

INSPECTION REPORT

WESTGATE PRIMARY SCHOOL

Dartford

LEA area: Kent

Unique reference number: 118252

Headteacher: Mr C R Osborne

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 30 October – 2 November 2000

Inspection number: 224865

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Summerhill Road Dartford Kent
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Snape
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Richard Eaton 4430	Team inspector	History Physical education Religious education	
James Forrest 17694	Team inspector	Science	Curricular and other opportunities
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westgate Primary School educates boys and girls aged between 4 and 11. During the term of the inspection, there were 24 children in the Foundation Stage. In total, there are 286 full-time pupils, which is bigger than most other schools of the same type. Thirty-seven pupils have English as an additional language. The percentage of pupils speaking English as an additional language is high. Eight per cent of the intake comes from ethnic minority families. Around 22 per cent of the pupils are entitled to free school meals, which is broadly in line with the national average. Thirty one per cent of pupils are identified as having special educational needs, which is above the national average. Five pupils have statements of special educational need, which is broadly in line with the national average. During the last school year, 52 pupils entered the school other than at the usual time of first admission and 13 left it at times which were not those of the normal leaving or transfer for most pupils. This represents a high degree of mobility amongst the pupils in this school. Attainment on entry is below average.

HOW GOOD THE SCHOOL IS

This is an effective, caring school, committed to meeting the needs of all its pupils. The satisfactory quality of its leadership and management and the good quality of the teaching in the Foundation Stage and in Key Stage 2 result in an effective commitment to helping pupils achieve to the best of their abilities. There is good teamwork that supports teaching and learning and answers the varied needs of pupils well. Some teachers with curriculum responsibilities for the foundation subjects lack a clear understanding of their roles and responsibilities. Financial management is satisfactory. The accommodation is spacious and well maintained. Resources are sufficient in quality and quantity and support teaching and learning well. The funding allocated for the provision for pupils with special educational needs and English as an additional language is well used to provide good levels of support. The school gives satisfactory value for money.

What the school does well

- Caring and supportive leadership of the head teacher.
- Quality of teaching for the Foundation Stage and at Key Stage 2 is good overall.
- Very good procedures for monitoring and promoting pupils' behaviour and social development.
- The provision for pupils with special educational needs is good.
- Very good links with local secondary schools.

What could be improved

- Standards in English, especially writing, science and information and communication technology at Key Stage 1.
- Standards in writing and science at Key Stage 2.
- The use of information and communication technology to support learning in other subjects.
- Meet statutory requirements and raise standards in physical education at Key Stage 2 and in religious education at both key stages.
- The formal monitoring of teaching and learning by the senior management team and curriculum co-ordinators which lacks a sharp focus.

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 October, 1996 and, since then, it has made satisfactory improvement and has a similar capacity to continue to improve. There are good improvements in the quality of teachers' assessment practice, lessons are better matched to pupils' needs in the majority of classes resulting in improved quality of teaching. Pupils' attainment in mathematics has improved at Key Stage 1, although still below the national average. A greater improvement is evident at Key Stage 2, resulting in the 2000 tests showing the school results to be broadly in line with the national average. Standards in science are not as high as they were in the last inspection, although they are rapidly improving, as shown in the 2000 national tests. Statutory requirements are not met in physical education at Key Stage 2 due to the lack of provision for swimming, nor fully in religious education at both key stages. In the previous inspection report, support for pupils with special educational needs was stated to be effective, helping pupils to make sound progress and this remains the case.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	E	E	E	E	well above average A above average B Average C Below average D well below average E
Mathematics	E	E	C	C	
Science	E	E	E	E	

The information shows that, compared with all schools, standards are consistently well below average. Compared with similar schools, standards are highest in mathematics and weakest in English and science. The findings of the inspection judge standards in English to be average, apart from in writing where they are below, as indicated by the 2000 results. In mathematics, the inspection finds standards to be broadly in line with the national average, which is similar to the 2000 test results and a good improvement on the 1999 results. In science, although improved in the 2000 results, inspection findings show that standards remain below average. They are also below average in religious education. In art and design, geography, history, information and communication technology in Year 6, standards are broadly similar to those found in most schools. Overall in music, standards meet expectations although they are above expectations in singing. There was insufficient evidence to make a judgement about standards in design and technology. Requirements are not met in physical education and religious education.

The 2000 test data for Key Stage 1 show well below average standards in reading and writing and below average standards in mathematics. In science, teachers judged pupils' attainment as broadly in line with the national average. The inspection findings are that the current Year 2 pupils are attaining below average standards in reading, writing and speaking, information and communication technology, religious education and science. Standards in mathematics are broadly average. Standards in art, geography, history, music and physical education are in line with those expected for pupils' ages. There was insufficient evidence to make a judgement about standards in design and technology. Children in the Foundation Stage reach satisfactory standards in listening, physical development, their knowledge and understanding of the world, creative development and in their physical development and personal and social education. Children reach lower than expected standards in their language and literacy development, especially speaking, and in their mathematical development. Throughout the school, pupils, including those with special educational needs and pupils for whom English is an additional language, make satisfactory progress in their learning and achieve standards which reflect their

potential. Higher attaining pupils make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are attentive and interested in their lessons and settle down to work quickly.
Behaviour, in and out of classrooms	Good. Pupils understand the school's expectations for good behaviour and conform to these sensibly in class and when around the school. When out on visits pupils' behaviour is commended by the community.
Personal development and relationships	Good. Pupils get on well together. They accept responsibility willingly and relate well to adults in the school community.
Attendance	Satisfactory. Attendance is in line with the national average. There are low incidences of unauthorised absence and lateness.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall 64	Good	Satisfactory	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.

Eight per cent of the teaching observed during the inspection was very good or better, 39 per cent was good and 50 per cent of the teaching seen was satisfactory. Three per cent of lessons were unsatisfactory. The quality of teaching is satisfactory overall but good for the under fives and at Key Stage 2. The weak teaching was due to low expectations in mathematics and weak teaching skills in an art lesson. Across the school English teaching is good, and mathematics teaching is satisfactory. Teachers have successfully adopted the literacy and numeracy strategies that are beginning to have an impact on standards, especially in mathematics at both key stages. The teachers have a secure knowledge of the subjects that they teach and impart basic skills, such as literacy and numeracy, well. Assessment information is used well in literacy and numeracy to plan the pupils' work and teachers make it clear to pupils what they are expected to learn in the lesson. Assessment information is less well used to support learning in other subjects. Marking does not readily show how well pupils have learned work although there is exemplary practice in the school. Throughout the school, pupils of all ages and levels of attainment work hard and make satisfactory or better progress. Children in the Foundation Stage make satisfactory or better progress and reach the expected standard in all areas of learning except language and literacy and mathematics where standards are below average. Pupils with special educational needs and those with English as an additional language make satisfactory progress overall, as they receive good support from a range of staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Broad but unbalanced as swimming is not taught at Key Stage 2, an aspect of science is not planned for the lower juniors and the time allocated for physical education and science is below the recommendations. Children under five experience a good range of activities. Statutory requirements are not met in physical education at Key Stage 2 and not fully met in religious education at both key stages.
Provision for pupils with special educational needs	Good. These pupils' needs are well met with active support from classroom assistants.
Provision for pupils with English as an additional language	Good. Pupils receive good support from the language support teachers. Pupils have equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. These aspects make an important contribution to pupils' personal development. The provision for pupils' social development is very good and a strength. Visits to places of cultural and religious interest are playing an important part in promoting spiritual, cultural and multicultural understanding.
How well the school cares for its pupils	Good overall. Pupils are well cared for. Staff understands pupils' needs, and problems are dealt with swiftly and sensitively.

HOW WELL IS THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Committed leadership provides satisfactory direction for the school's improvement. There is a good team spirit amongst all staff who are good role models for the pupils. The role of the curriculum co-ordinators is having insufficient impact on raising standards in subjects other than in numeracy and literacy.
How well the governors fulfil their responsibilities	Satisfactory. Statutory requirements are met with the exceptions of the provision of swimming at Key Stage 2 and the full provision of religious education at both key stages. Governors are led effectively and are supportive of the school.
The school's evaluation of its performance	The school analyses pupils' performance in national tests soundly. Realistic targets have been set for improvement. The formal monitoring of teaching and learning by the senior management team is underdeveloped.
The strategic use of resources	Satisfactory use is made of all staff, time, of curriculum resources and the buildings. Staff are effectively deployed although the management role of teachers with responsibility for the foundation subjects is not well developed. Resources for information and communication technology are satisfactorily utilised.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school• Teaching is good• School has high expectations of behaviour• Well led and managed by the headteacher• Helps children to become mature and responsible	<ul style="list-style-type: none">• Language used in the playgrounds• Behaviour management of disruptive pupils• The amount of information about children's progress• The provision of swimming lessons• The quality and amount of information about pupils with special educational needs

The findings of the inspection support the positive views of the parents. In addition, they show that the school manages the behaviour of disruptive pupils well and is working hard to teach children about the appropriateness of their language. Parents receive a good amount of information about how their children are getting on but they are not given some statistical information that would help them to understand the standards that their children reach. The findings of the inspection are that the statutory requirement to teach swimming to Key Stage 2 pupils is not met and this is unsatisfactory. Parents receive a good amount of information regarding their child's special educational needs. There are very effective links with parents. Parents have confidence in the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The national end of Key Stage 2 tests for Westgate Primary School in 2000 show that, compared with all schools, standards were well below average in English and science. In mathematics standards were broadly in line with the national average. Compared with similar schools, standards were below average in English and science and broadly average in mathematics. Standards in all three subjects have been consistently well below average compared with all schools since 1998. The exception to this is the broadly in line attainment in mathematics in 2000. During the period 1997 to 2000 taking English, mathematics and science together, the performance of both girls and boys was below the national average.
2. When the school's end of Key Stage 2 test results for English, mathematics and science for 2000 are compared with the previous three years, they show well below average standards except in mathematics. Over time, the school's trend was below the national average in all core subjects.
3. The findings of the inspection judge standards in English, including literacy, to be average although they are below average in writing, which is the same judgement as the last inspection. English test scores exceeded the school's target by one per cent. In mathematics standards are judged to be broadly average, which is similar to the findings of the 1996 inspection. The school's performance in mathematics, in 2000, exceeded its target by four per cent. Science is below average, which is not as favourable as reported in the 1996 inspection. In 2000 there was a good improvement of 24 per cent in science results. The targets for 2001 are based on the key stage results and are lower than those of 2000, due to there being over 37 per cent of pupils in the current Year 6 group with special educational needs. The school's results are depressed due to the high proportion of pupils that join the school, very often with learning difficulties/behavioural problems, throughout the year. When this factor is taken out of the equation the school is performing better than the figures suggest. In information and communication technology, standards meet expectations. In art and design, history and geography, standards are similar to those found in most schools. Overall, standards are average in physical education; however, the school fails to meet the statutory requirement to teach swimming. Standards in swimming, judged as unsatisfactory in this inspection, are the same as those found in the school's previous inspection. Standards are average in music although standards in singing are above those found in most schools. There was insufficient evidence to reach a judgement about design and technology. Compared with the findings of the school's previous OFSTED inspection, standards are the same as they were in English, mathematics, art, geography, history, information and communication technology, physical education and music. Standards in science and religious education are not as good as they were in 1996. The expectations of the locally Agreed Syllabus are not fully met in religious education, which is similar to the judgement of the last inspection.
4. In English, by the age of 11, standards are below the level of national expectation in speaking and writing. Listening skills are satisfactory. Higher-attaining pupils in Year 6 read confidently, accurately and with expression. In some aspects of work, pupils do not make sufficient use of adventurous words when writing and are occasionally careless when checking what they have written. Handwriting is satisfactory, but standards of presentation are unsatisfactory. In mathematics pupils understand the language of probability but too few opportunities are provided for practical work.

