backgrounds and all pupils speak English as their first language. Approximately six per cent of the pupils are known to be eligible for free school meals, which is below average. During the last school year, ten pupils joined the school and six left it at times other than those of the usual first admission or transfer. This represents a high rate of mobility amongst the pupils. The attainment of pupils on entry to the school varies considerably both within and between year groups, but is broadly average overall.

HOW GOOD THE SCHOOL IS

This is an effective school with a number of good features. The leadership and management of the school are good and there is a strong commitment amongst staff and governors to continuing improvement. The quality of teaching and learning is good, and standards are satisfactory, overall, although unsatisfactory in design and technology and art. Being a small school, the costs are high but the school, nevertheless, provides satisfactory value for money.

What the school does well

- Pupils in Year 6 achieve above average standards in English and standards are improving in mathematics, science and information and communication technology.
- The quality of teaching and learning is good and specialist teaching in science, information and communication technology and physical education is working effectively in Years 1 to 6.
- Good leadership and management ensure that the school is constantly looking for ways to improve the quality of education for its pupils and that it remains financially viable.
- Pupils' positive attitudes to work, their good behaviour and personal development, and the quality of relationships in the school promote a happy environment where pupils enjoy learning.
- There is good provision for pupils' spiritual, moral, social and cultural development and high levels of individual care, which make a valuable contribution to the quality of pupils' learning.

What could be improved

- The standards achieved by the pupils in design and technology and art, which are below those expected for their age.
- The pupils' attendance, which is well below the national average.
- The school's partnership with parents, which is not fully effective for a small but significant number of parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997, and since then, it has made a good improvement. In response to the key issues identified by the last inspection, the school has developed an appropriate curriculum for children in the Reception class and schemes of work in all subjects. There is now a manageable system of assessing pupils' attainment and progress which informs curricular planning and ensures that work is appropriately matched to pupils' capabilities. The leadership role of subject co-ordinators has been developed well and the curriculum is now suitably resourced. Standards of attainment have risen significantly in information and communication technology but they remain below average in design and technology and art. The process of development planning has been refined and now provides an effective tool for continuing

improvement. Although the school has addressed the issue of afternoon registration, which now meets statutory requirements, other procedures for recording and monitoring pupils' attendance are inconsistent. The most outstanding improvement has been in the school's accommodation, which was poor and is now good. The school has a good capacity to continue to improve.

STANDARDS

As the number of pupils in each year group is very small, the school's results in the national tests for Year 2 and Year 6 pupils vary considerably from year to year when compared with other schools. In the national tests for pupils in Year 6 in 2001, the pupils' results were above average in English, below average in mathematics and well below average in science when compared with schools nationally and with similar schools. As the number of pupils involved is very small, the difference between above average and below average amounts to one or two pupils gaining a particular level. The school met its target for the percentage of pupils to reach Level 4 in mathematics and exceeded its target in English. Suitably challenging targets were set for the 2002 tests, which the school is on course to achieve. The findings of this inspection show that pupils in Year 6 reach above average standards in English, and average standards in all other subjects except design and technology and art, where they are below average. In Year 2, standards are similar to those seen in most schools (average) in all subjects except design and technology and art, which are lower. School records show that pupils make at least expected progress, and some do better than expected. Overall, pupils' achievement is satisfactory but it is good in English as a result of consistently good teaching and the successful implementation of the National Literacy Strategy. Pupils also achieve well in science, information and communication technology and physical education.

Children in the Reception class achieve standards similar to those seen in most schools in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. They achieve good standards in their personal, social and emotional development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and most are keen to learn. They show interest and curiosity and work well in lessons, both independently and in groups.
Behaviour, in and out of classrooms	Good. Pupils know right from wrong and behave accordingly in lessons, at play and in assemblies. They are courteous and helpful and show consideration for others.
Personal development and relationships	Good. Pupils respond positively to opportunities to take responsibility, for example, as monitors, prefects, and representatives on the school council. Relationships between pupils and with adults are good.
Attendance	Unsatisfactory. The attendance rate is well below the national average. A high proportion of parents take pupils on holiday during term time. The procedures for monitoring and improving attendance are not rigorous enough.

TEACHING AND LEARNING

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

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

The quality of teaching and learning in English is good and literacy skills are taught well. The quality of teaching in mathematics, including numeracy, is satisfactory, overall, with evidence of good teaching in Years 5 and 6. In some mathematics lessons, there is insufficient pace and challenge to ensure that all pupils make good progress in their learning. Teaching is also good in science, information and communication technology and physical education. Strong features of the teaching throughout the school include the good teamwork between teachers and assistants, which ensures a consistent approach for the pupils and enhances the quality of their learning. Most lessons are well paced and provide good levels of challenge for the pupils. Teachers' expectations are consistently high, and this encourages pupils to produce good amounts of work in the allotted time. Teachers make good use of a wide range of resources, including information and communication technology, to stimulate pupils' interest and provide differing approaches to learning. Throughout the school, the strongest aspect of the pupils' learning is the effort they put into their work, whether intellectual, physical or creative. Pupils in Years 1 to 6 concentrate well, show interest in all activities and learn well independently. Sometimes, the teachers' management of the pupils is not firm enough to ensure all benefit fully from the lesson. The teaching of reading, writing and mathematical skills in Reception is good, but specialist teaching in subjects other than English and mathematics, which works well in Years 1 to 6, detracts from the continuity of learning for children in the Reception class. The quality of teaching for pupils with special educational needs is good. They receive good support in lessons and when withdrawn for additional help in small groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum offers pupils a broad range of learning opportunities and meets statutory requirements. Curricular planning is not fully effective in design and technology and art. There is good provision for pupils' personal, social and health education. Pupils' learning is enhanced by an interesting range of visits and visitors to the school. Very good links with other local schools and one in France extend the range of opportunities available to the pupils.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning in literacy and numeracy lessons where teaching assistants work with small groups of pupils. A part-time teacher withdraws pupils from classes for additional support in literacy. Pupils' individual education plans are well organised and their targets for improvement are clear and achievable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is promoted well through assemblies and opportunities for reflection. Moral issues are often discussed as a result of incidents arising during the day, and social development is promoted well through opportunities for pupils to take responsibility and to work together. Satisfactory provision for cultural development is planned through many aspects of the curriculum and activities such as school musical productions and a visiting African music and dance group.
How well the school cares for its pupils	Good. There are good procedures for health and safety, child protection and first aid. Teachers know all pupils well and monitor their progress carefully. There are good procedures for monitoring and promoting good behaviour. Monitoring of pupils' attendance is a weaker area.

The school's partnership with parents is satisfactory overall. Most parents speak highly of the school and are very satisfied with all that it offers their children. However, a significant minority of parents does not feel involved in the life and work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff provide the school with good leadership and clear direction for its continuing development. Teachers with subject responsibilities play an important part in deciding priorities for future improvement and leading development. All staff work very well as a team in helping to ensure that the school's aims and values are reflected in its work.
How well the governors fulfil their responsibilities	Satisfactory. Several governors are recent appointments but are quickly developing their role in helping to shape the future direction of the school. They have a sound understanding of the school's strengths and weaknesses and are appropriately involved in formulating the school improvement plan. The governors' Annual Report to parents and school prospectus do not fully meet statutory requirements.
The school's evaluation of its performance	Satisfactory. Detailed analysis of pupils' performance in national tests is used well to identify areas for improvement and is helping to raise standards in English, mathematics and science. Monitoring of specialist teaching is not rigorous enough in all subjects. All staff are involved in ongoing self-evaluation and in seeking ways to raise standards.
The strategic use of resources	Good. Careful financial planning ensures the school's continuing viability. Educational priorities are supported well to ensure all areas of the curriculum are adequately resourced. There are sound arrangements to ensure that the school receives best value for money when purchasing goods and services.

Staffing is satisfactory, although, at the time of the inspection, one teacher was absent on long-term sick leave and a supply teacher was covering the class. There are shortcomings in the arrangements for specialist teaching when a teacher is absent. The accommodation is good, although the hall is small, and the school has a satisfactory range of resources to support learning in all subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress. • Behaviour is good. • The school has high expectations of their children. • The teaching is good. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The information they receive about their children's progress. • The way the school works in partnership with them. • The way the school responds to their questions or concerns.

The findings of the inspection agree with the positive views expressed by parents. They also show that the range of activities outside lessons is satisfactory as is the information given to parents about their children's progress. However, a few parents are critical of almost every aspect of the school and there are shortcomings in the way the school communicates with these parents and involves them in supporting their children's learning. Governors and staff recognise the urgent need to address this situation and have made it a priority for the coming school year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children reach average standards by the end of the Reception year in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Standards in personal, social and emotional development are above average. Children enter the school at broadly average levels of attainment, except in personal and social development, which is above average. Most children have attended the local nursery school before entry. They make sound progress during the Reception year and their achievement is satisfactory. Children with special educational needs also make satisfactory progress. In some aspects of the children's learning, such as knowledge and understanding of the world, creative development and physical development, the inclusion of the Reception class in the school's programme of specialist teaching results in a too fragmented approach to teaching and a loss of continuity for the children, which is not in keeping with the national guidelines for the Foundation Stage.

2. In the national tests for Year 2 pupils in 2001, the school performed very well in comparison with schools nationally and with similar schools. Standards in reading were in the top five per cent of schools nationally, those in writing were above average and in mathematics, they were well above average. In science, teachers' assessments were very high for the proportion of pupils achieving Level 2, whilst, at Level 3, they were below average. However, there were only nine pupils in the year group, which makes comparisons with other schools of limited validity. The very small year groups also give rise to wide variations in standards from year to year. For example, standards in mathematics rose from well below average to well above average between 2000 and 2001. This is due to the range of ability in different year groups rather than any significant changes in the school's provision.

3. The findings of the inspection are that, in Year 2, standards are broadly average in all subjects except design and technology and art and design, where they are below average. Standards in literacy and numeracy are also average. Compared with the findings of the school's last inspection, standards are lower in art and design, history and music and higher in information and communication technology. Standards in art and design are lower because there is currently no teacher with expertise in the subject to lead its development, whilst in music, the school used to employ a specialist teacher with high levels of expertise to teach each class. In the last inspection, standards in history were judged on the basis of the attainment in the lesson observed, whereas this judgement encompasses all of the pupils' work throughout the year. Standards have risen in information and communication technology as a result of greatly improved resources and professional development of all staff, and very good leadership in the subject by an experienced and enthusiastic co-ordinator. The differences between the standards in the current Year 2 and those achieved in the national tests in the previous year are not significant bearing in mind the small numbers of pupils involved. Overall, pupils' achievement is satisfactory in Years 1 and 2.

4. In the national tests for pupils in Year 6 in 2001, the pupils' results were above average in English, below average in mathematics and well below average in science when compared with schools nationally and with similar schools. As with Year 2, the results have varied significantly from year to year because of the very small numbers of pupils involved. The differences between the subjects, which appear significant, actually amount to a difference of one pupil reaching a level in most cases. The results were lowest in science because no pupils achieved Level 5 (above average) in the tests, whereas in English, two pupils reached that level, and one did so in mathematics. Conversely, all seven pupils reached Level 4 (the national expectation) in science, whereas one failed to do so in English and two in mathematics. The school met its target for the percentage of pupils to reach Level 4 in mathematics and exceeded its target in English. Suitably challenging targets were set for the 2002 tests, which the school is on course to achieve.

5. The findings of the inspection are that, in Year 6, standards are above average in English, including literacy, and average in all other subjects, except design and technology and art and design, where they are below average. Standards in numeracy are average. This shows that standards are higher than in the previous year's national tests in mathematics and science. Compared with the findings of the school's last inspection, standards are lower in music and higher in information and communication technology for the reasons given above. In religious education, the previous inspection found standards to be above the expectation of the locally agreed syllabus, whereas they are now as expected.. Overall, pupils' achievement is satisfactory in Years 3 to 6, although progress accelerates in Years 5 and 6. There are no significant variations in attainment between boys and girls throughout the school.

6. Pupils with special educational needs, including those with statements, achieve standards appropriate to their ability and make good progress towards achieving the targets in their individual education plans in the allotted time. This is due to the good support they receive, both in the classroom and when withdrawn for specialist teaching. The school's good provision for able pupils ensures that they make the progress of which they are capable. In the present Year 6, one pupil has been given very challenging work and has attempted to gain Level 6 in the national tests, which is the average attainment level of a 14 year old.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, values and behaviour throughout the school are good. Relationships between pupils and with adults are also good. These judgements are similar to those made by the previous inspection. Pupils enjoy school and most are keen to learn. They are friendly and polite, and, in lessons, most concentrate and apply themselves well, both when working independently and in groups. They answer questions with confidence and are interested in, and committed to, their tasks. Pupils know right from wrong and they understand rules and the need for rules. As one explained: "Without rules, nobody would listen and you wouldn't be able to learn."

