

INSPECTION REPORT

**YALDING, ST PETER AND ST PAUL PRIMARY
SCHOOL**

Yalding

LEA area: Kent

Unique reference number: 118638

Headteacher: Miss Glynis Coates

Reporting inspector: Mr John Earish
23216

Dates of inspection: 27th - 30th November 2000

Inspection number: 225317

Inspection carried out under Section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary controlled
School category:	Infant and junior
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Vicarage Road Yalding Maidstone Kent
Postcode:	ME18 6DP
Telephone number:	01622 814298
Fax number:	01622 814298
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Anne Griffiths
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Earish 23216	<i>Registered inspector</i>	Information technology; Equal opportunities; Mathematics; Science; Design and technology; Physical education.	What sort of school is it? The school's results and pupils achievements; How well is the school led and managed? What should the school do to improve further? How good are curricular and other opportunities offered to pupils?
Diane Willson 12387	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? Provision for pupils' personal, including spiritual, moral, social and cultural development.
Jerry Slamon 20063	<i>Team Inspector</i>	Art; Religious education; Children under five; Geography; History; French; English; Music; Special educational needs.	How well are pupils taught?

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yalding C. E. Primary School is situated in a rural setting south west of the county town of Maidstone. There are 128 pupils on roll, who are drawn from Yalding village and the surrounding area. The school is now popular with parents, and is growing in size. Many pupils live in owner-occupied housing, with some families in rented and local authority housing. Twelve and a half per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Twenty six per cent of pupils are identified as having special educational needs, and this too is broadly typical in national terms. There is one pupil with a statement of special educational need, and all pupils are of white ethnicity. Children are admitted to the school at the beginning of the year in which they are five. Attainment on entry to the school is average overall.

HOW GOOD THE SCHOOL IS

Yalding is a very effective school. It successfully develops the potential of its pupils so that by the age of eleven they are confident, and achieve very good academic standards. Pupils are very eager to learn, are interested in their work, and behave very well. The quality of teaching is good overall, and in 47 per cent of lessons it is very good or excellent. The headteacher, staff and governors work very well together to achieve their aim of challenging and motivating the pupils. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards achieved in English, mathematics and science are well above average by the age of seven and eleven years.
- The school monitors pupils' performance and welfare very well, and pupils are very well supported.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- Teaching is good overall, and is very good or excellent in 47 per cent of the lessons observed during the inspection.
- The headteacher, deputy headteacher, staff and governors all work together very effectively as a team, and provide a very clear vision for the development of the school.

WHAT COULD BE IMPROVED

- Although pupils are given opportunities to develop some independence in their own learning, these are not sufficiently increased as they grow older.
- The development of the premises, both inside and outside, to provide more space for play, practical activities and independent research.
- The rate of attendance.
- More opportunities for multicultural development across the breadth of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in July 1996 found Yalding to be a good and improving school. The school has responded well to all of the key issues from that inspection. Since then it has continued to improve in many ways, and progress has been good. These include the implementation of a comprehensive framework for monitoring, review and evaluation, and effective measures to secure an appropriate contingency fund. The quality of teaching remains good overall, with a higher proportion of very good or excellent lessons. Assessment information is being used well to develop the curriculum and to set individual targets for pupils to achieve. This underpins most of the improvements made since the last inspection. The good curriculum is broad and balanced and meets statutory requirements. The school is now well placed to continue to improve even further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	A
mathematics	A	C	B	B
science	A	C	B	B

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

By the age of 11 years, standards in English are well above average, and above average in mathematics and science when compared to all schools nationally. When compared with schools with similar intakes, standards remain at the same levels. The school's performance for English, mathematics and science was well above average in 1998, but dipped in 1999. This was due to an unusual cohort of pupils. Many pupils had joined the school during Key Stage 2, and a third of the cohort were on the special need register. The school exceeded its published targets for 2000 at Key Stage 1, as all of the pupils achieved Level 2 in all areas. The school's performance was in the highest 5 per cent nationally in writing and mathematics. At Key Stage 2 it met its target for English and narrowly missed them in mathematics. Realistic targets have been set for pupils' performance in 2001. The work pupils were doing during the inspection confirmed that standards are now well above average in all three subjects. In religious education, pupils' attainment matches the requirements of the Locally Agreed Syllabus. Standards are above national expectations in information and communication technology and physical education at Key Stage 1, and in design and technology and history at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school.	Very good. Pupils are responsive, responsible and eager to learn.
Behaviour, in and out of classrooms.	Very good throughout the school, in lessons and at all other times.
Personal development and relationships.	Pupils are sensible, and accept responsibility. They have a mature respect for each other and for adults. Relationships are very good.
Attendance.	Satisfactory.