5. By the age of 11, in science, the pupils can make some scientific predictions and show understanding of how to conduct a fair test, for instance in comparing rates of evaporation from various surfaces. For a number of other pupils the language of science remains a barrier and the knowledge gained is more limited. In information and communication technology, pupils use the CD-ROM to access information in history and geography.
6. By the age of 11, pupils make satisfactory progress in art and design, although they have limited knowledge of non-European artists. They also make satisfactory progress in design and technology, history, geography, music and physical education. Pupils make unsatisfactory progress in religious education and the swimming aspect of physical education.
7. Many pupils enter school with poor speaking skills; they develop their listening skills well in the Reception class. Although pupils make satisfactory progress during Key Stage 1, by the end of the key stage the majority of pupils still lack confidence in expressing their ideas clearly. They show a restricted use of appropriate vocabulary and often answer questions with short sentences. There are some pupils in Year 2 who write quickly and fluently and are developing secure skills in the use of punctuation.
8. Children enter the Reception class with below average standards of attainment and make satisfactory progress in their learning. Those with special educational needs, children who learn more quickly than others and those with English as an additional language also make satisfactory progress in their learning. Most are likely to reach the expected levels in their personal and social development, knowledge and understanding of the world and physical and creative development. However, they are unlikely to attain the expected levels in their language and literacy and mathematical development because of their weak speaking skills and their inability to express their thoughts clearly.
9. Pupils with special educational needs generally make satisfactory progress in their learning, against their capabilities and their previous learning. The independent education plans drawn up for many of these pupils, with targets revised termly, show steadily increasing learning and achievements. This is due in a large part to the good support and special tuition they receive, as well as to the well co-ordinated teaching in the classroom. Higher attaining pupils make satisfactory progress in relation to their prior attainment.
10. Attainment for bilingual pupils in National Curriculum English is not commensurate with their peers. Pupils generally lack confidence in speaking and taking part in group discussions. In relation to prior attainment, pupils make at least satisfactory progress in most aspects of language and literacy. Progress is also satisfactory in mathematics.
11. Literacy skills across the curriculum are below expectations. Although there is provision for writing activities in geography, history and religious education, pupils' attainment in writing tasks is often weak. There are insufficient writing activities in Key Stage 1. In Key Stage 2 there is some lack of opportunity for pupils to write at length and to increase their understanding of new vocabulary. There are limited opportunities for pupils to use computers for word processing.
12. Standards in numeracy are sound throughout the school. The implementation of the National Numeracy Strategy is having a good impact on pupils' achievement. The use of literacy in mathematics, however, is not strong, for example in communicating information through writing, speaking and through interpreting data. School displays

show some good examples of mathematics being integrated with other subjects, such as in science, history and geography.

Pupils' attitudes, values and personal development

13. Pupils enjoy coming to school and play active parts in the life of the school. They take a keen interest in their lessons and have positive attitudes to learning. They remain attentive during their teachers' expositions and concentrate well on tasks that are set for them. This is a strength of the school.
14. Pupils' behaviour is good, both within class and around the school site, and this supports learning and progress. They co-operate well with each other, in a variety of group structures and situations. Pupils with special educational needs are well integrated in classes and show an interest in their work. They are mostly well behaved and have good relationships with both teachers, learning support assistants and each other.
15. Children in the Foundation Stage understand the Reception class rules and show a caring relationship with each other. They behave well in lessons and in assemblies and become more confident as they move around the school. They begin to accept responsibility and take turns to return the attendance register to the school office. They respond well to adults and each other and co-operate when completing tasks or playing outside.
16. Pupils are polite and friendly, and respond well to pupils from different backgrounds. Pupils from different ethnic backgrounds are well integrated into the school community, and this is reflected in the good whole school ethos. Pupils are sensitive to other people's needs and feelings, and respect different values and beliefs. This was evident through playground observations as well as through the school's multicultural assemblies. There was no evidence of bullying during the inspection. Exclusions hardly ever occur. There are good systems in place to reward good effort and good behaviour, and to discourage inappropriate behaviour. Pupils help to form their class rules and take good account of the school rules, which are complementary.
17. Pupils enjoy good relationships with adults and peers. Adults provide good role models, demonstrating good manners and encouraging pupils to do their best in work and to improve in other ways. Pupils take pride in their school environment and show respect for classroom resources and the school property. They are careful in handling school artefacts, equipment and resources, and there was no evidence of damage to property or graffiti.
18. Pupils are encouraged to develop targets for their own and class improvement and development. This good practice is consistently followed across the school. Pupils are encouraged to do small jobs around the school and are willing to help their teachers during the lunchtime. Although most aspects of pupil development are handled well, too few opportunities are available for pupils to take initiative and responsibility. There was one good example from a Year 5/6 class of pupils taking initiative and responsibility for publishing a school magazine, using their computer, in order to raise school funds and to affirm the school rules. Limited opportunities, however, are provided for pupils to take responsibility for their own learning in subjects such as mathematics, for example by carrying out their own investigations and classroom surveys.
19. Bilingual pupils are well integrated into the school community and they look forward to coming to school. They are well motivated and keen to learn. They listen attentively to

their teachers and the bilingual classroom assistant and respond well to their lessons. They concentrate well in their work and show more confidence in their learning in some subjects, such as mathematics and information and communication technology. Relationships are good throughout the school and pupils' behaviour is also good. They make good relationships with the visiting teachers, one of whom is bilingual and can communicate in their home language.

20. Pupils' attendance in school is satisfactory with low incidents of unauthorised absence and of lateness. There are good systems in place to encourage good attendance and punctuality.

HOW WELL ARE PUPILS TAUGHT?

21. Overall, the quality of teaching and the quality of learning are satisfactory or better throughout the school and parents agree that these are key strengths of the school's provision, with 91 per cent of those who responded, indicating in the questionnaire that teaching was either good or very good. There is some variation as teaching and learning is good for children aged under five, satisfactory at Key Stage 1 and good at Key Stage 2. During the inspection, 64 lessons or parts of lessons were seen. The quality of teaching was very good in eight per cent, good in 39 per cent, satisfactory in 50 per cent and unsatisfactory in three per cent. This represents an improvement on the findings of the school's last inspection when a quarter of all lessons had shortcomings. The last report criticised low teacher expectations, a lack of pace and rigour, inadequate marking and unsatisfactory match of tasks to pupils' abilities. This inspection finds that, throughout the school, teachers have improved the pace of their lessons, expectations are mostly appropriate and activities generally match pupils' abilities. Although there has been a satisfactory improvement in marking, there is room for further improvement, particularly in improving consistency across the school.
22. The strongest points of the teaching are the management of the pupils, which results in good behaviour and positive attitudes to work by the pupils. The use of assessment has improved and teachers now make the learning objectives of lessons clear to pupils. There are still a few examples in mathematics and English books that do not clearly indicate how a pupil may improve its work. Suitable extension work is provided for the higher attaining pupils. For example, in a Year 3/4 mathematics set pupils were given the opportunity to explore the rationale behind Pascal's triangle. These elements of teaching are all improvements since the last inspection.
23. At Key Stages 1 and 2, particular strengths in the pupils' learning are the efforts which they make to learn, and the way in which they sustain interest and concentration. For pupils at Key Stage 2, the teachers' subject knowledge and enthusiasm are strengths of the teaching and these have a positive effect on the quality of pupils' learning. Some examples of good teaching were seen in English, mathematics, science, art, information and communication technology, history and geography and music at Key Stage 2. In those lessons with shortcomings at Key Stage 1, the most important weaknesses in the teaching are low teacher expectations in mathematics and an inappropriate match of tasks to meet the needs of a multi-ethnic class, resulting in unsatisfactory learning. The pupils lack opportunities to apply literacy skills across the curriculum, resulting in unsatisfactory development in this area.
24. The overall good quality of the teaching for children in the Foundation Stage promotes good or better learning in most areas of children's development. In the school's previous inspection report no judgement was made regarding the quality of teaching for these children. Children learn to listen well but make limited progress overall due to their

weaker speaking skills and this stems from the children's low starting point. Good provision is made for a range of resources that allow children to have practical experiences. Children are given some opportunities to run and jump in the outside play area but are restricted through the lack of free access to the area due to weaknesses in the design of the building. Relationships are good, and the support staff make a valuable contribution to the quality of teaching and learning in the Reception class. The staff use praise and encouragement and each child is valued.

25. At Key Stage 1, the quality of teaching and the quality of learning in English, mathematics, science, information and communication technology, music, physical education and religious education are satisfactory. There was insufficient evidence to make judgements about art and design, geography, history and design and technology. The National Literacy and Numeracy Strategies are well established in the school and teachers are confident in teaching them. However, teachers in all curriculum areas insufficiently encourage pupils to use their literacy skills. Satisfactory progress occurs in literacy and numeracy lessons throughout the school as all teachers are well aware of the requirements of the National Strategies. The school has the use of specialist staff teaching from local secondary schools in information and communication technology and in design and technology and this is having a positive impact on standards in these subjects at Key Stage 2. The quality of teaching and learning is satisfactory in science, art and design, geography, music, physical education and religious education at Key Stage 2. The quality of teaching and learning is good in English, information and communication technology, and history. There was insufficient evidence to make a judgement in design and technology.
26. Pupils with special educational needs receive good support, both in class and when they are withdrawn for additional work. Class teachers are aware of individual pupils' targets and ensure that appropriate work is set. Effective support is provided by learning support assistants. They complete detailed weekly record sheets for individual pupils and these enable a pupil's progress to be accurately judged. The quality of individual education plans is good; they are well used by staff.
27. The quality of in-class support is effective in meeting pupils' day-to-day needs and in helping bilingual learners to access the curriculum, at their level of need. Group work provides good opportunities for focused teaching. Teachers provide effective models of spoken and written language. Pupils feel confident to contribute within small group situations. There is a good level of collaboration between class teachers and language support teachers, which is reflected in the planning of the work for the literacy hour and for numeracy lessons. Class teachers meet informally with the language support teachers to review pupils' progress, and are generally aware of the extent of the pupils' linguistic needs. Teachers acknowledge pupils' home language, although the practice varies between teachers.
28. Teachers set homework regularly, and this helps to develop pupils' reading and spelling skills in particular. Although a few parents indicated in the questionnaire that pupils were not set sufficient work to complete at home, the inspection team found that the amount set was appropriate for pupils' ages.