8. Behaviour is good overall both in lessons and at break times. Pupils behave sensibly when moving around the school and show courtesy to others. However, when some pupils are not being taught by their class teacher, their behaviour is not always of a good standard. Boys and girls play well together and older pupils show concern for the younger children. There is no evidence of litter or graffiti around the school and pupils generally take good care of school property and the environment. There have been no exclusions.

9. Pupils' personal development is good. They respond positively to opportunities to take responsibility, for example, as monitors, prefects, and as representatives on the school council. Older pupils help the younger ones through the 'buddy' system. Pupils in Years 3 to 6 take part in a residential weekend to Carrot Wood, an outdoor activity centre, which they thoroughly enjoy and which develops their independence and personal responsibility. Pupils also enjoy taking responsibility for their own learning, as when they carry out research on the Internet. Good examples of independent learning were seen in a Year 6 geography lesson.

10. Children in the Reception class normally sit quietly and listen attentively. They join in eagerly with the group activities provided and remain on task for periods of time at an activity. Their behaviour is generally good but they do not always have an awareness of the teacher's expectations about taking turns to speak, and listening to others. When working together they co-operate well and support one another in their learning. When moving from their classroom to the hall for assemblies and physical development lessons, they show a good awareness of the need for quiet when passing other classrooms.

11. Pupils with special educational needs show good attitudes to their work and behave well in lessons and around the school. When observing class lessons, it is difficult to identify these pupils due to their concentration and interest.

12. Attendance is unsatisfactory. The attendance rate at the school is 93 per cent, which is well below the national average and has fallen since the last inspection. However, the small number of pupils involved tends to exaggerate percentage differences. Unauthorised absence at 0.1 per cent is low. Many parents take their children on holiday during term time, which adversely affects the school's attendance figures. There are inconsistencies in the marking of registers and some lack information on the absence of pupils. Parents are not required to provide a note or other information when the child returns to school. Although the educational welfare officer visits each half term, these anomalies have not been discussed. Despite this, regular attendance by the majority of pupils has a good effect on standards. Most pupils arrive punctually to school and to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching and learning is good, although there is some variation between subjects and between different parts of the school. This is the same judgement as that made by the previous inspection. However, in that inspection, a small percentage of the teaching was unsatisfactory, whereas, in this inspection, there was no unsatisfactory teaching. The proportion of good teaching has also increased since that time, but the percentage of very good teaching is lower. In this inspection, 27 lessons were observed, of which eight were taught by students on teaching practice and a supply teacher. Of the lessons observed, three were very good, 15 were good, and nine were satisfactory. The teaching meets the needs of all pupils well, including boys and girls, higher attaining pupils and those with special educational needs.

14. A strong feature of the teaching throughout the school is the way that teachers and assistants work together as a team. This ensures a consistency of approach for the pupils, which enhances the quality of their learning. In addition, almost all lessons are well paced and provide good levels of challenge for the pupils. Teachers' expectations are consistently high, and this encourages pupils to work at a brisk pace and to produce good amounts of work in the allotted time. A wide range of resources, including information and communication technology, is used well to stimulate pupils' interest and provide differing approaches to learning. Throughout the school, the strongest aspect of the pupils' learning is the effort they put into their work, whether intellectual, physical or creative. This was evident both in the lessons seen and in the pupils' work. Where lessons are satisfactory rather than good, the pace and challenge are not as good, and, sometimes, the teacher's management of the pupils is not firm enough to ensure all benefit fully from the lesson. In most cases, this was when pupils were not being taught by their class teacher.

15. The quality of teaching and learning in the Reception class is satisfactory, overall, although half of the lessons seen during the inspection were good. The quality of teaching and learning is satisfactory in communication, language and literacy, knowledge and understanding of the world, physical and creative development. It is good in personal and social and mathematical development. Reading and writing skills are taught well and children are prepared well for the format of the literacy hour in Year 1. The quality of teaching and learning is affected by subject specialist teaching in the afternoons, when the Reception class teacher, a physical education specialist, is teaching other classes. On these occasions, Reception pupils are taught by other subject specialist teachers, which means that, although the work is planned according to the Early Learning Goals in principle, the fragmented approach and loss of continuity for the pupils detract from the quality of their learning. The outdoor area allows for the full range of outside activities usually seen in a small Reception class but the use of this area is relatively under-developed. Resources and equipment are generally good and are used well to further children's development in all areas of the Early Years curriculum. There are sound opportunities for children to develop social skills and imagination through role play. However, role play areas in the classroom are not used as fully as is generally seen in Reception classes, with frequent opportunities for adults to participate in the play and develop children's language still further. There is a good emphasis on developing children's speaking skills, but listening skills are not always developed well and children are sometimes allowed to call out at will and talk over each other. The teacher and

teaching assistant work well together to plan work according to the national guidance for the Foundation Stage and to provide for the teaching of basic skills. They have a good relationship with the children and help them to settle quickly and happily into school routines. Satisfactory assessment procedures are in place to enable the teacher to track children's progress in each area of learning.

16. The quality of teaching and learning in the three classes that cater for pupils in Years 1 to 6 is good, overall, taking account both of the lessons seen and the evidence of pupils' work throughout the year. For these pupils, the class teacher takes the class each morning for literacy and numeracy lessons, and other teachers take each class for their specialist subjects in the afternoon. This method of organisation has been in place for a year. Although there are significant drawbacks to this system in the Reception class, it generally works well in Years 1 to 6. For example, there is clear evidence that specialist teaching is raising standards in science and information and communication technology throughout the school. The teachers have a good overview of their subjects throughout the school, get to know all of the pupils well and ensure that skills and knowledge are taught in a way that builds on earlier learning. However, the absence of one teacher has had an adverse effect on the quality of teaching in design and technology and art and design, where pupils' skills and knowledge are not being developed sufficiently well. Overall, the quality of teaching and learning is good in English, science, information and communication technology and physical education. It is satisfactory overall in mathematics, geography, history, music and religious education, although there is also evidence of good teaching in these subjects. In design and technology and art and design, the quality of teaching and learning is currently unsatisfactory.

17. A good science lesson for pupils in Year 5/6 illustrated the main features of the good teaching throughout the school. The lesson was well planned to build on pupils' earlier learning about micro-organisms. At the beginning of the lesson, the teacher consolidated pupils' previous learning well through skilful questioning, which prepared them effectively for a new challenge. The teacher's own very good scientific knowledge was evident in the way she developed pupils' thinking and led them to devise a test to investigate how mould grows on food. She had previously taught pupils about the work of Edward Jenner and Louis Pasteur and had given them a good understanding that micro-organisms cause disease. Pupils used this knowledge to inform their planning of an investigation. A very good brainstorming session made pupils think critically and logically about different variables and how to ensure the test was fair. The teacher built in opportunities for pupils to use information and communication technology to support their learning as well as developing literacy skills and scientific vocabulary. The science lessons seen during the inspection provided good examples of how pupils throughout the school are benefiting from teachers' specialist expertise.

18. The quality of teaching for pupils with special educational needs is good and helps them to make good progress towards their individual targets. In a school with a relatively high proportion of pupils with special educational needs, all teachers and assistants show a good awareness of special educational needs issues. A scrutiny of teachers' planning and lesson observations indicate that work is planned appropriately to match pupils' needs and capabilities. Teaching assistants are used well in lessons to support pupils with special educational needs, especially in the literacy and numeracy hours. Teachers' take pupils' individual education plans into account when planning lessons. They are also involved in formulating these plans with the headteacher and special educational needs teacher. They liaise with the latter to ensure that pupils who are withdrawn from lessons for additional help are working on the same aspect of literacy as the rest of the class.

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

19. The curriculum fully meets the requirements of the National Curriculum in Years 1 to 6 and is suitably broad and balanced. All statutory requirements are met, including the provision of religious education, and the curriculum is enriched by the teaching of French throughout the school. A daily act of collective worship is carried out in the form of a whole school, infant or junior assembly. The school

is successful in offering a wide range of appropriate opportunities for pupils of all ages to interest and motivate them. The issues raised by the previous inspection regarding 'curriculum planning providing all pupils with a cohesive curriculum suited to their own stage of development' have been mainly addressed. There is comprehensive guidance for most subjects, except for design and technology and art and design, which are insufficiently planned to ensure appropriate progression in the teaching of skills and knowledge. The school has successfully implemented the National Literacy and Numeracy Strategies.

20. The quality and range of learning opportunities for children in the Reception class are satisfactory. The curriculum takes account of the recommended areas of learning. This is an improvement on the findings of the previous inspection, which identified as a key issue the need to develop an appropriate curriculum for children aged under five. However, although the curriculum is now planned according to the Early Learning Goals, the use of specialist subject teaching detracts from the overall cohesion and continuity of the provision for these children. Provision for indoor and outdoor play is planned and provided, but the outdoor aspect is relatively under-developed. As the year progresses, teachers prepare children appropriately for the more formal aspects of literacy and numeracy which they will experience in Year 1. Facilities extend to a small outdoor play area, a field and wooden climbing apparatus. There is good provision for personal and social development and there is a good emphasis on providing first hand experiences for all children.

21. Curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in all classes, where teaching assistants work with small groups of pupils. A part-time teacher withdraws pupils from classes for half-hour periods for extra literacy work during the literacy hours and in the afternoons. Individual education plans are well organised, comprehensive and appropriate to the needs of each pupil. They are prepared by the headteacher as special educational needs co-ordinator, in consultation with the specialist teacher, pupils, parents and class teachers. Pupils' individual targets are clear and achievable. They focus mainly on literacy, but sometimes include targets for personal and social development. They are frequently reviewed and targets are planned in small steps in order to give pupils confidence in achieving their learning goals. Indications are that this focused support and effective monitoring is having a positive effect on pupils' achievement. The needs of pupils with statements of special educational need are well met and regular termly reviews provide a good focus for further improvement. The school ensures that all pupils with special educational needs take a full part in extra-curricular activities such visits, residential trips and other sporting and leisure activities.

22. The aims of the school show a strong commitment to equality of opportunity for all pupils and this is reflected in all aspects of school life. The school compares how well boys and girls perform in different subjects, especially in English, mathematics and science. It has also helped to develop boys' self esteem through appropriate reading material and through encouraging them to join in drama and musical performances. Both boys and girls have equal opportunities to participate in curricular and extra-curricular activities in sport and other pastimes. Teaching methods and access to resources do not disadvantage any individual, or groups of pupils, in any part of the school curriculum. All teachers make an effort to ensure that pupils who are absent do not miss any part of the curriculum by explaining missed work when they return. Teachers assess and plan carefully for pupils who enter the school part way through a year to ensure that their needs are met.

23. A relatively high proportion of parents expressed dissatisfaction with the school's provision for extracurricular activities. The inspection's findings show that the school provides a satisfactory range of extracurricular activities. Pupils are able to participate in clubs after school, including computers, recorders, wildlife and curling. The school has good links with a local secondary school, which provides opportunities for pupils to participate in 'kwik-cricket', rounders and soccer. Pupils take part in the local area sports competition and they play football against a neighbouring primary school. A visiting basketball coach provides additional tuition and the curriculum is enhanced by other visitors,

including the vicar, pupils' relatives, who talk about life during the Second World War and the Fifties, and an African music and dance troupe who provided a workshop for the pupils. Pupils visit places of interest, including Dover and Bodiam castles, and are encouraged to participate in a short residential visit to Carrotty Wood for outdoor activity experiences. The school is also proud to include as many pupils as possible in its musical performances, which recently included 'Rock Around Christmas' and 'In Great Grandmother's Day'.

24. Provision for the pupils' personal social and health education is good. There is a useful policy and information on the teaching of sex and drugs education, and parents also have the opportunity for discussion. There is good use of 'circle time', when pupils sit in a circle and take turns to express concerns or opinions, establish rules and focus on particular issues. In the week of the inspection, the theme was 'friendship' and this was developed well in assemblies and in 'circle time'. Health education is covered well through the curriculum and in assemblies. The prefect system and the school council give pupils good opportunities to take responsibility and to feel that they can make things happen. For example, the new outdoor equipment was requested by pupils on the school council.