Pupils enjoy coming to school, and work and play together happily. Their attitudes to learning are very good, and have a positive effect on both the quality of the education and the standards achieved. Levels of attendance have dropped slightly since the last inspection, mainly due to the persistent poor attendance of a few pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	good

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

The good quality of teaching reported at the previous inspection has been sustained. Teaching in 96 per cent of lessons was good or better, including 47 per cent of lessons where teaching was very good or excellent. No unsatisfactory lessons were observed during the inspection. In English, mathematics and science all lessons were good or better. A particularly good feature of teaching is the skilful way in which work is planned to provide suitably challenging work for all pupils of differing ability. This is possible because teachers know their pupils very well and monitor their progress carefully. Teachers generally have a very good knowledge of the subjects that they teach. Basic skills in numeracy and literacy are very well taught, and teachers give pupils good opportunities to practise these skills in other areas of the curriculum. The quality of learning is very good for children under five and at Key Stage 1, and at Key Stage 2 it is good. This is because older pupils would benefit from a greater range and frequency of well planned opportunities for personal study and research particularly in the foundation subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	Good overall. The quality and range of learning opportunities for the Foundation Stage and at Key Stage 1 are very good.
Provision for pupils with special educational needs.	Good at both key stages.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Provision for pupils' spiritual, moral, social and cultural development is very well reflected in the life of the school. Pupils' moral development is very good. Social, spiritual and cultural development is good.
How well the school cares for its pupils.	The school cares for its pupils well within a safe environment.

The school has an effective partnership with parents. There is a good curriculum in place that meets statutory requirements. The National Numeracy and Literacy Strategies have been securely established. Planned opportunities for pupils to become independent learners are less well developed across Key Stage 2. Very good procedures are in place for monitoring pupils' personal and academic development, and this underpins many of the improvements made since the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent, and with the support of the deputy headteacher, is very effective. She manages the school effectively in close partnership with the governing body, and all provide a clear sense of purpose.
How well the governors fulfil their responsibilities	The governors are knowledgeable and are very active in supporting the school. Their role in shaping the school's direction is very good.
The school's evaluation of its performance	Very good. The school has a realistic knowledge and understanding of its strengths and weaknesses through effective monitoring and evaluation.
The strategic use of resources	Very good. While ensuring that National Curriculum requirements are fully met, the school constantly has to work hard to overcome the limitations of its buildings.

The headteacher and governors share a clear view of the future development of the school and work in close partnership. The school's accommodation is barely adequate to deliver the curriculum. Learning resources are good, although storage space is at a premium within the school's cramped accommodation. Good improvements have been made in the quality of information and communication technology equipment and for access to the Internet.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The behaviour of pupils.• School expects children to work hard and achieve their best.• The way that the school is led and managed.• Parents feel comfortable about approaching the school with questions or problems.• Children make good progress.• Teaching is good.• The way in which the school helps children to develop mature and responsible attitudes.• Homework.	<ul style="list-style-type: none">• The range of activities outside lessons.• Information about how children are getting on.• The school working closely with parents.