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

29. The curriculum offered by the school at the Foundation Stage and both key stages is broad overall with a satisfactory range of learning opportunities at Key Stages 1 and 2. The educational provision for children in the Foundation Stage is good. There is a

detailed personal, social and health education policy. There is an appropriate drugs awareness programme for pupils of all ages and a dedicated sex education programme for pupils in Year 4. The school has been successful in maintaining this good provision since the previous inspection report. However, the curriculum does not meet statutory requirements in religious education at either Key Stage 1 or Key Stage 2, nor in physical education at Key Stage 2, where there is no provision for swimming. The overall teaching times for science and physical education are rather low at Key Stages 1 and 2, which affect attainment in these areas. There is also an imbalance of attainment targets in the science provision for the current Year 3/4 curriculum. Since the last inspection the depth of curriculum coverage in design and technology, information and communication technology (ICT), history and geography has improved to a satisfactory level. The curriculum also includes enrichment activities like French and "Golden Time", where pupils may choose to work in a different phase with younger or older pupils on an activity.

30. Since the last inspection, subject policies and schemes of work have been developed or improved and most subjects now make active use of the Qualifications and Curriculum Authority's schemes or a recognised local alternative. This has helped teachers' planning and pupils' learning outcomes are also being better addressed. The school operates a two-year cycle of work topics, because of the mixed age classes. This works well, provided it is well planned and organised by the co-ordinators and year teams. There is no school curriculum policy but there are effective policies for teaching and learning and for homework.
31. The school groups pupils from the double-year classes into ability sets for literacy and numeracy, from Year 1 onwards, with positive effects on their rate of progress. The school has implemented the National Literacy and Numeracy strategies effectively in English and mathematics. Numeracy is developing across the curriculum as well, for instance in science where pupils measure lengths, volumes and temperatures as part of their investigations. The school intends to improve pupils' literacy skills across the curriculum, particularly in extended writing and in speaking.
32. Recent improvements in the school finances have given opportunities for some non-contact time for co-ordinators to monitor and enhance the curriculum provision and teaching and learning in their own subject areas. English and mathematics have been the first subjects to benefit but the school has plans for other subject co-ordinators in turn and this is a key area of development for the school. There are insufficient examples of information and communication technology being used to support learning across the curriculum and the school is working to remedy this.
33. The school meets the requirements of the Code of Practice. There is good provision for pupils with special educational needs, with active support from classroom assistants. Pupils are supported in class or withdrawn for additional help, depending on the requirements of their individual education plans. The social skills group for Key Stage 2 pupils offers further opportunity for special educational needs pupils to progress in their learning. All pupils have access to the whole curriculum. There is equal access to the curriculum for all bilingual learners. The additional support is helpful in accessing the day-to-day work, and the curriculum as a whole. The work is more focused in literacy and in numeracy lessons for which language support teachers modify their teaching plans, to meet the individual needs of pupils. The school values the support that is provided by the language support staff, who are well integrated into the life of the school. They make useful contributions to the pupils' personal, social, moral and cultural development, and in raising pupils' multicultural awareness. They also take an active

role in organising the celebration of religious festivals in school, such as Diwali.

34. The school continues to provide good extra-curricular provision, including a range of sporting activities, computer club, choir, drama, dance, school productions and games club (imaginative and board games). These are well attended by boys and girls, rewarding the staff who give so freely of their time and help to motivate pupils' interests and extend the curriculum effectively.
35. The school has a strong inclusive ethos and an effective equal opportunities policy. A video recording of recent school events showed a good gender and ethnic balance of pupil presenters and participants. Boys and girls work well together in all classes. On rare occasions teachers miss valuable opportunities to be fully inclusive in their teaching. An example of this was observed in an art and design lesson where the emphasis was on painting 'pink faces', ignoring the needs of pupils from other ethnic backgrounds. The attainment of pupils with English as an additional language could be improved in mathematics if there were better systems of ongoing assessment and for reviewing pupils' progress on a regular basis. This often means less challenging work being set for bilingual pupils, and, on occasions, leads to pupils working in a lower mathematics set than necessary; this in turn results in lower teacher expectations. Extension work for higher attainers has been addressed since the last inspection but examples are not yet spread widely across all schemes of work and lesson plans.
36. The school makes good provision for pupils' spiritual, moral, social and cultural development. In some of the areas its provision is very good. It has maintained as a priority this high level of provision since the time of the last inspection. The school clearly values its pupils, their thoughts and their well being. The head teacher leads by his caring attitude towards all the staff. There is an understanding in the school of people being important as people and pupils feel secure. This in turn helps create a good ethos for learning.
37. Whilst the school makes opportunities for spiritual development in assembly and religious education lessons, across the curriculum provision is less good than for their moral, social and cultural development. Teachers' planning does not mention spiritual opportunities across the range of subjects. However, there are instances in pupils' work; for example, in creative writing about music and about a poem "The Door" there were touches of awe and wonder. In an assembly in Key Stage 1 pupils gasped at the obvious power of a storm vividly shown in a picture.
38. Teachers lead 'circle time' in which pupils have an opportunity to talk about things that concern them or that they would like to share with their classmates. In one lesson seen, however, the accent was more on getting everyone to talk rather than trying to develop a theme, or answer important questions. Although this is valuable, especially for those pupils who find speaking and listening difficult, it does not allow pupils to think about issues or to consider other people's ideas. Assemblies sometimes offer opportunities for pupils to think about major issues. A good example, during inspection week, was the idea of responsibility that followed a story very well told. Others, however, offer only occasional opportunities for reflection. The school has made progress in helping pupils' spiritual development since the time of the last inspection, however, and its provision is now very sound.
39. For pupils' moral development provision is good. The school successfully places emphasis on pupils understanding well the difference between right and wrong and the headteacher considers that this links with the ethos of valuing people. The Diwali assembly had a strong moral content as well as much factual teaching about the

festival. A good example of the school practising its principles occurred after a lunchtime quarrel between two boys. This was successfully and “morally” resolved through patient and time taking discussion led by a teacher. In religious education a Year 5/6 class considered the modern value of the Ten Commandments, and pupils invented some new rules that they thought were important today.

40. The school provides very well for pupils' social development. Social responsibility is encouraged through a range of responsibilities in school and fund-raising for good causes. Most classrooms display a set of class rules made by pupils. Pupils work together in groups well. They co-operate and collaborate. In a Year 5/6 history lesson, for example, they developed short dramatic scenes about the Greek gods that involved all group members, pupils sparking ideas off one another. The many educational visits taken by most classes offer very good opportunities for social development. Each year Key Stage 2 pupils take part in a residential visit to a Welsh farm or to the Isle of Wight. This gives excellent opportunities for pupils to do together activities that they cannot experience at home or in school and gives them a glimpse of a way of life very different from their own. Pupils sing in the community at Christmas and large audiences attend all productions.
41. The school makes good provision for pupils' cultural development. Through religious education pupils look at the way of life of people in other religions and times. They visit a synagogue and a Sikh temple and museums in connection with history studies. The school has many visitors including theatre groups and visitors to take assemblies. One of the visiting groups of actors introduced a rap and the words have been included in a colourful display about the visit. The school does not neglect local culture. There is summer maypole dancing and pupils visit local shops. There is art by famous artists attractively displayed around the building, although there are no examples from outside the European tradition.
42. Provision for pupils' personal and social education is good at all stages, supported by a detailed policy. It covers a wide range of issues including drug awareness, bullying, health and fitness, relationships, the community and the environment. It is well resourced and there is a planned programme for each year group. There is a policy for sex education that is taught in Years 4 to 6 with input from the school nurse. Year 6 pupils also learn about potentially dangerous situations and substances at a "Safety in Action Day", which is organised by the emergency services.
43. Links with the community continue to be good. Successful activities include singing in the community at Christmas, each pupil participating in a production during the year, supporting local charities, winning a painting competition sponsored by a local solicitor, inviting theatre companies to school and forging links with the fire brigade and sporting organisations. Visits to museums, places of worship and places of scientific interest have also taken pupils' learning forward. The potential for using local industry is considerable and the school has not yet used the internet to widen its community links still further.
44. The school has very good links with local secondary schools. All Year 5/6 classes enjoy regular visits to the ICT department at Dartford Technology College for Girls, where they develop their internet skills, benefiting from very good technical support. The school also has a strong partnership with Dartford Grammar School for Boys, enjoying joint projects in literacy and science. Links are also well established with many other secondary schools such as the Leigh City Technology College for design and technology lessons, with nearby nurseries and playgroups and with local teacher training and Higher Education Colleges.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school provides a safe and caring environment for its pupils and staff and the pastoral care is a strength of the school. There is a detailed health and safety policy and the governors' general purposes committee conducts a termly health and safety inspection of the school. Any issues are recorded and appropriate action is taken and monitored by the governing body. There are clear procedures for dealing with accidents and a member of staff is qualified in first aid. All accidents are recorded appropriately. All staff know pupils with special medical needs and parents are aware of the school's policy on dispensing medicines to pupils. Details of all drugs administered to pupils are recorded.
46. The school has a detailed child protection policy and guidelines to staff on how to recognise children who may be at risk. The head teacher is the member of staff responsible for child protection and the subject is regularly discussed at staff meetings.
47. The school has a detailed behaviour policy with a clear system of rewards and sanctions that are applied consistently throughout the school. A 'Child of the Week' is chosen from each class for effort, good behaviour or a particular act of kindness. These awards are announced in the Friday assembly and names are entered in a book, which is kept in the reception area. This highlights the value the school places on encouraging positive attitudes. Staff effectively deal with recorded incidents of bullying and the head teacher is very much involved in the anti-bullying strategies used in the school. The very good procedures for monitoring and promoting good behaviour have had a significant impact on raising the standards of behaviour throughout the school and establishing a good environment for learning.
48. Registers are marked accurately using appropriate symbols and effective action is taken in following up unexplained absences. There is good liaison with the education welfare officer and parents are made aware of the importance of good attendance and punctuality.
49. The school provides effective support and guidance for all its pupils, including those with special educational needs and English as an additional language. There is good provision for personal, social and health education with a planned programme for each year group. Issues covered include behaviour, relationships, bullying, the community and the environment.
50. Pupils in Year 6 attend a 'Safety in Action Day' organised by the emergency services where they learn about personal safety and are made aware of potentially dangerous situations.
51. Links with pre-school groups are good, and a nursery has recently been established on site. The school has very good links with a number of secondary schools where pupils participate in a range of activities including drama, sport, design technology and information and communication technology. There is an effective induction programme for all Year 6 pupils prior to transfer.
52. The school has good procedures for identifying and assessing pupils with special educational needs. Pupils have detailed individual education plans; class teachers write these with the special educational needs co-ordinator. The individual education plans identify targets for literacy, numeracy and personal and social development, when required. A review of the progress made by each pupil is carried out at regular intervals

and this ensures that pupils' targets are met. Occasionally, pupils are able to come off the special educational needs register on the recommendation of the class teacher and co-ordinator. Good support is provided for pupils by outside agencies.