25. The school's links with the community are satisfactory. Being part of a very small community, these links are fairly limited. However, the school holds regular services in the Church at festivals such as Christmas and Easter to which parents and friends are invited. They are also invited to the school's productions and elderly residents nearby have provided plants for the garden. Visitors from, and visits to, the wider community enhance the pupils' learning in some areas of the curriculum.

26. The school's relationships with partner institutions are very good, and include close links with the nursery, another local village school, a school in Boulogne and a particularly strong association with one of the local secondary schools, which provides free sports training for pupils. There are regular visits to other secondary schools, 'taster days' and meetings between staff to pass on relevant information about pupils' attainment.

27. The provision for pupils' spiritual, moral, social and cultural development is good overall. It is well founded on the high expectations set by the staff of the school for the pupils, together with the role models they provide. School documentation provides useful guidelines for staff to make them fully aware of the established ethos of the school.

28. The provision for spiritual development is good. It is enhanced through religious education and through school assemblies, in which pupils experience quiet times of prayer and reflection, as well as the spiritual uplift of well-chosen music. Reflective moments are also provided for, when appropriate, in other areas of the curriculum such as English, science or the arts, and in the sessions devoted to personal, social and health education. Pupils are encouraged to develop an interest in, and a sense of wonder at, the natural world around them, and to take pleasure in singing and making music. Some pupils in the Reception class, when reflecting on their time at school in the last half-term, mentioned many things they had enjoyed or achieved, as well as the friendships they value. Pupils in Years 3 and 4, writing about the feelings they experienced when visiting the local church, expressed a range of ideas to complete the statement "Church is...", including the following: - "as quiet as a mouse creeping through the rough grass", "as joyful as birds singing in the morning", "as old as an oak tree" and "as peaceful as the evening sunset". Pupils in Years 5 and 6 have recently been writing poems about their own ideas of heaven, and one boy opened his text with these lines: "Heaven is where the third world does not exist - Heaven is a world of God - Heaven is a place where we are immune to danger "..., showing a very sensitive and reflective quality of thought.

29. Provision for moral development is also good, and is supported by the good relationships that exist within the school. Pupils show respect for each other and for the adults who work with them. The school has a positive approach to the management of behaviour. Rewards and praise, including the recognition of special achievements in class and in assemblies, underpin this well and builds up self-esteem and respect for others. Every class has its own set of rules, which are decided by the pupils,

well known to them, and to which they adhere very well. Members of staff make pupils aware of what is acceptable and help them to develop an appropriate idea of right and wrong. Moral issues are well taught, in general, often from incidents arising during the day, and pupils learn from these discussions to modify their behaviour appropriately. In the Reception class, the teacher responded to a complaint from a child that another had hit her on the arm by opening up the discussion to include all of the children in a consideration of the rights and wrongs of the situation and how to deal with it.

30. The school also makes good provision for pupils' social development. It creates a strong sense of community in which everyone is respected and supported, and in which friendship and caring for one another are important. The assembly themes for the inspection week dwelt on the notion of friendship, and this was thoroughly explored, not only during the assemblies in various ways, but in follow-up sessions for personal, social and health education in the classroom. Pupils in all classes have monitor rotas for helping to keep the classroom a tidy and well-organised place, while prefects are appointed from among the older pupils to take on more tasks of responsibility. There is a 'buddy' system, providing for partnerships of a caring nature. Pupils in Year 5 each year welcome and look after new entrants to the school on their first visits in the summer, and watch over them on their arrival and through their first days at school. There is also a school council, with representatives elected by the pupils, from Year 1 upwards. At its meetings, pupils have the opportunity to discuss and raise issues that fall into the categories of dealing with just and fair outcomes when something has gone wrong, or of suggesting simple improvements to school routines. An example of the latter was the restriction of football in the playground to certain times in the week, so that those interested in other games would also have a chance to play, and this has been successfully implemented. Pupils in Years 3, 4, 5 and 6 have the opportunity to join in a variety of clubs and activities which promote their social development in appropriate ways. The school residential trip to Carroty Wood also provides good opportunities to develop pupils' skills in learning to live and work together.

31. The provision for pupils' cultural development is satisfactory. Although it was also satisfactory in the last inspection, it was judged that there were then insufficient opportunities for pupils to learn about cultural heritages other than their own. Now, within the still satisfactory provision for this area, the school has moved forward in providing appropriate opportunities for pupils to learn about the cultural diversity of British society. The school has recently had an African day, with a team of performers who led a workshop in which drama, speaking and listening and music were all involved. Pupils have also been learning about the problems of refugees from various countries and have made a model village representing a refugee community. Religious education places substantial emphasis on multi-faith studies, including Judaism, Islam, Sikhism and the Hindu religion. Sometimes, these topics are also represented in other subjects, such as geography or English, and an example of the latter is when the Year 1/2 class studied a poem about a Hindu festival. This was accompanied by a discussion about celebrations in general, and how they may have some common elements. The repertoire for listening to music includes elements from worldwide traditions, and Gamelan music from Indonesia was an important part of a recent Year 1/2 lesson. Cultural development is also promoted through English, history, art and music as well as the school's highly regarded music and drama performances.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a stimulating, safe, orderly and caring learning environment. Teachers know the children and their families very well and are concerned for their safety and well being, which has positive effects on pupils' attitudes to learning and on their achievement. The school receives good support from external agencies such as the school nurse and the learning support services. The health and safety policy is clearly and simply laid out; it follows the Local Education Authority guidelines and includes a regular risk assessment by a governor who has expertise in health and safety. The headteacher is the responsible officer.

33. There are regular fire drills, and records show that fire safety and electrical equipment are checked appropriately. Good procedures are in place for recording and reporting accidents. Although there is no medical room, all staff have had first aid training and first aid equipment is kept up to date. Good procedures for child protection are in place and the staff are aware of them. There is good information in the child protection policy, including a statement of effective practice, and regular liaison between the support agencies and the headteacher, who is the designated officer. There is also a meeting each term to develop a network of support for children who are experiencing problems.

34. The procedures for monitoring and improving attendance are insufficiently monitored and are unsatisfactory. Reasons for absence are not completed in the registers according to guidelines and some information is gathered informally. Parents are aware of the need to inform the school of absence but this is not rigorously monitored. There is no telephone call by the school if a child is absent without explanation and parents are not required to provide information about the reason for absence when the child returns to school.

35. The procedures for promoting discipline, preventing bullying and for good behaviour are well documented and are good. As rewards, pupils earn leaves for the behaviour tree, praise and a special assembly each week to celebrate their achievements. Sanctions are clearly stated, applied consistently and involve parents where necessary. The school carried out a survey on bullying to find out pupils' views and this indicated that there were very few problems.

36. The school's personal support and guidance for pupils are good. Useful records are kept and pupils' progress is carefully monitored. Pupils take responsibility for their own learning through the setting of targets. There is good supervision at lunch and at playtimes. Pupils with problems feel that teachers and assistants are always ready to listen and to help and because the adults know the children so well, there is much informal discussion to ensure that all pupils have good support.

37. Pupils have a smooth entry to school. There is very good liaison with the local nursery so that parents and children feel comfortable and happy when they start school. Children in the Reception class are well cared for and evidently feel safe and at ease, not only in their own classroom, but in the whole school environment, partly due to the school's very successful 'buddy' system. Assessment and record keeping procedures for these children are satisfactory. On-going observations and assessment of the children's work are carried out by the teacher or teaching assistant.

38. Although pupils transfer to several different secondary schools, the transition is managed well overall, with visits, meetings, 'taster' days and the passing on of information, which fully prepares pupils for the next stage of their education. Pupils in Year 6 were eagerly looking forward to the move.

39. The procedures for assessing pupils' attainment and progress, the analysis of such information, and the use of it for forward planning are satisfactory overall. A key issue from the last inspection identified the need for the school to implement a manageable system of assessment to inform curricular planning and to ensure that tasks were matched to individual pupils appropriately. The school has addressed these points well in English, mathematics, science and information and communication technology, and, here, the procedures, the analysis and the use of the information are all good. However, whilst these are satisfactory in geography, history, music and physical education, they are weak and patchy in art and design and in religious education, and no evidence was available in design and technology. The school has developed appropriate procedures for these subjects, but the assessments have not been consistently carried out and little or no use is made of any information collected for making future plans. This has been due to staffing problems in the last term or so, and the school has the necessary arrangements and organisation available to correct these lapses now that they have been identified.

40. Very soon after children enter the Reception class, they are assessed using the Local Education Authority's procedures designed for this range of children. This is repeated at the end of

the first year, and there is also an assessment to show which children will need additional help at the start of Year 1. All this information is used to predict and track later progress. Formal assessments made in each year enable teachers to track the progress of each individual pupil from the Reception to Year 6. Each pupil has an individual portfolio, too, which contains assessed examples of their work from each half term. Pupils' attainment is assessed individually every term in both English and mathematics. Test and assessment results are analysed carefully both to evaluate the school's own performance and to examine the progress of individuals, groups and classes of pupils. Where individuals or groups are thought to be showing signs of underachievement, extra support or tuition is provided on a flexible basis for an appropriate period of time to address the issue. Performance data are analysed to aid the school in identifying areas of strength and weakness, and to build on the former and redress the latter. School targets for performance also depend on such analyses, whilst individual targets are linked effectively to this process. The school has also introduced the valuable process of self-assessment by pupils, making them more aware of their own learning and its progress. This is taking place effectively in some subjects, such as information and communication technology, but not consistently in all. The school uses its assessment information well to identify any variations between boys' and girls' performance in the national tests in English and mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school's links with parents are satisfactory overall. Most parents say that their children are happy at school, that they are very pleased with what the school provides and that the positive support helps their children's learning. However, few parents help in school and some are not actively involved in their children's learning. Although the majority of parents have positive views about the school and feel that staff are approachable, a significant minority of them do not. It is clear from the responses to the questionnaire, the parents' meeting held with the registered inspector and meetings with parents held during the inspection, that a small, but significant, number of parents feel that the school does not treat them fairly or work closely with them. It is clear from the evidence that some of these views are based on misconceptions and misinterpretations of information given. However, it is also clear that the channels of communication between school and home do not always function efficiently.

42. Approximately a third of the parents who responded to the inspection questionnaire were dissatisfied with the information that they receive about their children's progress. The findings of the inspection show that the information provided by the school is satisfactory. There are two consultation evenings and an open day each year, at which parents can discuss their child's progress with teachers. Pupils' end-of-year reports are clear and evaluative and include some targets for improvement. There is an opportunity for the parents to discuss these reports. In addition to these more formal arrangements, teachers make themselves available to parents at the end of each day by accompanying pupils to the school gate. Those parents who take advantage of this opportunity to speak to teachers value it and feel very well informed about how their children are getting on. The school provides good information to parents of children with special educational needs through annual reviews, individual education plans, end-of-year reports and parents' evenings. Most parents are willing to be involved in the reviews of their children's progress and in planning the targets for children to achieve.

43. Although parents are pleased with the regular newsletters they receive, many would welcome additional information about the topics to be taught each term. This concern was voiced by parents in the last inspection and has not been addressed. However, it is included as a priority in the draft school improvement plan for the coming year, as is the issue of improving the school's partnership with all parents. There is a home school agreement which is signed by pupils and parents as well as staff. An effective homework policy works well in practice, although a few parents feel that their children are given too much homework. The inspection's findings show that homework appropriately supports the pupils' work in school. There is a home school contact book, which is used well. Just over a third of the parents who responded to the inspection questionnaire were dissatisfied with the range of

extracurricular activities provided by the school. The inspection's findings show that this is satisfactory.

44. The school prospectus contains useful information about the school's aims and expectations but it does not include a statement about the parents' right to withdraw a child from religious education. The governors' Annual Report to parents does not meet statutory requirements, as it lacks information on disability and disabled access, school security, the progress of the action plan since the previous inspection and on the next election of parent governors.

45. Although there is no formally constituted parents' association, various groups work together to raise substantial funds which are used to support the work of the school. These have helped to subsidise school visits and new playground equipment. Parents are also invited to attend the school's productions and some parents visit the church for special services. The parent governors have a good understanding of their role and, recognising that links with parents need to be improved, have prepared a draft questionnaire to find out parent's views.

46. There are effective arrangements for parents of children who are starting school in the Reception class. New parents and their children first visit the school in March. There is an open evening for new parents at the end of June followed by six 'taster' days for new entrants on Tuesday and Wednesday of the following three weeks. A pack is given to parents providing them with the necessary information to raise their awareness of what the school provides and the role they can play in their child's education. They meet with the Reception class teacher at regular intervals during the year to discuss their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school's leadership and management are good. This judgement is similar to that made by the previous inspection, which found that the headteacher had made a "very positive impact" on the school. However, at that time, there was ineffective leadership in English and mathematics because the responsibility was shared amongst all staff. The management roles of teachers with responsibility for subjects were insufficiently developed. In most cases, these have developed well and are having a positive effect on improving curricular provision and raising standards of achievement. The headteacher and staff work very well together as a team, supporting each other and sharing expertise through both formal and informal discussions. The headteacher leads by example in both teaching and managing the curriculum. In the current school year, she has had to spend considerable time covering for absent teachers, as it has proved impossible to recruit suitably experienced replacements. As a result, the headteacher's monitoring of the quality of teaching throughout the school has not been as thorough as it might have been, with the result that weaknesses in design and technology and art and design have not been identified and addressed. Overall, there is a strong shared commitment to continuing improvement amongst staff and governors and a good capacity to succeed. The school's aims and values are reflected well in its daily work, and this helps to create a strong family feeling within the school, where staff and pupils treat each other with mutual respect.

48. The headteacher makes very effective use of individual teachers' expertise as they teach their specialist subjects to pupils throughout the school. This is proving to be particularly effective in science and information and communication technology, where its impact on standards is already evident. However, the shortcomings in this arrangement have been clearly highlighted by the absence of one teacher. At the time of the inspection, there was no teacher in the school who feels sufficiently confident to teach design and technology or art and design to a high standard, although a temporary teacher is covering the planned art lessons for the rest of the term. There has been insufficient consideration of alternative strategies to ensure all subjects are being covered adequately should a teacher be absent.

49. The school's arrangements for monitoring and evaluating its own performance are satisfactory, overall, with some good features. These procedures include regular lesson observations by all staff,

co-ordinators and governors. Subject reviews take place in staff meetings, as does whole staff monitoring of pupils' work across the curriculum. As every teacher teaches all of the pupils at some stage during the week, they are able to discuss individual pupils' progress in detail and to share concerns or compare the standards achieved in different subjects. Although teachers mostly teach their own specialist subjects, as well as English and mathematics, regular training is provided for all teachers to keep them up-to-date with developments and to enhance their knowledge of different subjects. Detailed analysis of the pupils' performance in national tests has been valuable in identifying weaker areas in English, mathematics and science, which the school is addressing through its improvement plan.

50. The previous inspection found that governors relied too heavily on the headteacher for strategic planning. This issue was addressed by the governing body at the time, who became better informed about the work of the school and were more actively involved in formulating the school development plan and analysing performance data. At the time of this inspection, a high proportion of the governing body was new to the role and few had much experience of managing a school. However, most governors are committed to the school and to continuing improvement. They are developing a sound awareness of what the school does well and what it needs to improve, and are becoming more effective in their role as critical friends to the school. Some governors visit school frequently and have observed lessons and discussed them with teachers. Although to some extent still reliant on the headteacher because many are new to the role, governors are becoming increasingly involved in strategic planning and some have already made valuable contributions to the draft school improvement plan. Governors are not fulfilling statutory requirements for the school prospectus or the Annual Report to parents.

51. The previous inspection found that the school development plan and processes had a number of shortcomings, in that they were not closely related to either the school's aims or the pupils' attainment. There were no measurable criteria by which to judge the success of the action taken, and no clear timescales or costs. The school has now addressed these weaknesses and the draft school improvement plan, although still to be completed, provides the framework for a much more effective working document. The priorities identified clearly relate to the school's aims and raising the standard of pupils' achievements is central to the plan. Although the criteria for judging the success of the plan have yet to be finalised, the draft shows that these are to be a key feature and are specific and measurable. This represents a good improvement.

52. There are also close links between the improvement plan and the school's budget setting process. The headteacher, staff and governors discuss and agree priorities for expenditure, based on the issues identified in the improvement plan. There is careful and systematic budgeting for all expenditure and consideration of contingency plans to cope with different situations. The administrative officer monitors monthly expenditure efficiently and provides the headteacher, staff and governors with up-to-date information about the budget throughout the year. Careful financial planning has enabled the school to address the many shortages in resources that were identified by the last inspection and to hold appropriate financial reserves to deal with unexpected eventualities. Improvements in resources for information and communication technology have been significant since the last inspection and this is having a good impact on raising standards in the subject. There are sound arrangements to ensure that the school receives best value for money when purchasing goods and services.

53. The leadership and management of the provision for pupils with special educational needs are good. A comprehensive and appropriate policy is in place and supports the large number of pupils identified as having special educational needs. The provision includes good staffing and, funding, and effective monitoring and evaluation of pupils' progress and attainment. The Headteacher has responsibility for the co-ordination of special educational needs and a member of the governing body has been delegated to oversee the provision. Any support provided by outside agencies is allocated

appropriately and well managed within the school. A part-time specialist teacher is employed to support pupils and there is good support from teaching assistants. All support staff are experienced and well qualified. Resources for special educational needs are good and include a bright, well furnished classroom for the use of withdrawal groups.

54. The match of teachers and support staff to the needs of the curriculum is satisfactory. At the time of this inspection, one class was being taught by a supply teacher and the headteacher during the course of a week, as the class teacher was absent. In most cases, teachers' expertise in different subjects is used very well to ensure that all pupils benefit from their knowledge and experience, although this method of organisation does not meet fully the needs of children in the Reception class. It also creates problems for the school when a teacher is ill, as it is difficult to replace their specialisms. The school has sound processes for appraisal and performance management which are linked closely to the priorities identified in the improvement plan. There are effective systems for supporting new and temporary staff and trainee teachers, who quickly become a part of the staff team. Teaching assistants work closely with teachers to provide good levels of support in the classroom, which is particularly beneficial to pupils with special educational needs.

55. A major issue for the school at the time of the last inspection was to find ways to improve the poor accommodation in order to ensure that the pupils received an appropriate quality of education. There has been an outstanding improvement in this aspect of the school's provision as mobile classrooms have been replaced by a purpose-built four classroom block, and there have been considerable improvements to the hall, library and administrative areas. In addition, improvements to the grounds and the acquisition of an additional field have greatly enhanced the pupils' experiences. The school now provides pupils with plenty of space for most activities and an attractive and stimulating learning environment.

56. The school now has an adequate range of resources to meet the needs of the curriculum, which is a significant improvement since the last inspection, when shortages were identified in several subjects and for children in the Reception class. Resources are good in mathematics, information and communication technology and physical education and satisfactory in all other subjects. Prudent financial management and the development of the co-ordinators' role in auditing and budgeting for resources have had a good impact on ensuring that there are enough books and equipment to teach all aspects of the National Curriculum, the Foundation Stage curriculum and religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1. Raise standards of attainment in design and technology and art by:

- providing clear leadership in developing curricular provision;
- ensuring that there is sufficient expertise amongst the staff to fulfil the requirements of the National Curriculum and the school's scheme of work in those subjects;
- if specialist teaching is to continue, ensuring continuity of learning for the pupils should a teacher be absent;
- increasing the rigour with which the quality of teaching and learning in those subjects is monitored and evaluated.

(Paragraphs 3, 5, 16, 19, 47, 48, 96-100, 101-103)

2. Improve the pupils' attendance by:

- ensuring that all parents understand the importance of regular attendance for their children's progress;
- increasing the rigour with which absences are monitored and followed up;
- involving pupils actively in monitoring and promoting good attendance.

(Paragraphs 12, 34)

3. Improve the school's partnership with parents by:

- exploring the reasons for the high level of dissatisfaction amongst a small minority of parents and seeking ways to address their concerns;
- ensuring that all parents feel productively involved in their children's learning and in the life and work of the school.

(Paragraphs 41-43)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. Reviewing the arrangements for specialist teaching in the Reception class to ensure that the children experience continuity of learning in all aspects of the Foundation Stage Curriculum.

(Paragraphs 15, 20, 54, 66)

2. Ensuring that the governors' Annual Report to parents and the school prospectus fully meet statutory requirements.

(Paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

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

25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	15	9	0	0	0
Percentage	0	11	56	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

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

89

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

5

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

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

30

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No of pupils

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

10

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

6

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	47

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	208738
Total expenditure	199861
Expenditure per pupil	2324
Balance brought forward from previous year	0
Balance carried forward to next year	8877

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	89
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	26	11	0	0
My child is making good progress in school.	54	39	4	2	0
Behaviour in the school is good.	53	40	2	2	2
My child gets the right amount of work to do at home.	41	48	7	4	0
The teaching is good.	53	34	9	2	2
I am kept well informed about how my child is getting on.	32	36	21	11	0
I would feel comfortable about approaching the school with questions or a problem.	49	28	9	15	0
The school expects my child to work hard and achieve his or her best.	60	30	4	6	0
The school works closely with parents.	26	43	13	17	2
The school is well led and managed.	51	28	4	15	2
The school is helping my child become mature and responsible.	55	32	2	9	2
The school provides an interesting range of activities outside lessons.	26	37	26	11	0

Other issues raised by parents

A few parents expressed concerns about the election of parent governors. In the most recent election, there were no nominations from parents and governors had to approach potential candidates and invite them to stand. Correct procedures were followed and parents were given information about the candidates but they were elected unopposed.

A few parents wrote to express concern about the way the school operates the selection procedures for secondary education. Evidence shows that the school follows Local Education Authority guidelines and that appropriate information is provided for parents.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. At the time of the inspection, there were 11 children on roll in the Reception class, all of whom were attending full time. Children are admitted to the school in September and are given a short induction period during the previous summer term, when they visit the school and become acquainted with some of its routines. Most children attend the local nursery school before starting in the Reception class. Discussions with staff, observations of children and analysis of early assessments show that the children's attainment on entry to the school is very variable but broadly average overall. All children make satisfactory progress and nearly all are on course to meet the Early Learning Goals in mathematics, communication, language and literacy, knowledge and understanding of the world, physical and creative development by the end of their time in the Reception class. In their personal, social and emotional development, they are on course to exceed the goals. This judgement is similar to the findings of the previous OFSTED inspection when children under five were on course to attain standards in line with the Desirable Learning Outcomes and for many to exceed them in language and literacy.

Personal, social and emotional development

59. Pupils achieve well in this area of learning as a result of good teaching. Children are interested and enthusiastic about their lessons. They all show confidence when working at new activities and most maintain concentration well and sit quietly when listening to the teacher. A few children are still not used to school routines and find it difficult to remain quiet when other children are talking in classroom discussion. However, they all listen intently when attending whole school or infant assemblies. They form good constructive relationships with adults and with each other and they are able to work well together as part of a group. Most can dress and undress independently before and after physical development lessons and they are able to take responsibility for their own personal hygiene.

60. The national guidelines for teaching this age group have been introduced both in planning and in everyday classroom practice. Staff expect high standards of behaviour and this usually results in a quiet working atmosphere in all activity areas. Teachers and assistants act as good role models for the children's social development and the effect of this can be seen in children's generally good behaviour. All available space is used to organise a broad and stimulating range of activities in order to give children the opportunity to take turns and share fairly and initiate role play activities, for example, in the 'Travel Agency' corner and the 'space travel' areas. Teachers make good use of stories and children's own experiences as a starting point for discussing feelings and how to keep safe. Children also react well to the school's 'buddy' system in forming new and friendly relationships with older pupils.

Communication, language and literacy

61. Overall, children achieve satisfactorily in this area of learning. Most are able to communicate their ideas clearly and audibly, but some call out and are not ready to listen to their classmates without prompting from the teacher. They use words and phrases appropriately when the teacher asks, "What's a better word than went?" The children come up with words like 'zoom', 'float' and 'glide'. Guided by the teacher, most children are able to write stories about being in space and two children used a 'clicker' program on the computer to write a sentence each for a space story and added appropriate pictures. All children can write their own names holding a pencil effectively to form recognisable and, in some cases, joined up letters. In their reading they all understand that a story has

a beginning, middle and end and that print carries meaning. They show an understanding of the elements of stories and are able to re-tell a story in the correct sequence. Most are able to read a range of familiar words and a few can read simple sentences independently.