53. There are good systems of initial assessment of pupils' fluency levels in English. Some tracking of pupils' progress is also observed. Individual profiles are maintained in which samples of day-to-day work are kept and pupils' progress is noted. However, there is some scope for improving the tracking of continuing linguistic development to enable further planning and target setting.
54. There have been a number of developments in assessment practices since the last inspection. Procedures for analysing the school's national test data at Key Stages 1 and 2 and for baseline testing of reception pupils are well organised and effective. The deputy head teacher follows through predictions based on the Kent Baseline Test Scheme, and pupil levels are checked at each later test stage. The results show that these pupils make satisfactory progress through the key stages. Predictions are improving in accuracy as a result of the increased baseline data now available. The school also makes good use of the optional Qualifications and Curriculum Authority's tests in between the ends of key stages.
55. A comprehensive "Summative Record" sheet tracks pupils' progress throughout their time at Westgate. Assessment and tracking of the many pupils who arrive later at the school is also carried out and the school is working towards standardising these initial assessments with the baseline and National Curriculum data. The school analyses the national test results for gender and has noted the recent shift to boys underachieving in some areas of the curriculum, notably in Key Stage 1.
56. The systematic assessment of the pupils in the Reception class in literacy, numeracy and personal development is good and sets a foundation of recording on which the school can build. The assessments linked to individual education plans help pupils with special educational needs to make progress and there are some good examples of ongoing assessment of these pupils in lower sets, where support staff help with the assessment and recording of individual pupils.
57. The school has a satisfactory marking policy, which is about to be reviewed, and a well-written draft policy for assessment, recording and reporting. Regular assessment of all pupils' performance is now established in English and mathematics and a new portfolio of samples of pupils' assessed work, showing National Curriculum levels, has been developed in English. This model of good practice would benefit the other core subjects. Assessment of pupils' attainment at the end of each unit of learning is just starting in science and design and technology and the school intends to develop similar approaches in other subjects, where at present there is little assessment of work beyond simple marking.
58. There are opportunities for pupils to write their own self-assessments as part of the annual reporting process. Pupils are also benefiting from negotiating their own individual learning targets for literacy and numeracy, which they keep in their work folders and review and update regularly. However, in some cases the marking does not make sufficient reference to these targets.
59. Pupils also work on a personal development target, with support from personal and social education lessons and "circle time". This gives support to the earlier baseline assessment of their personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The majority of parents is supportive of the school and feels that their children receive a good education in a safe and caring environment. The school has established a good partnership with parents which has a positive impact on the quality of pupils' learning and the progress they make.
61. The school provides good quality information to parents through the school brochure, the governors' Annual Report to parents and regular newsletters. Pupils' annual reports provide information on pupils' attainment and parents know what their children have been taught and what they know, understand and can do in each of the subjects. Reports appropriately give reports of pupils' progress and suggest targets for improvement.
62. A small group of parents regularly help in the classroom with art and craft activities, cooking and general classroom support. Many more help with school visits and trips. There are regular consultation meetings for parents to discuss their children's learning and progress with the teachers. Liaison arrangements for parents of pupils with special educational needs are good. Close contact is maintained with parents by the special educational needs co-ordinator. Parents are regularly informed of the individual targets set for their child. Frequent opportunities are provided for parents to discuss their child's progress with both class teachers and the co-ordinator. The school has held successful workshops on numeracy and literacy and keeps parents up to date on what is being taught in school, with a list of topics to be covered sent out at the beginning of each term.
63. Parents are encouraged to talk to staff if they have any problems or concerns. All teachers take their classes out to the playground at the end of the school day, which provides an additional opportunity for informal discussion. A contact book is used for written communication between home and school and the reading record book allows parents to comment on the reading their children do at home, giving teachers an indication of pupils' progress. A satisfactory home/school agreement is in place.
64. Language support teachers are useful in communicating and liaising with parents of pupils from ethnic minorities, for example to inform them of the provision in school and the levels of progress being made by their children in school. This helps to meet pupils' individual needs and strengthens home and school links.
65. There is an active 'Parent-Teacher Association', which organises a range of social and fund-raising activities. Large amounts of money are raised annually to support the school through the purchase of equipment and improving facilities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The head teacher's caring and supportive leadership results in a shared sense of responsibility and purpose amongst all staff. The leadership gives satisfactory direction to the school. The improvement made since the last inspection is satisfactory. There has been a thorough review of curriculum planning, policy production and implementation and an improvement in the quality of teaching. This is leading to improved standards in some subjects by the end of Year 6, but some of the foundation subjects have some way to go. The senior management team carefully monitors the school's performance in statistical terms and this provides staff and governors with useful information. All the issues raised in the last report have been satisfactorily addressed. There is room for further improvement in English standards at Key Stage 1

and the school has already begun to address the low standards in writing across the school. The management of the school has now to resolve how to ensure that the high proportion of newcomers to the school do not adversely affect the school's performance in relation to the national standards. The school is satisfactorily placed to make further improvements.

67. All teachers contribute to curriculum development and play an important role in ensuring that specific subjects are implemented coherently. There has been an appropriate emphasis on literacy and numeracy but some of the foundation subjects have yet to have the same amount of focus. Job descriptions are clear and are reviewed annually. Due to the budget deficiencies over the past few years, curriculum co-ordinators have had few opportunities to monitor teaching. During this period informal monitoring has been undertaken by the head teacher. This monitoring is insufficiently rigorous and formalised to make an impact on standards at the school; this is an underdeveloped area of the school's work. There is insufficient monitoring of the effectiveness of the equal opportunities policy.
68. The special educational needs co-ordinator provides effective leadership. The learning support assistants make a valuable contribution to the good provision for special educational needs pupils. There is effective liaison with a range of external agencies. Resources are used well to support pupils in their learning. Pupils with English as an additional language receive well-managed support of a good quality. There is a good level of monitoring of work through the language support service, through the team leader and the county co-ordinator.
69. The governing body is supportive of the school, and, through its committees and individual governor responsibilities, it is informed about curriculum, staffing and premises issues. The school development plan is a useful, if rather imprecise, document that underpins the work of the school. Governors monitor the work of the school through focused visits and questioning. The Chair of Governors occasionally attends staff meetings. The governing body fully meets its responsibilities in managing the school and planning for the use of resources. The exceptions are the non- provision of swimming at Key Stage 2 and although a newly adopted scheme of work is now in place for religious education, statutory requirements are not fully met in either key stage. There is a good working relationship with the management of the school. The strategic role of governors is satisfactory.
70. Careful financial planning supports the school's educational priorities through the school's development plan. Financial management and control is effective. Systems are computerised and efficiently run by the finance clerk who is well supported by the local education authority. The finance clerk works closely with the head teacher on the school's annual budget, which is approved by the finance committee and presented to the full Governing Body. The school has addressed all issues raised in the most recent audit. The school no longer has a budget deficit.
71. The school has a good system in place for ensuring the integrity of financial transactions, ordering, delivering and invoicing procedures. The finance clerk meets with the head teacher each month to monitor budget spend and receives updates of expenditure by the local education authority. Grants for supporting pupils with special educational needs and for pupils with English as an additional language are used appropriately. The school operates an effective system for ensuring that the best value is obtained when making any resource or service purchases.
72. The school has a satisfactory match of appropriately qualified teachers to meet the needs of the curriculum, with a high proportion of experienced teachers. Arrangements

for staff development are sound. Appraisal is in abeyance although the head teacher holds staff development interviews to identify training and development needs. These training needs are well linked to the school development plan. Administrative and lunchtime staff help significantly to ensure the smooth running of the school.

73. For language support teachers there are good opportunities to take part in courses that are organised by the support services and to take part in school meetings and school based in-service training. As a result, support teachers are well aware of the school systems, priorities and targets for improvement. However, the school has yet to consider how best to make use of the expertise that is already available to provide in-service training for rest of the staff, which focuses on meeting the needs of pupils who speak English as an additional language.
74. The school's accommodation is spacious and satisfactory overall, with specialist rooms for music, cookery, special educational needs and an ICT suite. The school office is welcoming and provides a good first reference point for the school. The school environment is enhanced by impressive displays of children's work. However, access to the Foundation Stage's outdoor play area is unsatisfactory because there is no door from the Reception class that opens directly on to the area, resulting in the supervision of the pupils being more difficult. The noise from the corridor flooring in the Key Stage 1 area carries into the classrooms.
75. The school has a satisfactory range of learning resources, which are generally well organised and accessible. There are good resources for personal and social education and for physical education in the hall. Resources in school are adequate to meet the needs of bilingual learners and are well used by support teachers, who also use additional multicultural resources to support their lessons and to extend pupils' knowledge and understanding. Since the last inspection there has been a satisfactory improvement in the geography resources and in the reference books in the library for Key Stage 1 pupils. The school still uses old computers in classrooms but is soon to be supplemented with a new suite of modern computers. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to build upon current achievements and to raise standards further the head teacher and governors should:
 - (1) Raise standards in English, especially writing, science and information and communication technology (ICT) at Key Stage 1 by :
 - Making more references to each pupil's individual targets when marking work in literacy;
 - Raising teachers' expectations of what pupils can achieve when writing;
 - Developing the use of ICT to improve pupils' confidence when writing stories; (paragraphs 11,12,66,88,89,90)
 - Developing portfolios of moderated assessed work in science and ensure that Year 2 pupils do not lose any taught time to other activities. (paragraphs 29,106)
 - (2) Raise standards in writing and science at Key Stage 2 by :
 - Providing more opportunities for pupils to develop their writing skills in other subjects;
 - Identifying aspects of writing such as presentation, for pupils to focus on

when, for example, writing an historical account;

- Providing opportunities for pupils to develop their own personal writing; (paragraphs 3,4,5,11,23,25,66,85,89,129)
- Developing portfolios of moderated assessed work in science and organise a whole staff INSET on science developments;
- Increase the amount of time that science is taught to national average levels;
- Ensuring a better balance of the attainment targets for each year group in science, by increasing the amount of the aspect 'Life Processes' for the current Years 3 and 4. (paragraphs 29,105,111)

(3) Improve the use of information and communication technology (ICT) to support learning in other subjects by :

- Ensuring that curriculum policies and teachers' planning documents emphasise aspects of learning that can be supported by ICT;
- The co-ordinator supporting colleagues in promoting the use of ICT across the curriculum;
- Staff having access to information regarding useful software in each curriculum area;
- Developing portfolios of moderated assessed work in ICT;
- Developing the skills and confidence of teachers and support staff in using computers with groups of pupils and individuals. (paragraphs 32,43,75,108,111,113,133,138)

(4) Meet statutory requirements and raise standards in physical education at Key Stage 2 and in religious education at both key stages by :

- Allocating time to provide swimming lessons;
- Ensuring the full implementation of the locally Agreed Syllabus for religious education.(paragraphs 3,6,29,69,144,148,150,151,154)

(5) Monitor the quality of teaching and learning throughout the school systematically by:

- Developing an agreed plan to monitor aspects of teaching and learning across the school, but particularly in Key Stage 1, on a regular basis;
- Identifying any weaknesses in curricular provision;
- Clearly setting targets for development and improvement in aspects of teaching and learning to raise standards, especially at Key Stage 1;
- Providing time for all curriculum co-ordinators to have 'real' responsibility for the standards in their subject through monitoring it across the school and enabling them to be accountable for the outcomes; (paragraphs 32,67,111,122,127,156)

Other issues to be considered for inclusion in the school's action plan:

- Improve the access from the Reception class to the children's outdoor play area (paragraphs 24,74,83)
- Seek ways of reducing the effects of the corridor floor noise in the Key Stage 1 area (paragraph 74)
- Work towards standardising assessment procedures for late arrivals to

the school, to fit the results more closely with baseline and end of key stage data. (paragraphs 53,66)