62. The quality of teaching and learning is satisfactory overall, although there are some good features. Teachers provide appropriate opportunities for children to communicate their thoughts, feelings and ideas to an adult and to each other. Speaking and listening activities are well planned and are of high priority, although sometimes expectations of behaviour are not clear and teachers do not insist that children listen to each other carefully. This results in some pupils calling out inappropriately. The class teacher demonstrates reading and writing skills frequently and helps to instil in the children a love of books and writing. The current topic on 'Space and Travel' is used skilfully by the teacher to develop reading, writing and speaking skills. All adults engage children in conversation throughout the day, developing their spoken language and extending their vocabulary. Opportunities are also provided for children to use language to imagine and recreate roles and experiences through play, for example, in the 'travel agency' and using the cardboard cut out car. Although the classroom has role play areas, these are not used as fully as is generally seen in Reception classes, when there are frequent opportunities for adults to participate in the play and develop children's language still further.

Mathematical development

63. Children's achievement is good in this area of learning as a result of good teaching. They count accurately up to ten objects and, in many cases, beyond. Some children can count reliably beyond 20. They use number rhymes like *One, Two, Buckle My Shoe* to develop their understanding of numbers and nearly all are able to understand the concept of 'one more' or 'one less'. Most children are able to count in twos up to 20 but have difficulty in counting backwards. They can recognise and recreate patterns and sometimes use this skill in their activities that support their creative development. They are beginning to show an awareness of number operations such as simple addition and subtraction when they handle money in the 'travel agents'. However, only a few children are beginning to use their mathematical understanding to solve practical problems. Most can recognise simple shapes and use words like 'circle', 'triangle' and 'square' appropriately.

64. Mathematical activities are varied and interesting and are planned to relate to children's everyday experiences. Lessons are planned according to the requirements of the recommended Early Learning Goals but a few children are already working at National Curriculum levels. Registration and the end of lessons are used to further children's mathematical knowledge and understanding. Children are encouraged to add and subtract absent pupils from the roll and numbers and hoops are placed on the floor containing numbers and children have to jump from number to number called out by the teacher. Plenary sessions are used well to encourage children to explain what they have been doing in their activities and also provide the teacher with evidence of what the children have learned. The teaching assistant is used well in this respect to record assessments of individual children's progress and attainment.

Knowledge and understanding of the world

65. Children attain sound standards in all aspects of this area of learning. They have a good knowledge and understanding of many aspects of this area of learning from their home environment, and staff use this to promote sound progress and achievement during the Reception year. Planning is linked very well to the national guidelines, and children are provided with a range of opportunities to explore their school and local environment. The small pond and grass areas adjoining their outside play area give children good opportunities to observe changes in the environment during the different seasons of the year. A wide selection of objects, materials and equipment is provided for children to use and handle in their everyday activities, including computers. In their work on computers, most children are able to switch on the computer, use the mouse for the activity, print their finished work and close down independently. In their role play activity involved with 'Going on Holiday', children are able to examine brochures, write names on tickets, handle money and pay for tickets. They sort

clothes and pack them in suitcases and unpack on arrival at their destination. Some have a good idea of the routine on a plane, bringing round drinks and food to the passengers. In their creative work on the planets, they select materials and equipment to cut, join and stick on a model of the sun.

66. The quality of teaching and learning is satisfactory overall, but has some good features. Most activities are based on first hand experience which encourages children to explore, investigate and observe the world around them, for example, the sequencing of a letter on its journey and a transport timeline to develop a sense of chronology. The local environment around the school is also used well by teachers to extend children's knowledge and understanding of the world around them. Specialist subject teachers teach some subjects, such as history, geography, religious education and information and communication technology in the afternoons. Although the teaching is at least satisfactory, and sometimes good, the teaching of separate subjects detracts from the coherence of the curriculum and is not in keeping with good practice for the Foundation Stage.

Physical development

67. Children in the Reception class achieve average standards in their physical development. They handle pencils, crayons and small jigsaw puzzles with appropriate dexterity. No physical development lesson was observed during the inspection but a scrutiny of the teacher's planning indicates a sound ability to explore ways of walking, running and jumping and a good awareness of space. Children use a range of balancing and climbing apparatus both in and out of doors. The outside area for the Reception children is relatively small but it has a paved surface for the use of large, wheeled toys. There is also a large grass area adjoining the classroom and wooden equipment for climbing and clambering at the end of the field. All children are taught to hold pencils and paintbrushes correctly and they cut things out and use glue, for example, in their work on decorating the planets for a classroom display about space and travel.

68. The quality of teaching and learning is satisfactory and appropriate use is made of the available resources, equipment and materials provided. Children are managed well when using tools and equipment and staff show a good awareness of health and safety factors when children are involved in physical activity, or using tools. The class teacher is a physical education specialist and if children have been sitting for a long time, she gives them small exercises to loosen up their muscles. However, although pupils have timetabled physical education lessons in the hall or outside, there are generally not enough opportunities during the course of a day for children to develop their physical skills in the outdoor play area as an integral part of the day's activities.

Creative development

69. Children achieve soundly in this area of learning and the quality of teaching and learning is also satisfactory. In painting, printing and pattern making, children explore colour and shape, making good links with their mathematical development. They sing simple songs from memory and enjoy listening and responding to music. This is particularly apparent in the whole school or infant assemblies when children actively participate with older pupils in singing hymns. They use their imagination to create pictures to illustrate planets in their work on space and travel. In role play about 'travel agents' and 'going on holiday', they are able to write their names on tickets, handle money, sort and pack clothes and arrange seats appropriately in their 'travel area'. They take this opportunity to communicate their thoughts and feelings and use appropriate vocabulary. There are good examples of the way that children use painting to express their own ideas in the colourful displays of work in the classroom.

70. Teachers provide children with a wide range of experiences to promote their creative development. There is a strong emphasis on speaking and encouraging children to use their imagination. Opportunities are provided for children to listen to and appreciate music. In role play activities, teachers encourage them to develop their own ideas and experiences. In one session, children were encouraged to discuss their own holiday experiences before starting the role play session and the teacher interacted constantly with children in each group, developing their play to extend their

learning. The activities were imaginative and enjoyable and well resourced, but the opportunity was missed to develop children's awareness of other cultures in the 'travel' topic. All members of staff give appropriate demonstrations of what children are expected to do before they begin their tasks without being too prescriptive.

ENGLISH

71. Overall, standards in English are average in Year 2 and above average in Year 6. This is similar to the findings of the previous inspection in Year 2 but shows that standards in Year 6 have improved. Pupils enter school with, overall, average levels of attainment, and make satisfactory progress in Years 1 and 2. The good attainment in Year 6 indicates good progress from Year 3 to Year 6, with some acceleration as pupils near the top of the school. In some years, boys do better in the Year 6 national tests and sometimes, girls do better, but overall there are no significant gender differences in attainment in English.

72. In Year 2 standards of speaking and listening are average. Pupils speak clearly and confidently, express their own ideas freely and appropriately, ask questions and take part in discussions. Most speak fluently and use a good range of vocabulary in answering questions. Most pupils also listen carefully, and try to follow instructions accurately or respond appropriately, however, listening skills are more variable and are not always as good as speaking skills. In a discussion about celebrations in the Year 1 and 2 class, most pupils were able to express suitable ideas clearly, and to enjoy taking part and listening to others' contributions.

73. Pupils in Year 6 attain sound standards in speaking and listening for their age. They present small reports about their work to the class with confidence, and enter into discussions well. Listening is usually careful, and most pupils attend to the speech of others satisfactorily. Pupils contributed well and in a mature manner in a classroom discussion about the reasons for Anna Sewell's writing of the book *Black Beauty* and displayed an understanding of the context of the Victorian times in which a female author would be operating. Years 5 and 6 were also preparing for a debate about the use of a local forest site, which the whole school was to listen to. Despite the good aspects of pupils' speaking and listening performance, this strand of the subject is not sufficiently well planned to support good progression in developing skills through the school.

74. The reading skills of pupils in Year 2 are above average. Pupils generally read confidently and with enthusiasm, and enjoy books. Pupils recognise a range of words accurately and use their knowledge of letters and sounds well to tackle new words. Pupils read with fluency and expression. Books are promoted well, and teachers choose texts appropriately to engage pupils' interest in the literacy sessions.

75. In Year 6, standards in reading are above average. Most pupils read fluently, confidently, accurately and with good expression. They enjoy reading and make effective use of non-fiction texts to support their learning across the curriculum, as well as being able to express their own personal preferences among the fiction books available. They understand what they have read, discuss the ideas, events and characters in a story and generally make good progress in learning to make inferences and deductions from a text. Towards the top of the school, some able pupils occasionally have texts that are too hard for them, and this does not provide the best support for developing their skills. On the other hand, the books chosen by more able pupils are not always sufficiently challenging, although those reading books such as *The Secret Garden* and *The Railway Children* are attaining at a high level. Library skills are taught, but not all pupils are sure about using a classification system to find a non-fiction text. However, they all know how to use indexes to locate information, and are able to obtain data from Internet sources.

76. In Year 2, standards in writing are average. Work completed by pupils during the year shows that they have a growing awareness of how to organise stories and reports, and of grammatical

structure. They are moving from the use of simple sentences to the introduction of some more complex sentences in their compositions. Capital letters and full stops are generally in evidence, and spelling is appropriate for the pupils' age and stage of development. More able pupils write at a good length and show imagination in their ideas and use of vocabulary, although some of the less able pupils write only short pieces. Handwriting is joined, and this is earlier than expected. It is variable, however, and some pupils produce a very neat hand, whilst others obviously find tidy writing difficult. In Year 1, pupils make good progress in writing, noticeably in handwriting and spelling, and achieve good standards for their age.

77. In Year 6, standards in writing are above average. This is due to good teaching in the subject in general through the school, but also to the specific attention given to the structural analysis of texts and how this is reflected in the pupils' own writing. Pupils are provided with, and make use of, many opportunities for developing style, fluency, imagination, organisation, and adaptation to the purpose for the writing. Writing is often extensive, lively in content, and rich in interesting vocabulary. However, although a pupils use a good variety of verbs and adjectives, sometimes more than one at a time, the use of adverbs is not generally well developed. Almost all pupils use complex sentence structures in their writing, and the more able and average pupils use paragraphs correctly. Spelling is generally good and most handwriting is neat and well formed. Pupils are equally competent in writing fiction and non-fiction texts, and select the appropriate style and vocabulary for different genres. Writing is generally thoughtful, and shows evidence of care in preparation, as in the poems about heaven. Stories of Greek myths show a developing sense of drama, and pupils responded well to a task that involved changing the point of view of the author in connection with their study of *Black Beauty* by Anna Sewell. Some good quality note-making was seen in a Year 5 and 6 lesson, where pupils were using a word processing program and cut-and-paste techniques on screen to construct a summary of a biography of Sewell they had found on the Internet.

78. Standards of literacy across the curriculum are the same as those found in English. The development of literacy skills is satisfactory in Year 2, and good by Year 6. It is largely satisfactory in other year groups, although good in Year 1. There is good use of information and communication technology to enhance reading, writing and spelling and to develop skills of word processing and editing. This is well integrated within the literacy hour across the whole school.

79. The quality of teaching and learning in English is good in Years 1 and 2 and in Years 5 and 6. In Years 3 and 4, it is satisfactory, but has evidence of a number of good features. Expectations of pupils are generally high, and planning is appropriate, clear and detailed. It shows a good match of work to pupils' capabilities, together with careful building of new learning upon previous learning to enable success. This is generally done well despite the difficulties of taking account of the wide-ranging needs and abilities of pupils in small, mixed age classes and the considerable mobility of pupils. In Years 5 and 6, there is a good balance between the teaching of reading, comprehension and writing skills, and the mechanics of grammar, spelling and punctuation. Pupils study a wide range of texts, including myths and legends, and a variety of authors from Shakespeare to Roald Dahl and J.K. Rowling, although there is sometimes insufficient emphasis on the inclusion of classic texts into the reading of the more able and average pupils. They write stories, letters, poetry, reports, newspaper articles, reviews and persuasive texts, and are encouraged to focus on the characteristics for success.

80. The school had formerly identified writing as a priority for development, and, as part of the plan devised to respond to this, has recently initiated several initiatives. The main thrust for improvement began in September 2001 with the introduction of a writer's workshop in every class, on one day of each week. Structure and quality are the focal points of this workshop, and the impact of each session is enhanced by follow-up work given as homework, from Year 2 through to Year 6. The writer's workshop now takes place on Friday every week, and thus the homework can be done over the weekend, allowing appropriate time for reflection. Other initiatives include a new and very detailed scheme of work for teaching spelling, and the early introduction of joined handwriting, which begins in

Year 1 for most pupils. These recent initiatives are beginning to have a beneficial effect on pupils' written work, and are showing particularly in Year 1, where pupils have had the new strategies from the start, and also in Year 5, where the impetus on structure and vocabulary has had a particular effect. Pupils have ample opportunities to draft and re-draft their writing, to write without drafting and to a set time limit, and these are all valuable experiences. Pupils have individual very specific short-term written targets for their progress in reading and /or writing, and these are decided with pupils who are fully aware of them and make efforts to respond to them. Overall, writing appears to be well set for future improvement.

81. Speaking and listening, together with drama, lacks any formal framework, or sequence of expected development at different stages. Although speaking and listening, and drama, are satisfactory, and some mature discussions were heard in the Year 5 and 6 class, this results in insufficient planning to ensure pupils' progress in this aspect of English. Literature is well promoted; classrooms all have book corners containing appropriate ranges of books, and reading is well resourced overall. The library is small but is adequate for the size of school; it is attractive, well situated and contains an appropriate stock of attractive and up-to-date books. This is an improvement since the last inspection, and pupils now have better facilities for the development of their library skills.

82. Pupils' work is assessed every half-term, and a graded piece of writing is placed in each child's individual portfolio, forming a record of progress. Marking is always regular and encouraging, and is mostly helpful in pointing pupils towards further improvement. Reading and writing are also assessed termly, and records and assessments are thoroughly carried out. Ongoing daily assessments are also used to adjust teachers' plans, and sometimes notes are made concerning groups or individuals, especially where further revision of any specific learning is required. Assessment is used appropriately in evaluating both yearly and half-termly planning, and data from tests and assessments are thoroughly analysed. Pupils' progress is individually tracked through the school, and is used to generate individual, group, class and year group targets. The use of assessment information for influencing forward planning has improved considerably from the situation found in the last inspection, and assessment in English, together with its use, is now good.

83. Curricular leadership is good, has a clear direction, and is informed by a good level of knowledge and understanding of the subject. Monitoring of all teachers takes place, together with sampling of pupils' work, and both verbal and written feedback is given. Governors also play a part in the monitoring role and look at designated areas of English in connection with the priorities in the school's literacy action plan, which is related to the school improvement plan. Recent in-service training for teaching staff has focused on writing, spelling and handwriting. Classroom assistants are experienced, have received sound training, and make a valuable contribution to pupils' progress. Apart from the lack of a developmental programme for speaking and listening together with drama, the documentation for the subject is appropriate, and the handwriting policy is particularly good. Book weeks, visiting poets or authors, and drama productions support the subject appropriately.

MATHEMATICS

84. Standards in Year 2 and Year 6 are average in all areas of the mathematics curriculum. This is the same as the findings of the previous OFSTED inspection in 1997 when standards were found to be at the level of the national expectation. There are no significant variations in attainment between boys and girls. Achievement is satisfactory overall.

85. The quality of teaching and learning is satisfactory in Years 1 and 2. Teachers plan their work according to the National Numeracy Strategy and lessons are well structured. Mental warm up sessions are provided at the beginning of each mathematics lesson and pupils are keen to answer. However, there is insufficient pace and challenge in these sessions to meet the needs of all pupils. Pupils in Year 2 use appropriate vocabulary and count reliably beyond 30. Most pupils identify odd and even numbers and are beginning to develop a sound understanding of counting on in twos, fives and tens. Some pupils use this knowledge to recite and use their multiplication tables. They choose

the appropriate operation when solving simple addition and subtraction problems. Most have a sound understanding of place value and use this knowledge to order numbers up to 100. In their work on fractions, Year 2 pupils identify halves and quarters of shapes but some find difficulty in calculating a quarter of a number. Most read the time on a digital or analogue clock. They use information and communication technology well, for example, a program called 'Maths Invaders', to develop their counting skills.

86. The quality of teaching and learning is also satisfactory for pupils in Years 3 to 6, although examples of good teaching are evident in a scrutiny of pupils' past work in Years 5 and 6. This judgement is similar to the findings of the previous inspection. In a lesson for pupils in Years 3 and 4, the teacher used the 'number of the week' to ask pupils, "What facts can you tell me about the number 18?" Pupils put down as many number bonds and multiplication facts as they could and answers ranged from four facts to 16. The teacher clearly explained the purpose of the lesson to enable pupils to understand and achieve their targets. Pupils were encouraged to explain their methods of solving problems. The lack of really challenging questions, especially for the Year 4 pupils, led to a slower pace of learning.

87. A lesson in Years 5 and 6 was well planned and included appropriate work for pupils of all abilities, including special work for a very able pupil. Pupils demonstrated a good knowledge of place value when explaining the value of each digit in the number of the week, which was 9,002,400. The teacher's encouragement for pupils to use the correct vocabulary when discussing reflective symmetry indicated a very good knowledge and understanding of the subject. Challenging questions during the whole class session were levelled at as many pupils as possible and the teacher used an overhead projector to project images on a screen for pupils to draw in various reflections. The whole class session at the end of the lesson was used well to ascertain pupils' knowledge and understanding: "What did you find tricky in today's work?" The teacher also used this session well to lead into the next day's topic. Although the teacher circulated around the classroom during the individual activities to ensure pupils' understanding, the pace of the lesson slowed down.

88. Pupils' work shows that they draw and read line graphs to convert gallons to litres, calculate division sums with remainders and have a sound knowledge of rounding numbers to the nearest 100 or 1000. They understand the link between ratios and percentages and use dice and tallying techniques to understand and calculate the range and mean of data. Pupils' work is neat and well presented and all mathematical attainment targets are covered well, although using and applying mathematical knowledge to solve problems is relatively weaker. Individual targets are placed in the front of pupils' books but these are not always appropriate and relevant to current topics and activities.

89. Teachers are secure in their understanding of the National Numeracy Strategy and they apply it effectively. Across the school, teachers generally show sound management of the whole class and groups and most work is appropriately matched to pupils' needs. Pupils generally have the confidence to explain their mathematical reasoning and are keen to answer questions. However, pupils' explanations of their mental strategies lack precision. Teachers explain what pupils are going to learn and pupils know what is expected of them. Numeracy is used well across the curriculum. It is supported well by pupils' confidence in working on the computer to produce graphs and charts. In physical education, pupils are encouraged to record times and measure achievement in athletics using their numeracy skills. Pupils use time lines in history and make good use of their mathematical skills when using and studying maps in geography.

90. The subject is very well managed by an experienced and enthusiastic teacher. Assessment of pupils' work and detailed analysis of assessment data are used effectively to identify areas for improvement and to ensure that pupils with special educational needs and able pupils are identified and supported. Individual pupils' attainment and progress are recorded and tracked from Reception through to Year 6. The co-ordinator has monitored teaching in all classes, including the Reception class, and has been instrumental in training staff to implement the Numeracy Strategy. This has

resulted in teachers feeling confident in teaching the subject. Resources for the subject are good and are well used to develop all pupils' numeracy and mathematical skills.

SCIENCE

91. Standards in science are similar to those seen nationally in Year 2 and Year 6, as they were at the time of the previous inspection. Pupils' work and school records show that most pupils achieve well in the subject, especially in experimental and investigative science, and that standards are rising. Pupils with special educational needs make good progress because they are supported well in lessons and work collaboratively with other pupils in scientific investigations, which helps to develop their understanding.

92. Standards in science are improving, especially at the higher levels, as a result of specialist teaching. The quality of teaching and learning is consistently good throughout the school, and sometimes very good. The subject leader teaches all classes and has a very good overview of pupils' progress throughout the school. Her very good expertise in the subject and confidence in teaching it motivate the pupils to learn. A very strong feature of the teaching is the effective balance between imparting information and giving pupils opportunities to learn through scientific enquiry. Good foundations are laid in Years 1 and 2, where pupils acquire basic scientific knowledge and understanding and begin to develop good investigative skills. The teacher has provided wide coverage of the National Curriculum throughout the year with the result that pupils know the conditions needed for plants to grow and understand the growth cycle of various plants and animals. They identify the properties of different materials and more able pupils explain why some materials are better suited for specific purposes than others. They construct electrical circuits and understand that they will not work if there is a break between any of the components. Pupils have acquired most of their knowledge and understanding through investigation and observation. For example, they investigated what would happen to plants if they were given no water or sunlight and observed the effects over time. Pupils also tested the effect of exercise on the human body. They designed a dress for Cinderella so that she could be seen in the dark by people in cars with headlights, and learned to distinguish between reflective and non-reflective materials as well as learning important information about road safety. Pupils are taught to make simple predictions based on their existing knowledge and then to test these by experimenting.

93. In a very good lesson for Year 1/2, the teacher led them skilfully to devise and carry out a fair test on the topic of forces in movement. She began with an effective consolidation of earlier lessons about pushes and pulls and used this to introduce a new investigation about how toy cars move. The teacher posed a question, "Which runs the best?" and sent pupils off to make their initial investigations. After a short time, she asked them to give their findings, and, through very skilful questioning and prompting, led the pupils to understand that the question, in its present form, was unanswerable. The ensuing discussion about "What do we mean by runs the best?" led pupils to understand the need for a measurable outcome. Having come to an agreement that they would find "the car that goes furthest when it's pushed", pupils came up with other ideas that must be considered. One suggested, "It has to be on the same surface but it has to be pushed the same as well", and another "You have to start them at the same place." Throughout the lesson, the teacher refined and developed pupils' thinking so that they acquired a deeper understanding of what makes a test fair. Eventually, some more able pupils came to the conclusion that the only way to ensure a fair test was to roll the cars down a ramp instead of pushing them.

94. As the teacher has an overview of the whole school, she is able to ensure that pupils' learning builds effectively on previously acquired knowledge and understanding. Pupils' work in Years 3 and 4 shows evidence of very good teaching, very high expectations and above average standards as the teacher has effectively developed their previously acquired skills. By the time pupils reach Year 6, they have a good understanding of how to conduct a fair test and select a suitable approach when trying to answer a scientific question. They predict the outcomes of investigations, where appropriate

basing these on their scientific knowledge and understanding. For example, in an investigation about how much air is contained in different types of soil, one pupil wrote, "I predict that the stones and stony soil will hold the most because they've got more room in between each particle". Pupils know how to alter one variable in an investigation while keeping others constant and make and record careful observations and comparisons. They understand the importance of a varied diet for good health and know that micro-organisms can be both beneficial and harmful. Pupils investigate how liquids evaporate and how much air is contained in sand and soil. They know that sound can travel through solids and gases and understand the differences that occur when changes are made to the number of bulbs or batteries in an electrical circuit. The strong emphasis on scientific enquiry encourages pupils to think creatively and to make connections between cause and effect, as well as carrying out systematic observations and recording findings carefully. As the specialist teaching has only been in operation for a year, its full impact on standards has not yet been realised, but it is clear from all of the available evidence that it is raising attainment.

95. Very good leadership and management in the subject ensure its continuing successful development and high profile throughout the school. The co-ordinator has used and adapted national guidelines to produce a whole school curriculum plan which provides continuity in pupils' learning from year to year and effective progression in the teaching of skills, knowledge and understanding. Good assessment procedures are in place, which teachers use to record in detail what pupils know, understand and can do. In 2001, the co-ordinator analysed in detail the results of the national tests and identified those areas where pupils' performance was weak. This information is being used to inform the planning of pupils' future work. The draft school improvement plan appropriately identifies the need to continue to raise standards in science as a priority, but there is no accompanying action plan to show exactly how this will be achieved. There is a satisfactory range of resources in the subject, and pupils' learning about animal habitats is enhanced by investigations in the school grounds, which include a pond and wildlife area. A very popular Wildlife Club is run by parent and governors. Pupils' literacy skills are developed very well through science when they write accounts of investigations and extend their knowledge of scientific vocabulary. Numeracy skills are used well when pupils take accurate measurements of temperature, the growth of plants and the distance travelled by toy vehicles. They also present their findings in the form of graphs. There is also effective use of information and communication technology to support learning. For example, pupils use Internet websites and CD-ROMS to find information related to a topic, produce graphs and type up the findings of experiments.

ART AND DESIGN

96. During the inspection it was possible to observe only one lesson in art and design, and this was in the Year 3 and 4 class. Portfolios of work from classes across the school were scrutinised, as were pupils' individual sketchbooks. Planning and assessment documents were also examined. Taking all of this evidence into consideration, and despite the fact that the art lesson in the Year 3 and 4 class, taken by a supply teacher, showed both good attainment and good teaching and learning, indications are that pupils' work in this subject is below average in Year 2 and Year 6. In the last inspection, standards of attainment were satisfactory in Year 2 and unsatisfactory in Year 6. At the top of the school, therefore, the picture is still the same.