- Develop more active assessment systems across the foundation subjects;(paragraphs 57,131,142)
- Improve the consistency in marking pupils' work; (paragraphs 21,58,110)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	39	50	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	286
Number of full-time pupils eligible for free school meals	0	62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.02
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	20	23	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	16
	Girls	16	19	20
	Total	26	32	36
Percentage of pupils at NC level 2 or above	School	63(72)	74(72)	84(79)
	National	83(82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	15	15
	Girls	18	20	19
	Total	29	35	34
Percentage of pupils at NC level 2 or above	School	68(74)	81(88)	79(88)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	25	23	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	15
	Girls	20	17	20
	Total	34	34	35
Percentage of pupils at NC level 4 or above	School	71(49)	71(49)	73(49)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	15
	Girls	20	17	20
	Total	35	34	35
Percentage of pupils at NC level 4 or above	School	73(51)	71(55)	73(60)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	9
Indian	14
Pakistani	0
Bangladeshi	4
Chinese	0
White	245
Any other minority ethnic group	3

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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	24.5:1
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	212

Financial information

Financial year	1999
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	£
Total income	578991
Total expenditure	547276
Expenditure per pupil	1983
Balance brought forward from previous year	-14676
Balance carried forward to next year	17039

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	292
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	28	8	2	2
My child is making good progress in school.	45	42	6	0	3
Behaviour in the school is good.	33	48	11	1	3
My child gets the right amount of work to do at home.	31	46	11	3	5
The teaching is good.	48	43	2	0	5
I am kept well informed about how my child is getting on.	35	39	18	3	4
I would feel comfortable about approaching the school with questions or a problem.	64	23	8	2	4
The school expects my child to work hard and achieve his or her best.	56	41	3	1	0
The school works closely with parents.	37	35	13	4	9
The school is well led and managed.	47	39	7	2	4
The school is helping my child become mature and responsible.	45	42	6	1	4
The school provides an interesting range of activities outside lessons.	33	35	12	5	12

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

77. The educational provision for children in the Foundation Stage is good. The school has been successful in maintaining this good provision since the previous inspection report. Children are admitted to the school in the autumn term of the academic year in which they are five. They attend initially on a part-time basis. During the time of the inspection there were 13 full-time and 10 part-time children. Of these children 18 were under the age of five.
78. The majority of children enter the school with a level of attainment which is below that expected from children of a similar age. Procedures for assessing children when they enter school are good and detailed records are kept of each child's progress. By the time they reach the end of the Reception year in the Foundation Stage, most children are likely to achieve below national expectations in language and literacy and in mathematics. In the other areas of learning, attainment is broadly in line with that expected from children of a similar age. Children with special educational needs, higher attaining children and those for whom English is an additional language, make satisfactory progress in relation to their prior attainment.

Personal, social and emotional development

79. By the end of the Reception year, most children are likely to achieve the early learning goals for the Foundation Stage in personal, social and emotional development. Positive relationships are established with parents and this enables children to feel more secure as they enter their new classroom. Many children have playschool experience before they begin school and this allows them to quickly settle into the routine of the Reception class. Children understand the class rules and show a caring relationship with each other. They behave well in lessons and in assemblies and become more confident as they move around the school. They begin to accept responsibility and take turns to return the attendance register to the school office. They respond well to adults and each other and co-operate when completing tasks or playing outside. Teaching is good and a secure atmosphere enables children to express freely their own ideas. For example, in 'circle time', opportunity was provided for all children to have a turn at speaking and answering questions about fireworks. Skilled use of questioning by the teacher ensured that children talked about their own experiences of fireworks. They spoke of the feelings that they had when they heard the big bangs and saw the different sparkling colours.

Communication, language and literacy

80. By the end of the Reception year the standards achieved in the early learning goals for the Foundation Stage in speaking, reading and writing are likely to be below those found nationally. Standards in listening are similar to those expected from children of the same age. Many children have poor speaking skills when they enter school. However, they make good progress in developing confidence when speaking and talking in front of the class. Listening skills are satisfactorily developed and most children are attentive listeners, both in lessons and in assemblies. Many children enjoy looking at books and willingly talk about the pictures. Although there are some children who can read simple texts fluently by the end of the Reception year, a small minority of children still struggles to read with any sense of confidence. The teaching of letter sounds and shapes is secure and good opportunity is provided for children to enjoy listening to stories and

poems. Children's writing skills are weaker than those of reading. Although the majority of children can recognise and write their own names, many find difficulty in constructing and writing simple sentences. Pencil control is often poor and handwriting occasionally shows incorrect letter shapes. There is very detailed marking of children's work. Indications are given as to whether the work was completed unaided. This ensures that each individual child's progress is closely monitored. Other adults in the classroom provide good support to promote children's learning.

Mathematical development

81. By the end of the Reception year, the standards achieved in the early learning goals for the Foundation Stage in mathematics are likely to be below those found nationally. Most pupils can count to ten, with a few being secure when counting to 20. The majority can recognise and name different shapes and can make simple comparisons when weighing objects. They can use sand and water to gain an understanding of a container being full, or half full. They can make simple calculations and sort objects into groups according to number and size. However, there are some children who are less secure in handling numbers and in identifying shapes. They lack confidence when making simple recordings of their work. Teaching is good and lessons are carefully planned. Good provision is made for a range of resources that allow children to have practical experiences. Songs and rhymes further ensure that children have practice with understanding the use of numbers. Secure planning enables children to have opportunities to practise counting and using mathematical language during other areas of learning. For example, in a physical education lesson pupils counted the number of toes on their feet and identified the biggest and smallest. They then counted the number of steps that they took to move around the mat. Good classroom displays further enhance children's mathematical learning.

Knowledge and understanding of the world

82. By the end of the Reception year most children are likely to achieve the early learning goals for the Foundation Stage in knowledge and understanding of the world. Children learn about harvest and what happens at each different season of the year. They look at small living things and appreciate the wonder of their own bodies through the topic 'All about Myself'. They make good progress when using the computer mouse to answer questions in a simple programme. They enjoy cooking and understand why a recipe is needed and how some ingredients change when cooked. They make sandwiches out of plastic shapes and add each filling in the correct order. Good teaching and support from other adults ensures that good learning takes place. Effective use is made of questioning. This helps teachers to assess whether each child has understood the task and whether sufficient progress has been made in gaining new skills. Good provision for resources further enhances children's learning.

Physical development

83. By the end of the Reception year most children are likely to achieve the early learning goals for the Foundation Stage in physical development. Children gain confidence in controlling and using their bodies in different ways. They enjoy moving to music and in using the apparatus in the hall and are sensible when going from one piece of apparatus to the next. Good opportunities for individual children to demonstrate in physical education lessons enables others to gain an understanding of the way different movements can be used. In other aspects of the work, children are careful when handling tools for cutting and modelling. When playing outside, they show skill at controlling simple wheeled toys. Careful planning ensures that both the teacher and

other adults give good attention to health and safety procedures. However, there is a problem with access to the outside play area. There is no direct access from the Reception classroom. As a result, it is impossible to supervise a group of children playing outside unless specific timetabled arrangements are made.

Creative development

84. By the end of the Reception year, most children are likely to achieve the early learning goals for the Foundation Stage in creative development. Pupils work well together on a range of activities and gain skills in using different media in their work. They use coloured felt to make their own picture of 'Elmer the Patchwork Elephant'. They paint pictures of themselves and show a good awareness of different colours. They make the shape of a snake out of playdough and add small sequins as decorations. They play sensibly in the home corner and pretend to be busy serving tea and washing up. They sing simple songs and join in with the other pupils in singing hymns in assembly. Teaching is good and enables children to gain confidence in using their imagination, selecting appropriate resources and in evaluating what they have done.

ENGLISH

85. At the end of Key Stage 2 attainment is broadly in line with the national average in speaking and listening and reading. It is below the national average in writing. The previous inspection report identified the need to improve pupils' attainment in English. At the end of Key Stage 1, attainment is below the national average in speaking, reading and writing. Although there are some improvements in the 2000 results, particularly in Key Stage 2, the school has not been successful in raising standards in Key Stage 1. Pupils in both key stages are capable of achieving higher standards in relation to their age and ability. Pupils with special educational needs, higher-attaining pupils and those for whom English is an additional language make satisfactory progress in lessons.
86. At the end of Key Stage 1 pupils' speaking skills are below those expected from pupils of a similar age. At the end of Key Stage 2 they are in line with expectations. Many pupils enter school with poor speaking skills. Although pupils make satisfactory progress during Key Stage 1, by the end of the key stage the majority of pupils still lack confidence in expressing their ideas clearly. They show a limited use of appropriate vocabulary and often answer questions with short sentences. In Key Stage 2, however, pupils show an increased ability to communicate clearly with class teachers, learning support assistants and each other. They take part satisfactorily in discussions and are confident when playing different characters in short scenes from a play. This was evident when Years 5 and 6 pupils were acting in an extract from the play William's Workshop. Pupils showed clear diction when speaking their own part and used expression effectively to convey the different characters. The very good provision for school productions further enables pupils to become confident when speaking to an audience. At the end of Key Stages 1 and 2 pupils' listening skills are in line with those expected from pupils of a similar age. Pupils in both key stages listen attentively in lessons, in assemblies and when other adults are speaking to them.
87. Reading skills are below the national average at the end of Key Stage 1, but in line with the national average at the end of Key Stage 2. Although there is a small minority of confident readers in Key Stage 1, by the end of the key stage many pupils show limited skills. Their reading frequently lacks fluency and expression, and some pupils are unsure of the different strategies to be used to work out unknown words. In Key Stage 2, however, pupils show an increased confidence in reading. Many pupils can identify mistakes in their reading and often use the skill of self-correction. Higher-attaining

pupils in Year 6 read confidently, accurately and with expression. They are able to talk about a book, describe their favourite character and to make predictions about the ending. They locate information quickly from encyclopaedias and read unknown texts with confidence and fluency.

88. Writing skills in Key Stage 1 are below the national average, but there is a significant minority of pupils whose writing is well below the national average. At the end of Key Stage 2, writing is still below the national average. In Key Stage 1 many pupils lack confidence when writing, and their work shows a limited use of vocabulary. Some pupils are reluctant to settle quickly to writing tasks and, as a result, only complete a small amount of work. However, there are some pupils in Year 2 who write quickly and fluently and are developing secure skills in the use of punctuation. In Key Stage 2, although pupils increase the fluency and accuracy of their work, it does not meet the standards required by pupils of a similar age. In a Years 5 and 6 lesson, many pupils wrote down a short passage accurately from dictation. They paid good attention to spellings and to punctuation and the majority wrote with some fluency. However, in other aspects of the work, pupils do not make sufficient use of adventurous words when writing and are occasionally careless when checking what they have written. The handwriting of pupils in both key stages is generally satisfactory. Most pupils develop a fluent, cursive script by the end of Key Stage 2, although there are occasional weaknesses in the presentation of work. The school has identified the weakness in writing at both key stages and is implementing satisfactory strategies to improve pupils' attainment.
89. Literacy skills across the curriculum are below expectations. Although there is provision for writing activities in geography, history and religious education, pupils' attainment in writing tasks is often weak. There are insufficient writing activities in Key Stage 1. In Key Stage 2 there is some lack of opportunity for pupils to write at length and to increase their understanding of new vocabulary. There are limited opportunities for pupils to use computers for word processing.
90. Teaching and learning in Key Stage 1 is satisfactory, with one good lesson seen. In Key Stage 2 the majority of teaching and learning is good, with the rest being satisfactory. Lessons are carefully planned and the learning objectives are made clear to classes. Pupils are grouped in broad ability bands for English. This ensures that the work is matched to individual pupils' capabilities. When teaching is good, effective use is made of questioning to extend pupils' understanding. Good teaching in a Year 5 and 6 lesson enabled pupils to appreciate the difference in the use of language in the time of Shakespeare. Skilled use of questioning resulted in pupils gaining an understanding of the way Shakespeare used dialogue in a short extract which was read from the play, 'The Tempest'. In Key Stage 1, there is an overuse of worksheets for writing tasks. As a result, pupils do not have sufficient practice in constructing sentences or at expressing their own ideas in writing in response to questions. There is some inconsistency in the marking of pupils' work. Individual pupils are set targets for writing, but teachers do not always refer to these when marking books. Homework is used satisfactorily to reinforce pupils' understanding. Learning support assistants make a good contribution to pupils' progress. The National Literacy Strategy has been well implemented by teachers. The Additional Literacy Support programme has made a satisfactory impact on pupils' learning. The previous report stated that there was some unsatisfactory teaching in English. None was seen during the inspection.
91. Most pupils have good attitudes towards the subject. In Key Stage 1 pupils listen attentively in class and the majority settle quickly to tasks. However, occasionally, a small minority of pupils takes too long to begin written work. In Key Stage 2, pupils join in

discussions and work well together in groups. Pupils are very responsive to extra-curricular provision.