97. The teaching and learning seen in the lesson in Years 3 and 4 were good, and pupils achieved good standards in their understanding and thinking about the tasks, despite their poor drawing skills. In looking at a number of paintings which involved the depiction of relationships, the teacher was skilled in helping pupils to use visual clues to deduce information about these relationships, and to note how these could be used in their own work to indicate, for example, mother and baby, friends, family, a couple, sisters, and so on. She used illustrations from magazines in an imaginative way for pupils to comment on and write about. Pupils were interested in the presentation and the subsequent discussion, and contributed well. Their understanding was expressed in their written notes, and in the sketches made. This was a careful and well-structured lesson.

98. The majority of evidence, however, indicates that the quality of teaching and learning is generally unsatisfactory in this subject. In order to tackle the issues identified by the last inspection, when teaching was found to be unsatisfactory and guidelines were insufficiently detailed, the school recently adopted new national guidelines for its scheme of work. However, whilst some satisfactory planning was seen, it was not generally comprehensive, and, for most year groups, there was an absence of detailed planning to show how teaching and learning are supported by activities to ensure progression in skills and knowledge throughout the school. In addition, although there is a suitable grid for assessment in art and design, very little evidence of its completion could be found at all. The fragmentary nature of planning, assessment and of progression and structure in this subject reflects the absence of the co-ordinator. As the co-ordinator teaches all year groups, the development of the subject throughout the school has suffered, although the school now has plans to address this issue.

99. Work seen in the portfolios was difficult to evaluate since much of it was not labelled, but whilst it was generally of an unsatisfactory standard, there were some sensitive and careful drawings of feathers and shells by Year 6 pupils. Some still life paintings were attractive and were created using a yellow and green palette, and with good attention to composition. Work in pupils' sketchbooks in a sample across the school showed generally below average standards of drawing, and little evidence of specific preparation for larger subsequent works. Displays of artwork were notably absent in the classrooms, although there was an attractive and well mounted display of three-dimensional masks in a corridor, produced by Years 3 and 4. The masks showed a good variety of designs, and considerable originality. There were also papier-mâché bowls on display, made by the same class. Despite this, the use of media and the learning of techniques appears from the evidence available to be narrow. There was no recent evidence of clay work, printmaking, textile work or collage. Although some of the work in the portfolios had attached evidence that showed links to the work of well-known artists, whom pupils had obviously studied, this was not evident in any of the work in the sketchbooks. A notice in a corridor, placed above pupils' eye-level, displayed the fact that Monet was the artist of the month, and included some posters of his water-lily compositions, but there was no evidence of this being integrated anywhere with pupils' work.

100. The school has addressed the previous problems in the subject noted in the last inspection report by providing a new scheme of work, formats for planning and for assessment, and by resourcing the subject well, but the improvement expected from these initiatives has not taken place. Leadership and management in the subject are currently unsatisfactory. The school has acknowledged the need to raise standards in art and design by including this as a priority in the draft school improvement plan.

DESIGN AND TECHNOLOGY

101. It was not possible to observe any lessons in design and technology during the inspection. Judgements are based on the evidence seen in pupils' workbooks, teachers' planning and limited photographic evidence, all of which indicates that standards remain below average in Year 2 and Year 6, which was the finding of the previous inspection. The quality of teaching and learning throughout the school is unsatisfactory. Most teachers still lack expertise in the subject, and, in the absence of the subject specialist, feel ill equipped to teach it. There has been insufficient improvement since the previous inspection.

102. The school has adopted national guidelines for the subject and topics have been allocated to year groups appropriately. The recently appointed co-ordinator has begun to produce termly plans for each year group, but these have not yet been implemented fully. The work which pupils completed in the autumn and spring terms was not available for scrutiny, but the evidence in their planning books shows that pupils do not have a clear understanding of the design process. For example, pupils in Years 5 and 6 produced a design for a container that holds water. They collected information about different types of container to help with their own plans, but these were very basic and lacked detail. There were no clearly labelled sketches that showed how the design progressed, nor any indication of how the making process would develop. Pupils had not evaluated their work or considered how to

improve it. Similarly, pupils in Years 1 and 2 drew a picture of a puppet they wished to make, but these did not provide any detail to show how they would be made. In practice, all pupils had an identical template to stitch together, which allowed no room for originality.

103. Leadership and management in the subject are currently unsatisfactory and there is no provision in the draft school improvement plan to show how weaknesses in the subject are to be addressed. There are no assessment procedures in the subject, and resources, although adequate, are not easily accessible. The termly plans for each year group for the summer term indicate that the scheme of work has been translated effectively into seven-week programmes of study which cover all of the main elements of the subject. For example, the Year 5/6 topic on bread incorporates a study of a variety of bread products from different cultures, good links with science through a consideration of what constitutes a healthy diet, the use of information and communication technology for research into how bread is made in different countries, accurate weighing and measuring and good development of a design specification. It also allows for pupils to evaluate their work both during and at the end of the assignment. This provides a good model for further development in the subject.

GEOGRAPHY

104. Standards in geography are average in Years 2 and 6. This judgement is based on lesson observations, an analysis of pupils' work, classroom displays and teachers' planning. Pupils of all abilities make sound progress and their achievement is satisfactory.

105. Pupils in Year 2 understand that other places may be different from their own locality by discussing the places they have visited during their holidays. They are developing a sound ability to locate and name the countries of the British Isles and know that there are long and short journeys involved in travel. They compare their own homes with other houses in the village and express views on environmental features of their own locality. Pupils have carried out a traffic survey and discussed planning for safe traffic around the school. They demonstrate a sound awareness of localities beyond their own when talking about Barnaby Bear's holiday in Dublin.

106. In the Year 5/6 class, pupils have produced fact files on mountains. In the lesson observed, pupils spoke well when introducing the group folders and worked well as a team to produce fact-files of a high quality. The teacher introduced the idea of assessing each other's work and pupils reacted very positively to this opportunity. Pupils in Year 6 identify water features on an Ordnance Survey map and study local rivers, including the Rother and the Stour. They have a sound knowledge and understanding of the water cycle and categorise different countries of the world as "the wettest, medium and driest". They have a good awareness of environmental issues and have discussed the pros and cons of building 50 new houses and a leisure complex in the vicinity of their village. Information and communication technology is used well in any research work, for example, to find information about mountains.

107. The quality of teaching and learning is satisfactory overall in Years 1 to 6. There was an example of very good teaching in Years 5 and 6. The lesson observed in Year 1/2 was very well planned and built effectively on the previous lesson when pupils talked about the places they had visited on holiday, both at home and abroad. The teacher used a video tape of Barnaby Bear's travels to Dublin to interest pupils and develop their knowledge of Ireland. Each group of pupils had a particular topic to watch out for during the video, thus increasing their concentration. Pupils progressed satisfactorily in their learning but some momentum was lost in the lesson after pupils moved into their group activities. The Year 5/6 class were given very good opportunities to participate in research and independent learning and also to speak about their completed tasks. A useful technique of pushing from opposite sides of a large piece of cloth was used to give pupils an impression of how the movement of 'plates' forms mountain ranges. Pupils were then given data about mountains and weather to record in their own way to give the best possible information. This activity, carried out in groups, developed pupils' social skills well.

108. Strengths in the teaching and learning of geography are the teachers' emphasis on neatness of presentation and the opportunities provided for pupils to participate in independent research. Assessment procedures are used soundly by teachers to assess pupils' progress at the end of each topic. There are effective links with other subjects including good encouragement for speaking and listening and the use of mathematical skills for recording geographical information. Shortcomings include a lack of challenge in some lessons, especially for pupils of above average attainment, and the lack of experience of some teachers to manage the class, to ensure that all are on task for the whole lesson.

109. Management of the subject is good. The co-ordinator examines pupils' work, classroom displays and teachers' planning and also teaches the subject in all classes. Curricular provision is enhanced by local field study trips and visits to the county environmental centre at Horton Kirby. A subject policy has been produced and the scheme of work is organised on a two-year cycle using national guidelines. This scheme of work is well documented to satisfy the needs of pupils of all abilities in mixed age group classes.

HISTORY

110. Based on lesson observations, an analysis of pupils' work, classroom displays and teachers' planning, standards in history are average in Year 2 and Year 6. This judgement is the same as the findings of the last OFSTED inspection in Year 6 but lower in Year 2. In the previous inspection, pupils' attainment was judged on the basis of the lesson observed, whereas this judgement takes into account the whole range of pupils' work over the year. Pupils' achievement is satisfactory.

111. Pupils in Year 2 compare similarities and differences between toys from various cultures, past and present, ensuring a good link with geography and their cultural development. They make observations and answer questions about the past when comparing their own houses and toys to those in recent history. In Year 6, pupils show a sound understanding of various aspects of Roman Britain, Ancient Greece and the Tudors. Pupils are given opportunities to research topics and to use historical evidence, for example, in their work on comparing the lives of rich and poor people in Tudor times. Pupils make good use of the Internet in this research, and specially prepared work is planned for a pupil with special educational needs. A colourful display in the Year 5/6 classroom gives pupils the opportunity to move from being 'a pauper to a prince' as they achieve their targets in various other subjects. Although some pupils are able to select and link information from a variety of sources, a significant minority still need support in this aspect of history.

112. In the school's previous inspection, teaching was described as good, overall. Teaching in this inspection is judged to be satisfactory overall with examples of good teaching in Years 3 to 6. In the Year 1/2 history lesson observed, the planning was very comprehensive and well linked to National Curriculum requirements and the lesson built effectively on the pupils' learning. The objectives of the lesson were discussed with pupils so that they fully understood what they were intended to learn. A wide range of toys from other cultures was distributed around the classroom to give pupils good, 'hands on' experiences of toys from other cultures like Peru, Portugal, Ireland and Russia and to compare them with their own. However, some excessive noise and inappropriate behaviour during the group tasks slowed down pupils' learning, especially towards the end of the lesson. Pupils in Years 5 and 6 were drawing together all they had learned in their topic on the Tudors. The lesson started by contrasting the lives of poor and rich people in Tudor England, where the teacher's good knowledge and understanding of the period were evident in her explanations and challenging questioning. The teacher interacted well with the class during the research session and asked, "Why is there still evidence of rich people's houses and not the poor in the 21st century?" Several pupils were working, with some support, on the Internet to find more information about the topic. The good organisation and management of the lesson enabled all pupils to draw together their previous work on the Tudors to enhance their knowledge and understanding of the period.

113. General strengths in the teaching and learning include the good quality and amount of work produced by the pupils. Additionally, sound assessment procedures are in place and there are effective links with other subjects. For example, pupils are encouraged to speak and listen using appropriate historical language, and there are good links with geography when pupils compare dolls from other cultures and find Rome and Greece on a map of the world. There is good use of information and communication technology for research. Shortcomings include a lack of challenge for some pupils, especially higher attainers, and the tendency for a few pupils to lose concentration in the group and individual tasks in some lessons due to a lack of experience in class management by the teacher.

114. The management of the subject is good and the co-ordinator monitors the subject by examining classroom displays, teachers' planning and samples of pupils' work. Although teaching and learning are not monitored by direct observation, the co-ordinator gives informal advice to colleagues. Curricular provision is enhanced by visits to Dover and Bodiam castles and the locality is also used well, including the adjacent church. Visitors are also invited into the school to enhance pupils' learning, including the Vicar and pupils' relatives and villagers to talk about the history of the Church, the Second World War and the Fifties.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards are average, overall, in Year 2 and Year 6 but there is evidence of above average attainment in some aspects of the subject in Year 6. This represents an improvement since the last inspection when standards were below national expectations in both year groups and pupils made unsatisfactory progress. Pupils' achievement is now good, and continues to improve as a result of specialist teaching, improved resources and ongoing professional development for all staff.

116. Pupils in Year 2 collect information to show the type of house they live in and represent their findings in the form of a simple bar graph. They use a program to create a wordbank and type text to accompany a picture. In a history lesson, some pupils used computers to find out about toys from the past and from different cultures. Pupils program a robotic toy to follow a certain path. In Years 3 and 4, pupils build well on these early experiences. They copy, cut and paste sections of text when typing instructions for making a cup of tea and to change the feeling of a story. As part of their work on Ancient Greece, pupils produced the front page for their own newspaper entitled "The Ancient Greece Express", combining text and graphics effectively. They used a painting program to create repeating designs and constructed branching databases to identify the characteristics of different animals and people. Pupils in Years 5 and 6 produced plans of the classroom using a graphical modelling program and used e-mail to communicate with other pupils and adults. These pupils are achieving good standards in their current work, which involves using the 'Powerpoint' program to put together a multi-media presentation about a chosen aspect of school life. These presentations include text, graphics, photographs taken with a digital camera, sound effects and music and are intended for an audience of parents.

117. The quality of teaching and learning across the school is good. The subject specialist teaches every class each week, and class teachers also incorporate information and communication technology well into their teaching in other subjects. This represents a very good improvement since the previous inspection, when the quality of teaching was unsatisfactory. Since the previous inspection, two teachers have participated in a visit to Australia, organised by the Local Education Authority, to observe the teaching of information and communication technology in primary schools. This has clearly had a beneficial effect on teaching and learning throughout the school, not least in generating enthusiasm and confidence among the staff. The specialist teaching works very well, as the teacher gathers all of the school's computers into one classroom for each lesson, quickly creating a mobile computer suite. This ensures that all pupils have adequate access to a computer during the whole class lesson. In other lessons, computers are used effectively to support pupils' learning across the

curriculum. Specialist teaching has enabled the good practice identified by the previous inspection in Years 5 and 6 to benefit pupils in all year groups.

118. One lesson was very good. This lesson formed part of a series in which pupils were being taught how to produce a multi-media presentation using the 'PowerPoint' program. The lesson showed that the teacher had very high expectations of the pupils and provided them with a considerable degree of challenge, while offering good support to those who needed it. She made very effective use of a data projector to demonstrate a presentation made by some of the pupils and to discuss different features and ways to improve and develop their work. The teacher's excellent subject knowledge was evident in the confident, clear explanations she gave and the skilful questioning, which made pupils think for themselves. This developed pupils' understanding of different processes and how to incorporate them in their presentation. As a result of this very good teaching, pupils know how to incorporate sound from a CD, use photo software to trim and present a photograph, create their own folder to store their work, produce action buttons and add sound effects to writing and pictures.

119. The subject is led and managed very well by a knowledgeable and enthusiastic co-ordinator, who has a clear view of the improvements required in the subject and has devised a comprehensive development plan to bring them about. She leads by example and provides invaluable support to less confident colleagues as well as giving a firm steer to curricular planning, which is based on national guidelines. There are good assessment procedures, which involve pupils in evaluating their own progress, and very effective monitoring of pupils' progress throughout the school. The school is well resourced with 12 computers and sufficient software and related hardware to cover all areas of the curriculum. Teachers make good use of information and communication technology to support pupils' learning in other subjects. For example, pupils use the Internet and CD-ROMs to carry out research in history and geography and present their findings in the form of graphs and tables in science. Taking all of these things into account, there has been a very good improvement in this subject since the previous inspection and, as a result, standards continue to rise.

MUSIC

120. It is not possible to make a firm judgement about standards of attainment in music in the upper part of the school, or in the school overall, in this inspection, since it was not possible to observe any lessons in the Year 5/6 class. Lessons were seen in the Year 3/4 class, and in a lesson for all pupils in the Reception class and Years 1 and 2. Additional evidence comes from the subject documentation, planning and assessment records, as well as from discussion with the co-ordinator for the subject. Indications are that the attainment of pupils in the subject average and their achievement is satisfactory. This is a decline from the standards found in the previous inspection, when they were reported as being good. At that time, however, music lessons were taught by a music specialist. The present co-ordinator is not a music specialist, and had just completed her first year of teaching when she took over the responsibility for music nearly three years ago. She has, however, a good grasp of the subject in terms of the knowledge and understanding needed for primary school work and is building up her expertise.

121. Pupils enjoy their music making, and singing is a strength of the subject; pupils sing strongly with a good tone and pitch, and with enthusiasm. Older pupils create harmony in songs and hymns. They enjoy exploring the musical elements and the contributions they make to different musical compositions and expressions. The school draws on the traditions of various cultures in music which promotes pupils' awareness of cultural diversity well.

122. The quality of teaching and learning overall in the lessons observed was satisfactory, but, within, this there were some features that were taught well, such as the musical element of rhythm and pulse. In the lesson for younger pupils, there was a carefully designed contrast between rhythmic music and music without a regular rhythmic pattern, which worked very well, and incorporated ethnic music from Indonesia. Notation is also well taught, and well developed through the school. Pupils in Years 3 and 4 are already able to use some features of conventional notation and understand them,

noting down for themselves certain rhythmic patterns in notes and then decoding them to replicate the rhythm. This aspect of musical development is above average for this age group. Teaching is also good where pupils are involved in discussions which help them to think about what they can hear and how they can interpret it, and in the use of specific musical terms. Where teaching and learning were less good, this was due to some restlessness in pupils, and the consequent difficulty in maintaining concentration throughout. In the lesson for younger pupils, the teacher was faced with a difficult task in targeting accurately well-matched work for such a wide age range of pupils. It was hard to provide sufficient challenge for the Year 2 pupils and aid their progress, while laying a basic foundation for Reception children.

123. Pupils in the Year 3/4 class identify rhythmic patterns, and extend their understanding of the concept of an ostinato. In the lesson observed, they enjoyed performing using body percussion to the "Portsmouth Hornpipe" and to an excerpt from Beethoven's Seventh Symphony, with its distinctive rhythm pattern. They name crotchets and quavers, and notate music using these notes. Using such notation on rhythm strips, they compare and contrast different rhythms and beats in different pieces of music. In the lesson for younger pupils, a range of familiar songs and rhymes was used as the basis for exploring rhythms and pulses, as well as opportunities for singing the songs together. Pupils generally demonstrated a good sense of rhythm, and in their singing, a good sense of pitch and melody for their ages. Older pupils in the group, mostly those in Year 2, noticed and commented on the sounds they heard in music, and suggested that the timbre of the instruments used in the Gamelan music sounded like church bells, Chinatown, or wind chimes – all very apt descriptions.

124. Pupils have good opportunities to listen to a range of music at the beginning and end of daily assemblies, and this is an improvement from the last inspection. During the week of the inspection, the music chosen was that of Vivaldi, and details of the composer's life and work were on display in the school assembly hall. The school has a good range of tapes and compact discs from which to provide listening music, and this includes music from worldwide traditions. The school has recently enjoyed an African Day, when pupils participated in a music and drama workshop which enhanced their appreciation of cultural diversity.

125. The subject is taught and satisfactorily led by the music co-ordinator. Her planning is clear and appropriate for the age groups she teaches, with a good level of detail, and with imaginative ideas and choices of music that are lively and fresh. Assessment in the subject is thorough and the co-ordinator is aware of the need to use outcomes from such assessment to adjust her future plans when necessary. Subject documentation is satisfactory. Music is well resourced and there are enough percussion instruments for every child to play when a class is receiving tuition. There is a small recorder club of about six pupils taught by the co-ordinator, who play in assemblies, enhancing the singing. In the autumn and winter, terms there is a choir club, but in the summer, other activities take its place, and in the summer term there is a production of a musical play in which all pupils in the school are involved. Singing and playing recorders also enhance the usual festive events of the school year.

PHYSICAL EDUCATION

126. Standards in physical education are average in Year 2. Pupils perform simple rolling, jumping and landing movements, using their previous knowledge of body positions, and are developing a good ability to link these actions. They have a good awareness of safety in their lessons, especially when setting out and returning larger apparatus. They show a sound understanding of the effect of exercise on their bodies by explaining to the teacher the reason for 'warm up' and 'cool down'. Pupils are willing and able to demonstrate their exercises to the rest of the class and observe and comment on each other's performance in order to improve their own. Pupils show a very good awareness of space in the confined area of the hall.

127. Standards in Year 6 are also average. Pupils' achievement is good. Pupils demonstrate a sound ability to practise and improve their performance in throwing in athletics. All show a sound

awareness of safety factors and, although using foam javelins, adhere to the same safety rules as if they were throwing the real thing. Pupils observe and evaluate their own and others' performance in order to improve their own skills. They understand the effect of exercise on their bodies and can link this knowledge and understanding to their science work. Pupils are able to sustain energetic activity over a long period of time.

128. The quality of teaching and learning is good throughout the school, as all pupils are benefiting from specialist teaching. This is an improvement on the findings of the previous inspection for Years 1 and 2, but slightly lower in Years 3 to 6. The subject is taught by a physical education specialist who has high levels of expertise. Lessons are planned well to ensure continuity between year groups and to take account of the differing ages and stages of development within each class. In a good gymnastics lesson for Years 1 and 2, the teacher began by reminding pupils about the safety measures necessary in a small hall. She also reminded them of the importance of spacing by getting the pupils to imagine being surrounded by 'their own personal bubble' when moving around the hall. The teacher was actively involved in the lesson and demonstrated good practice in order to develop pupils' movement skills. Large apparatus was erected and replaced safely and sensibly by the pupils. In an athletics lesson for Years 3 and 4, the initial 'warm up' session included running around the field, jogging, hurdling and sprinting. The teacher asked pupils the purpose of the 'warm up' and this was linked well to their science work. The lesson also made use of pupils' mathematical skills as they measured the length of throws and timed running exercises. The Year 5 and 6 lesson continued a series of athletics lessons on sprinting, middle and long distance running. The teacher began by finding out what pupils remembered from previous lessons and how this could be linked to throwing events. The lesson was managed well and the teacher maintained a good emphasis on behaviour and concentration. Pupils were given the opportunity to make up their own rules for the team throwing game and this developed their understanding of why rules are necessary in games. All 11 Year 6 pupils are able to swim for 25 metres by the time they leave the school.

129. The subject is well managed by the co-ordinator who is well qualified and enthusiastic. A scheme of work has been produced covering all the required aspects of physical education, based on national guidelines. This ensures appropriate progression in the teaching of skills across the age groups. There are sound procedures for assessing pupils' attainment and progress but the use of this assessment information to guide curricular planning is still relatively under developed. The subject is well resourced and the physical education curriculum is enhanced by extra-curricular activities including curling. Pupils also have the opportunity to participate in 'kwik-cricket', rounders and soccer at the local secondary school. The draft school improvement plan includes the further development of the school's provision for physical education as a priority, including more opportunities for pupils to participate in team games. The subject is further enhanced by the annual school visit to Carrot Wood, where pupils engage in outdoor and adventurous pursuits.

RELIGIOUS EDUCATION

130. Only one religious education lesson could be observed during this inspection in the Year 3 and 4 class. Whilst standards of attainment in this lesson were above average, scrutiny of pupils' religious education notebooks in both Year 2 and Year 6, together with the evidence of planning and documentation for the subject, indicates standards of attainment that are as expected by locally agreed syllabus. This is similar to the findings of the last inspection in Year 2 but lower in Year 6. Whereas the previous report judged pupils' attainment on the evidence seen in a lesson, this judgement takes into account the evidence of pupils' work completed throughout the year. Overall, pupils' achievement is satisfactory.

131. Evidence from pupils' work and from planning in the subject indicates that the quality of teaching and learning is satisfactory across the school, although in the lesson seen it was good. In Year 2, the frequency of entries in pupils' notebooks was small, but in those from Years 5 and 6, it was good. Whilst the major emphasis in the subject is Christianity, pupils study a number of other world

faiths, and the school has made a concerted effort to address this aspect of inclusion in pupils' learning. Judaism, Islam, Sikhism and the Hindu religion all feature in the work of pupils, and some of this influence spills over into other subjects such as English. In a Year 2 literacy lesson, pupils were studying as a text a poem celebrating a Hindu festival, and relating it to the celebrations with which they are familiar. Pupils have also learned about symbolism, different buildings for worship, notable Christians such as Martin Luther King and Mother Teresa, the Christian Church and its rituals, including baptism and Holy Communion. In the lesson observed in Year 3/4, pupils were recalling a visit to the parish church, thinking about how they felt when they were inside the church, and relating and discussing these feelings with one another. They then wrote down some of their thoughts in the form of simple metaphors which were very thoughtful and sensitive expressions of their experiences. In Years 5 and 6, pupils have been writing poems about their ideas of heaven, again with great care, thought and sensitivity.

132. Due to the absence of the co-ordinator, there is no clear leadership in the subject. Assessment procedures are in place but are not being fully implemented. The marking of work is generally thorough and encouraging, but not particularly focused upon helping pupils to make progress in their knowledge and understanding. Curricular planning, however, is complete and is generally sound, and the topics selected from the chosen schemes of work reflect satisfactorily the local agreed syllabus. Resources have been improved since the last inspection, and are now satisfactory. Enrichment in the subject comes from assemblies, visits, such as that to the church, and to the various religious festivals throughout the year.