92. The co-ordinator provides sound leadership. She has already identified areas for improvement in provision, in order to raise pupils' attainment. Assessment procedures are satisfactory. There is a portfolio of assessed, levelled and moderated work to assist teachers to make consistent judgements relating to levels of attainment. The resources are satisfactory and the library is a welcoming place for pupils. However, there is restricted access to this valuable resource during lesson times. The co-ordinator has plans to increase further access for pupils. The governor for literacy has good knowledge of pupils' attainment in the subject and makes a valuable contribution to raising achievement. The drama club, which is attended by over 30 pupils, provides good opportunities for developing pupils' skills. There have been visits to the school by a theatre company. These have provided an effective means of extending pupils' learning.

MATHEMATICS

93. Pupils in Year 2 and 6 attain standards expected for their ages in numeracy and most areas of mathematics. This is a marked improvement from the previous inspection in 1996 as well as from the 1999 national test results.
94. In the 2000 national tests for 11-year-olds, pupils attained standards that were broadly in line with the national average. Pupils' performance was average when results are compared with similar schools. Taking the four years 1997 to 2000 into account, performance was consistently well below average until 2000. Consequently, the trend in attainment was below the national trend. Since 1998, there is a rising trend in achievement in both key stages, and there is a steady improvement in test results. The school has exceeded its own targets for Year 2000. The main contributory factors for the improvement are the effective implementation of the numeracy strategy, use of the booster classes, and the setting of pupils according to their levels of ability. Test results for this year 2000, for pupils attaining Level 4 and above, almost match the national expectations. There is a higher proportion of pupils attaining the higher Level 5. In Key Stage 2, there are no marked differences in the performance of girls and boys. The school's targets for the current Year 6 pupils are lower than the national average, due to the make-up of the current cohort where more than 37 per cent of the pupils have special educational needs.
95. In the 2000 national tests for seven-year-olds, pupils attained standards that were below the national average. The last four years' results also show a similar picture, although, compared to similar schools, standards are well below average. Although the national test results for seven-year-olds for this year 2000 are below the national expectations, there is a big rise in the proportion of pupils at the higher Levels 2B and Level 3. Girls have made good progress and have out performed boys, particularly at Level 3. The trend in achievement in the school is beginning to rise even though still below the national trend. The inspection findings also confirm this.
96. By the age of seven, most pupils have a sound knowledge of place value to 100. Some pupils understand where 1000 fits into the number system and use three digit numbers in their number puzzles. They round up numbers to the nearest ten. They double numbers in their head and know their addition and subtraction facts. They count numbers in 2s, 5s and 10s. Few pupils can solve problems using three digit numbers. They know the properties of 2 and 3-dimensional shapes and can label them correctly. They use money for shopping and get the right amount of change from 20 or 50 pence;

more able pupils work with money up to £1.50. They measure the length of objects using non-standard measures as well as standard metres and centimetres. Pupils' work generally shows a narrow range of work at the same level, mainly using commercially produced worksheets.

97. By age 11, most pupils have a sound knowledge and understanding of tables, of place value of numbers with three and four digits, and of using the four rules in number sentences. They understand equivalence in fractions; they order decimal fractions and round them to the nearest tenth. Pupils describe the properties of solid shapes, with precise mathematical terminology, and make nets of solid shapes, such as cubes, prisms, cones and pyramids, as part of design and technology work. They measure different types of triangles using a protractor and classify them according to their attributes. They make sensible estimates and understand the language of probability, although too few opportunities are provided for practical work in this aspect. There are some opportunities to solve word problems, but most of these problems are from commercially produced worksheets, in place of real-life problems. Pupils interpret tallies, charts and graphs, when given opportunities, but, again, worksheets are presented in place of opportunities for an independent investigation or a survey, so that pupils have a real need to communicate information through data handling.
98. Progress is satisfactory overall for pupils throughout the school. Starting from a low prior attainment, pupils in the Reception class make good progress, mainly because of the good planning, teaching and assessment, although attainment on entry to Year 1 still remains below average. Progress from Reception to the end of Year 2 is satisfactory overall, although progress is uneven in the three classes, because of the variable quality of teaching. Progress remains steady for pupils in Year 3/4, and by the end of Key Stage 2, Year 5/6 pupils make good progress overall. Pupils with special educational needs, higher attainers and those who speak English as additional language make satisfactory progress in relation to prior attainment, and this is due to the good quality of additional support from language and learning support staff. However, progress could be better for some bilingual pupils, for example, through better systems of tracking achievement and by setting more challenging work.
99. Pupils' attitudes to learning are good and they enjoy mathematics. They behave well during their lessons and concentrate on their tasks. They are well motivated during the mental and oral activities at the start of a lesson, and actively participate in the plenary sessions.
100. While the quality of teaching and learning throughout the school are satisfactory overall, they could be better. Teachers are familiar and secure with National Numeracy Strategy, which they apply effectively. The three-part lesson structure is well established, and planning is satisfactory overall. Teachers share the learning intentions with pupils, and the mental and oral work is useful in developing mental strategies of calculation. Teachers use precise mathematical vocabulary and this is useful in extending pupils' mathematical language and their understanding. The plenary concludes lessons well but is not always used well for assessing what pupils have understood. There is some scope for improving the level of teacher expectation and the use of assessment to modify the next stage of work, to suit all ability levels within the mixed age classes. There is undue reliance on worksheets to differentiate work for the three broad ability levels. There is a tendency to provide 'closed' activities through worksheets and teacher-prepared tasks, which do not provide enough challenge or opportunities for pupils to think logically and apply their knowledge and understanding of

numbers to real-life situations. Where good teaching was observed, pupils were provided with some problem-solving activities and there was extension work set for the higher achievers. For example, in a Year 3/4 class, pupils worked on their multiplication chains and were asked to solve Pascal's triangular problems. Pupils were suitably challenged and the teacher had clear expectations of work and behaviour from all her pupils.

101. Standards in numeracy are sound throughout the school. The implementation of the National Numeracy Strategy is having good impact on pupils' achievement. The use of literacy in mathematics, however, is not strong, for example in communicating information through writing, speaking and through interpreting data. School displays show some good examples of mathematics being integrated with other subjects, such as in science, history and geography. This could be developed further. The curriculum for mathematics is generally broad and pupils work across all attainment targets of the National Curriculum. However, there are fewer opportunities for pupils to carry out their own investigations in a variety of situations.
102. The co-ordinator provides effective support and leadership and has a clear view of the subject's strengths and weaknesses. The role has developed well since the last inspection and she has produced a new policy and reviewed the mathematics curriculum. The co-ordinator has managed to monitor teaching and standards in the subject, and plays an important role in monitoring the teaching plans. This has contributed effectively to the rise in standards.
103. Teachers use informal observations, mental tests and non-statutory tests to assess pupils' attainment. They use a record sheet of key objectives at the end of the year to pass on information to the next teacher. These records, however, do not provide useful information about pupils' strengths and weaknesses, to help plan the next stage of work. Target setting at an individual level is helpful, but the system needs developing further to ensure that individual targets are more specific, challenging and measurable. The system of teaching pupils in ability sets is successful in raising achievement. However, there is scope for more flexibility, to ensure that the needs of older and more able pupils are met appropriately, and teacher expectations are equally high for all pupils, including pupils with special educational needs and those who speak English as an additional language.
104. Teachers and pupils use mathematics resources well, including the white board, number lines and 100 squares to support pupils' understanding of size, order and place value of numbers. However, there are limited opportunities to use information and communication technology to develop pupils' mathematical knowledge, skills and understanding. Little use is made of the computer for mathematical investigations or to carry out a class survey. Homework is set on a regular basis and is proving useful in consolidating and extending pupils' number knowledge and understanding.

SCIENCE

105. The school's national test results at the end of Key Stage 2 for attainment at Levels 4 and 5 have improved in recent years but remain below national averages. The 2000 results show a substantial improvement in test results of 24 per cent. However, standards are not as good as those found in the school's last inspection. Many pupils at the end of this key stage can make some scientific predictions and show understanding of how to conduct a fair test, for instance in comparing rates of evaporation from various

surfaces. They can also use scientific language to explain how sound travels or how the pulse increases with exercise or how a thermometer works. For a number of other pupils the language of science remains a barrier and the knowledge gained is more limited. The use of a "science key words" list in spelling books helps to reduce this problem for some pupils. The rather low time allocation for science during this key stage, and the inconsistency of time allowed across the Year 5/6 classes, has a negative effect on the overall levels achieved.

106. Pupils' results in science in the end of Key Stage 1 national tests are below the national averages. However, the work seen during the inspection shows that pupils make satisfactory progress from their low starting levels. At the end of this key stage they recognise and begin to classify simple materials, can link simple forces with the movement of objects and are gaining an increasing knowledge of the living world. Pupils use their observation skills to make judgements on what they see. However, some find it difficult to contribute their ideas clearly in classroom discussion or in written work. Curriculum enrichment activities impinge slightly on the rather low science time allocation for these pupils, which hinders overall progress in this core subject.
107. The quality of teaching is satisfactory overall, with good or very good features in some Key Stage 2 lessons. Teachers generally manage pupils well, with due regard for their health and safety, for instance when ensuring that they carry equipment sensibly. They promote pupils' interest by involving them fully in lesson introductions and in discussion about the work. In the best lessons pupils make strides in their learning because the teacher uses their subject knowledge to challenge pupils' thinking with open-ended, searching questions. In one lesson this led to a stimulating exchange of pupils' ideas on water vapour and the water cycle. Pupils also learn well from when the teacher uses clear diagrams, large "key word" cards or other visual stimuli, as well as the use of everyday examples to make the subject feel relevant. Pupils achieve less when the lesson pace drops or when there is no visual stimulus to help clarify the learning.
108. Pupils enjoy their science work, particularly the investigations, where they use practical skills and sometimes use numerical skills. However, they have insufficient opportunities to use computers to support their learning in the subject. Pupils with special educational needs and those with English as an additional language make satisfactory progress, often with the active support of classroom assistants. Older and higher attaining pupils in the mixed-age classes have some opportunities for additional, more searching work but these differences of approach to different pupils could usefully be increased in the overall teaching plans in this subject.
109. Pupils generally behave well and are keen to respond to the teacher, showing interest in the work. A few lack concentration when on written tasks but most try hard and work at a good pace, particularly in the Key Stage 2 lessons.
110. The school has recently started using the Qualifications and Curriculum Authority's schemes of work, which will ensure overall coverage of the National Curriculum, but there is insufficient coverage of the 'Life Processes' aspect of science in the recent and current work planned for Years 3/4. The day-to-day marking of pupils' work is mostly thorough and constructive, but there are a few inconsistencies in marking across classes. The co-ordinator has just introduced end-of-unit assessment of each pupil's work, using a three-point scale. This assessment is not yet linked to National Curriculum levels although the co-ordinator is aware of the eventual need for this and for a newly moderated portfolio of assessed work in science, which she is starting to build up.

111. The co-ordinator has not yet had release time to monitor the curriculum provision and the teaching in this subject effectively. The co-ordinator has attended in-service training (INSET) outside the school to keep up to date but there has been no substantial whole staff INSET in the last year or so. Resources are adequate, with a good range of books, although there is a need to include more ICT software.

ART AND DESIGN

112. Standards in art and design meet expectations at both key stages. The previous inspection also judged art as satisfactory, although there has been an improvement since then as no judgement on three-dimensional work was made. Only four lessons in art and design were observed during the course of this inspection, only one at Key Stage 1. Judgements have been based on these lessons, scrutiny of displays and teachers' planning and discussions with the co-ordinator and teachers.
113. By the end of Year 6, pupils show increasing confidence in using various media and techniques. They are developing their skills in observational drawing satisfactorily, both in pencil and pastel, and produce sketches of training shoes with suitable attention to line and detail. Pupils have an appropriate understanding of the range and use of colour and blend and mix colours effectively in their painting to produce different tones and textures. Pupils record what they have experienced and imagined and produce work in the styles of Renoir, Cezanne and Matisse. They create imaginative, papier mache representations of masks to support their work about 'Theseus and the Minotaur'. Information technology is used insufficiently to support learning and many opportunities are missed. Occasional use of ICT is made in Key Stage 1, for example when creating pictures by Matisse, but this is not a common practice.
114. The use of sketchbooks is underdeveloped. They are not used consistently to record observations and develop ideas. The present format is not helpful to teachers in identifying how to help pupils to improve their work. Pupils' knowledge and appreciation of the work of artists, and how they can apply it to their own, are sufficiently developed with regard to the works of European artists. However, pupils do not yet have a secure understanding of art from non-western techniques and cultures. This was a criticism in the school's last inspection and in this aspect there is little improvement.
115. By the end of Year 2, pupils develop satisfactory skills at colour mixing using primary colours. They generally observe carefully and record their ideas effectively, both from their own experience and from imagination. Their drawings show awareness of line and a growing attention to detail. Colour vocabulary is being developed appropriately and pupils show increasing confidence and control in using materials, tools and techniques. Pupils improve in their ability to use scissors and glue carefully and enjoy cutting and manipulating paper in a variety of ways to produce colourful and effective displays and collages, such as the 'The Great Fire of London' and responses to the visit of the Blunderbuss theatre group, 'Pumpkin Soup'. Pupils have some knowledge about different western art styles but little knowledge of non-western art, and this is a weakness.
116. The quality of teaching and the quality of learning are satisfactory at Key Stage 2. The one lesson seen at Key Stage 1 was unsatisfactory due to the needs of all ethnic groups within the class not being fully met. However, this is insufficient evidence to make a judgement about the quality of teaching in the key stage. In the previous inspection, teaching was judged to vary across the key stages. During the inspection, some good teaching was seen in Key Stage 2. The lively pace of lessons and teachers' own good subject knowledge and enthusiasm resulted in pupils maintaining their

concentration and behaving very well. By the end of the lessons, pupils had developed their skills in expressing their ideas, evaluating their work and producing artwork in the styles of Renoir and Leger. Teachers encouraged the pupils to manage their resources well. Good plenary sessions shared the outcomes of the artwork.

117. The co-ordinator for art and design is interested in the subject and has a sound understanding of what needs to be done to further raise standards in the subject. She is revising the scheme of work in the light of the Qualifications and Curriculum Authority and Kent guidelines to ensure progression of skills across the school and to meet the requirements of Curriculum 2000. The co-ordinator is new to the post and has not yet had an opportunity to monitor classroom practice. She is not entirely knowledgeable about the art and design curriculum at Key Stage 2. Planning is appropriate, although there is some indecision about which artists are to be studied in the different key stages. Teachers create relevant links with other subjects, for example costume through the ages in history and Mehndi hand patterns to celebrate Diwali. The school has won prizes in local art competitions for designing a Christmas card. Displays are good but not all Junior classes reach the same standard of display as that found at Key Stage 1 and in the public areas of the school. Resources are satisfactory, apart from examples of art from non-European artists, to support teaching and learning in the subject.

DESIGN AND TECHNOLOGY

118. By the end of Year 6 and Year 2, standards meet expectations. This judgement is based on display evidence, work analysis and discussion with the co-ordinator and teachers. This is an improvement on the findings of the previous inspection, which judged standards to be unsatisfactory.
119. By the end of Year 6, the pupils understand the concept of structural strength. They understand how structures can sometimes fail when loaded and they know about some techniques for reinforcing and strengthening them. For example, when designing and making 'circus acts' pupils soon realised that when 'acrobats' were placed on the 'bars', the structures sometimes failed due to either the length or strength of the 'bars'. Pupils make creative packages for Christmas gifts and apply their mathematical knowledge to make nets of a prism and a cube when designing their package.
120. By the end of Year 2, display evidence shows pupils successfully design and make felt hand puppets with stitched sides. They design and make push and pull pictures of picking apples in an orchard and of a train going through a tunnel, having listened to a story about a tunnel.
121. There is insufficient evidence to make a judgement about the quality of teaching in either key stage as no lessons were seen in Key Stage 1 due to timetabling changes and only one lesson was observed in a Year 3/4 class at Key Stage 2. The Year 5/6 pupils begin a series of lessons at the local secondary school next week. Display evidence suggests that an appropriate balance is maintained between designing and making. The pupils are encouraged to think about ideas for their making tasks before starting and draw carefully labelled diagrams of proposed designs. There is little evidence to suggest that the use of information and communication technology has a high profile in supporting learning.
122. The co-ordinator has drawn up a policy and scheme of work for the teaching of the subject. This is an improvement on the findings of the last inspection. She has not monitored any teaching of the subject, but plans to in the near future as opportunities

arise as the non-class-based deputy head. Planning is sound and a pilot sheet for assessment and record keeping is being trialled. There are adequate resources to support learning. The subject makes a positive contribution to the pupils' social and cultural development, for example in encouraging collaborative work during practical tasks as seen in the Year 3/4 lesson on Christmas packaging.

GEOGRAPHY

123. By the end of Year 6 and by the end of Year 2, standards meet expectations. Key Stage 1 standards are judged on the quality of displays, discussion with teachers, scrutiny of teachers' planning and looking at pupils' work as only one lesson was seen during the inspection. Judgements are more positive than the findings of the previous inspection, which judged standards to be in line with national expectations 'in map work'. Pupils with special educational needs and those with English as an additional language receive effective support in classes, and, as a result, they are making satisfactory progress in developing their understanding of places.
124. By the age of eleven, the pupils know about mountain environments. They make sound use of their literacy skills to write, albeit brief, descriptions of the Himalayas. Opportunities are missed to extend this activity into the mystery surrounding the disappearance of Mallory and Irving on Everest. The pupils understand how rivers affect both landscape and settlement. They have a good understanding of why settlers choose certain areas in which to build their homes. Pupils know how a river valley changes from source to mouth and about some of the features of rivers, such as a waterfall, confluence, meander and floodplain. They name and locate on a map some of the world's major rivers. Pupils make sensible suggestions about redeveloping a site and present useful ideas for the redevelopment of Dartford for recreational purposes. On an annual visit to a farm in Wales, pupils experience first-hand a different location, resulting in a greater understanding of the factors that affect hill farming communities.
125. By the age of seven, most pupils know the names of the constituent countries of the United Kingdom and can locate them on a map. They name some of the places at home and abroad, which they have visited on holiday.
126. The quality of teaching and learning in Key Stage 2 are satisfactory. There was insufficient evidence to make a judgement about teaching and learning at Key Stage 1. Lessons are well planned, with clear objectives. Sound links are made with mathematics, for example in Year 6, where the pupils use their mathematical skills soundly to use pie and bar charts to show temperature variations between an alpine region and the Lake District. All pupils are encouraged to use correct geographical terms, such as 'glacier', 'transport', 'island', and 'bay'. A Year 3/4 lesson displayed some of the characteristics of good geography teaching. The teacher used her knowledge and enthusiasm for the subject to inspire and motivate pupils. Role-play was used effectively, with two pupils donning the clothing to create the illusion of the Celts. This lesson stimulated the pupils' interest greatly and had a positive impact on their learning. Most pupils have positive attitudes to geography work. Many older pupils have produced project booklets, on topics such as Australia.
127. The previous inspection found that there was a scheme of work for the subject that needed to be taught thoroughly and few resources. Although there is no monitoring of teaching, satisfactory improvements have been made in other respects. The scheme of work has been supplemented with guidance from the Qualifications and Curriculum Authority's documentation and together provides better progression through the school. Attention is now being paid in planning and assessment to guidelines suggested by the

Qualifications and Curriculum Authority. The co-ordinator has increased the number of globes and atlases in the school and resources are now adequate. Local fieldwork and visits to Eynsford, the Isle of Wight and Wales enhance pupils' learning.

HISTORY

128. Standards at the end of both key stages meet expectations. At the last inspection expectations were met at Key Stage 2 but not in Key Stage 1. There is, therefore, an improvement at Key Stage 1.
129. Lessons could be observed only at Key Stage 2 but recent work from Key Stage 1 pupils was available. Pupils have a secure grip of essential facts and, especially at the top of Key Stage 2, an understanding of how people lived in other times in history. Teachers' planning enables pupils to understand how we know about the past, for example in the references to Pepy's diary in Year 1/2 pupils' study of the Great Fire of London. At Key Stage 2 their studies lead pupils to realise that historical sources differ and why. Year 5/6 pupils are beginning to understand how people thought about some things differently from the way we do today. In these aspects of historical study pupils are ahead of the national expectation but written work is not as good and this brings attainment overall into line with the national average at both key stages. Pupils have at least as good a grasp of their history studies as at the time of the previous inspection.
130. Pupils have good attitudes towards their history studies. In history lessons, pupils talk enthusiastically about what they were doing. They worked quickly and where classes were noisy the sounds were always of excited on-task discussion. In Year 3/4 pupils enjoyed the Chinese whispers game and in both Year 5/6 classes activities caught their imagination. In one lesson, pupils worked very hard, collaborating well to make up short dramatic scenes about the Greek gods. In the other lesson, pupils had some good ideas based on what they knew about the different gods as to why they, in the character of a particular god, should be elected chief. Again, there was a real sharing of ideas. Behaviour in lessons is good.
131. Because it was possible to see lessons only at Key Stage 2, a full judgement on teaching can only be made at this key stage. Teaching is good and sometimes very good. This stems in part from the interesting tasks set but also from good class management, preparation and organisation. Teachers mark work well, often make comment but comments need to urge pupils to better, neater work. The good ideas pupils have in discussion could then be translated into written work more effectively. This is the same at both key stages. Teachers are well aware of what is happening during lessons. They move around groups well. Formal assessment systems, however, are not in place and the school has yet to develop a way of knowing more securely what pupils know and understand in history. Teachers question well, leading pupils to think about the issues. They plan work that makes pupils think about why certain things happened in the way that they did. A good example here is the work in a Year 4 book on the reasons why anyone would want to invade Britain. Good teaching leads to a good rate of work in lessons; pupils progress towards a real understanding of history.
132. History is well managed by the curriculum leader and the interesting tasks in the curriculum stem partly from his expertise in the subject. The school makes limited use of ICT in, or as preparation for, history studies but resources generally are satisfactory. Pupils visit museums and other places of interest as part of the course.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards in information and communication technology at the end of Key Stage 2 are broadly in line with what would be expected for the age. The previous report found standards to 'mainly meet expectations in the applications covered'. Standards are better in Key Stage 2 than in Key Stage 1. Standards at Key Stage 1 are below expectations, which are not as good as they were at the time of the last inspection. This is mainly due to Key Stage 2 staff becoming more confident in their own subject knowledge and in teaching the basic skills of information technology to their pupils. They show appropriate expectations of the pupils and provide good opportunities for them to use information technology in a variety of situations.
134. Pupils in Key Stage 2 are introduced to a range of skills and use the word processor, changing font, size and style of writing. They can save and retrieve their work that was generated earlier. They use graphics programs to create images, lines and three-dimensional shapes. Pupils in Year 5/6 use the CD-ROM to access information in history and geography. They learn to use a database and explore different types of graphs, discussing which type is best for their purpose. Pupils in Year 5/6 learn to use the Internet to send e-mail and use a search engine to answer questions on a range of topics, reviewing and modifying work as it progresses. Pupils in Year 3/4 learn that a computer can be used to store and sort information, and learn to set up a database; they begin to use technical terms, such as a file, record and field.

135. Pupils in Key Stage 1 use a mouse and keyboard well and operate simple class-based programs. Activities in Year 1/2 generally cover word processing skills, mainly as means of communicating and handling information. Pupils are also beginning to explore the use of the computer in drawing pictures and patterns. With teachers' support, they are learning to save and retrieve their work.
136. The teaching is good in Key Stage 2 and satisfactory in Key Stage 1. The better teaching focused on the practical use of the equipment and on a systematic development of skills and technical vocabulary. The only weakness noted in teaching included using the computer for copying a piece of writing, in place of encouraging pupils to draft directly on the screen. Almost all pupils make at least satisfactory progress in their learning and a few make good progress. Pupils with English as an additional language enjoy the same level of access as others and make similar progress. Progress is satisfactory for pupils with special educational needs in relation to set targets.
137. Pupils enjoy the subject and are keen to use the computer. They discuss their work in pairs and support each other in exploring their ideas and making things happen. During inspection, they showed this by initiating a favourite mathematical game after completing their set task in mathematics.
138. The subject co-ordinator has a clear view of the direction for moving forward the subject and has successfully carried out an audit of staff skills. This has led to the provision of school based in-service training by the co-ordinator in some aspects of information and communication technology. The subject co-ordinator has sound subject knowledge and is able to support her colleagues with the day-to-day management of the subject. Most staff are able to use the basic programs and are working towards a self-sufficient approach to the subject. There is, however, need for further training to develop staff expertise and confidence and to make full use of the potential of the available equipment, which is at present underused.

MUSIC

139. At the end of Key Stages 1 and 2 attainment overall is in line with that expected from pupils of a similar age. However, pupils in Key Stage 2 attain standards in singing which are above those expected for this age group. The previous report stated that standards were lower in composing and appraising and that these activities were under represented in the curriculum. The school has been successful in addressing this weakness. Pupils in both key stages enjoy a range of activities which enables them to develop satisfactory performing and listening skills. Older pupils in Key Stage 1 show secure rhythmic ability and a developing accuracy of pitch when singing. In a lesson, Year 2 pupils identified the different sounds made by untuned percussion instruments. They played short rhythmic patterns securely and kept a steady beat whilst following the conductor. Pupils joined in singing a familiar song, with many showing a good sense of pitch. Year 6 pupils develop a satisfactory awareness of different instrumental sounds and an ability to offer opinions about music that is played. For example, Year 6 pupils listened to 'Morning' from Grieg's 'Peer Gynt Suite'. They suggested ideas that the music conveyed to them and talked about the way that the orchestral instruments were used. In a Key Stage 2 hymn practice, pupils sang with both accuracy of pitch and rhythm. They showed a good awareness of diction and an ability to quickly correct mistakes when the teacher identified these. Pupils with special educational needs, those with English as an additional language and higher attaining pupils make satisfactory progress in lessons.

140. Pupils in both key stages have good attitudes towards the subject. The majority of pupils are well-behaved and are sensible when handling the instruments. They listen attentively to music, both in lessons and during assemblies. They are enthusiastic in their response to extra-curricular activities.
141. Teaching and learning in both key stages is satisfactory. Pupils with special educational needs and those with English as an additional language make satisfactory progress. Lessons are well organised and secure planning enables pupils to be involved in practical music-making activities. However, although satisfactory provision is made for pupils to play untuned percussion instruments, there is limited opportunity for pupils to develop skills in playing glockenspiels and xylophones. The previous report stated that there were some shortcomings in teaching due to lack of pace and teacher expertise. These weaknesses were not evident during the inspection. There is very good provision for extra-curricular activities and for school musical productions.
142. The co-ordinator provides satisfactory leadership. Schemes of work were not in place during the previous inspection, but this lack of provision has now been addressed. However, there are no assessment procedures that record pupils' acquisition of skills as they progress through each key stage. The resources are satisfactory, but there are a limited number of multicultural instruments.
143. Pupils have taken part in concerts, both in and out of school. Years 5 and 6 pupils performed 'The Pied Piper of Hamelin' and those in Years 3 and 4, 'First Kids in Space'. They sing at the District Choral Festival. There have been visits to 'Joseph and the Amazing Technicolor Dreamcoat' and to 'Starlight Express'. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

144. Standards in physical education (PE) are at the nationally expected level for pupils at each key stage except in swimming at Key Stage 2 where they are unsatisfactory due to statutory requirements not being met. Pupils at Key Stage 2 make unsatisfactory progress in the subject due to this factor. The previous inspection made a similar judgement but concluded that 'arrangements are in hand to reintroduce this previously very successful part of the curriculum in the near future'.
145. The football practice showed both boys and girls in Year 5/6 to have average ball control skills and Year 1/2 pupils also showed an expected level of skill in throwing and catching. Some of the Year 2 pupils have good hand-eye co-ordination and can judge distances well for their age. A minority of pupils throws strongly and accurately.
146. Pupils enjoy physical education. Year 3/4 pupils cheered when the teacher announced that this half term they would be doing gymnastics. The various extra-curricular activities are popular, the football club, for example, having to be limited to Year 5/6. Year 1/2 pupils began their PE lesson eagerly; Year 3/4 pupils tackled their warming up exercises equally enthusiastically and football club members are clearly very keen. Behaviour is good. Pupils work together in groups well and share equipment sensibly. They watch given examples carefully and this helps all of them to improve their own performance. Gains can be seen during the lessons as some pupils acquire skills or improve existing ones.
147. Physical education is satisfactorily taught at both key stages, and some well-organised and well-informed teaching was seen. Firm control of pupils and clear instruction in

well-thought-out lessons means that pupils make sound progress in their learning. In a Year 3/4 lesson the teacher chose good pupil examples as models but often teachers could urge pupils to more effort to produce even better results. Teachers use assistants well and give good attention to safety elements.

148. The co-ordinator leads the subject well and has devised a good scheme of work. However, at both key stages the school allocates insufficient time to PE. Pupils in Key Stage 2 do not have swimming lessons as part of the school's PE curriculum. This is an essential part of the curriculum at this key stage and the governing body should consider, as a matter of urgency, how to ensure the curriculum meets statutory requirements. There is a good programme of extra-curricular sporting activities and a school hockey team represented the district at county level. On the residential visit to Wales there are many opportunities for physical activity.
149. The school has a large field suitable for games and a large hall. Resources for PE are good, especially the fine apparatus in the hall.

RELIGIOUS EDUCATION

150. Attainment, both in the work sample and in pupils' current work, is below the standard expected by the Agreed Syllabus for religious education (RE) in Years 2 and 6. This is because the school does not cover enough material due to the shortage of time given to the subject in the curriculum. The last inspection judged attainment at Key Stage 2 as being 'mostly in line'. No judgement was made about attainment at Key Stage 1.
151. In many books at Key Stage 2 there is little RE with long gaps between the dates of the work. The work covered is satisfactory and the school organises some enterprising and interesting activities. However, the newly planned curriculum has not yet had sufficient impact to bring pupils' experience in class lessons up to expected levels. The new curriculum leader has planned a good scheme of work and this, with increased regular class time, the visits and teaching in assemblies, should bring pupils' experience and standards of work into line with the locally Agreed Syllabus. At present, however, there is a failure to meet statutory requirements.
152. Year 6 pupils have interesting ideas about the Ten Commandments and worked well to consider which they think are still important. Written work is not so good, however, and the work sample shows some below average work. Year 2 pupils have a simple understanding of the Diwali assembly and others of the St Francis story, but these are examples in what has been a limited curriculum.
153. Pupils are eager, interested and keen to please. They listen to stories well and are ready to ask questions. Behaviour is good. However, in some classes, especially at Key Stage 1, pupils are easily distracted. Pupils in Year 6 discussed the Ten Commandments enthusiastically, putting forward their ideas well.
154. Teaching is satisfactory and has improved since the time of the last inspection. There is now some good teaching, especially at Key Stage 2. The work sample shows, however, that, for many classes, too much of the work has been through worksheets, often involving low level work such as colouring in. In a Year 1/2 lesson seen this was the main task, although it did follow a recap of the Diwali assembly with some good questioning. Teachers make some satisfactory cross-curricular links, such as the Year 1/2 lesson that connected the story of St Paul with the cathedral in London, rebuilt after the Great Fire currently being studied in history. In the Diwali assembly, the teacher used a splendid array of artefacts but pupils had insufficient time to look at them.

Teachers' explanations are clear and pupils do know what they are to do in lessons, an aspect of the improvement in teaching. In the better lessons, teachers lead pupils to think about the work and about the issues it raises.

155. The school has good links with local churches and, during their time in the school, pupils visit a synagogue and a Hindu temple, as well as the local church. Some pupils have visited Rochester Cathedral. During the inspection an Indian member of staff conducted an assembly for Diwali. These opportunities and experiences are good.
156. The recently appointed curriculum leader has devised the new scheme of work and redrafted the RE policy, bringing it into line with the new locally Agreed Syllabus. One of her stated priorities is to implement the new scheme and support colleagues in doing this. Resources are satisfactory. She sees all teachers' medium-term planning but this is currently the only monitoring of the subject. Teachers mark pupils' work but keep no records of attainment in religious education. Comment is positive but rarely challenges pupils.
157. There are good links with assemblies and the RE curriculum leader draws up the list of assembly themes.