Inspectors' judgements support parents' positive views. A few parents expressed some concerns about being kept well informed, the range of activities outside lessons, and about the school working closely with parents. The findings of the inspection team do not support these concerns. Inspectors consider provision in all these areas to be at least good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's results in the 2000 National Curriculum tests for eleven year olds showed that the proportion of pupils achieving the national target of Level 4 in English and mathematics was average. The proportion achieving the higher Level 5 was above average in English, but below average in mathematics. In science, the numbers achieving Level 4 were well below average, but the proportion achieving Level 5 was average. When compared with all schools nationally, standards were well above average in English, and above average in mathematics and science. When these results are compared with those of similar schools, which have a similar proportion of pupils eligible for free school meals, standards in 2000 remained at the same levels. There are no significant differences between the achievement of boys and girls.
2. At Key Stage 1, an analysis of the 2000 test results shows that the school was very successful in getting all pupils to reach the national target of Level 2 in reading, writing and mathematics. This was very high in comparison with the national average. When compared to all schools nationally, standards in reading were well above average, and very high in writing and mathematics. In comparison with those of similar schools, standards were very high in all three subjects, and in the top five per cent nationally.
3. These results, particularly at Key Stage 2, need to be viewed with some caution because of the small number of pupils tested. Since each pupil at Key Stage 2 represented 8.3 per cent of the total, the movement of just one or two individuals to a higher or lower level would significantly alter the results. There are considerable year-on-year variations in the size of cohorts, profiles of ability and pupil mobility. These magnify small differences in the attainment of small groups of pupils in comparison with a national trend or average. Results were well above the national average in 1998 but dipped in 1999. The school explains that the decline in 1999 results relates to the composition of the small cohort in which a fifth of the pupils had statements of special educational needs and joined the school in Year 4. Results at Key Stage 1 have been consistently above or well above average since 1997.
4. Children enter the reception class with a wide range of attainment. While some have good speaking skills and a sound general knowledge, others have limited skills in communication and little experience beyond their immediate home environment. Overall, attainment is broadly average on entry. Evidence shows that challenging targets continue to be set throughout the year, and most children achieve above expectations of the early learning goals by the time they are five. At the time of the inspection, seventeen children were under the age of five in the reception class.
5. Observations of children in the classroom, and discussions with teachers shows that children under five in the reception class are taught the value of listening carefully. They listen to stories well and respond clearly when asked questions. Most speak confidently, usually answering questions with a sentence and using correct language structure. Most of the children form letters correctly and write their own names. In mathematics, most count confidently to 10 and above, and talk about the

features of simple two- and three-dimensional shapes. The personal and social development of the children under five is good, as they relate well to each other and to adults and quickly learn to co-operate in pairs and groups. The children develop a good knowledge and understanding of the world. They know where they live and have a good awareness of the local community. They are aware of how things grow and change and they use computers confidently. The children's physical and creative development is good. They develop their balancing and climbing skills well as they use large apparatus in the school hall. They sing tunefully and enthusiastically and maintain rhythm accurately. Colour mixing skills are good, as is the use of brushes and pencils.

6. By the age of seven, pupils achieve standards well above those expected nationally in English, mathematics, and science. In religious education, pupils achieve the standards expected in the locally agreed syllabus. In information and communication technology, physical education, history, and design and technology, standards are above national expectations, and in all other subjects they are in line with what is normally expected of pupils of this age. At the time of the previous inspection, standards were reported to be above average in English, mathematics and science. Standards in all other subjects were found to be in line with national expectations, except in design and technology, where attainment was above average. There was insufficient evidence to make a judgement about standards in music. Standards at Key Stage 1 have therefore risen in English, mathematics, science, history, information and communication technology, and physical education.

7. Pupils' skills in speaking and listening, reading and writing develop well. They listen carefully, and show understanding by being able to follow instructions. By the time they are seven, they become confident, fluent speakers for their age. Very good teaching and the pupils' enthusiasm for their work contribute to the development of pupils' love of literature and their good knowledge of phonics. Pupils write very well because they are confident readers. In most cases, sentences are correctly punctuated with capital letters, full stops and speech marks, and the spelling of basic words is generally secure.

8. Pupils make very good progress in mathematics throughout Key Stage 1. For example, younger pupils develop skills in adding single-digit numbers, initially by using counting apparatus to help them. They then move on to more complex work with the introduction of two-digit numbers and, by the end of Key Stage 1, most pupils in Year 2 are competent in basic addition. They can accurately add two-digit numbers and understand that multiplication tables are a quick way of carrying out multiple additions. Older pupils confidently solve problems using data presented in the form of pictograms and pie charts. They analyse and interpret the findings, and use this knowledge to solve simple problems. Pupils have a good knowledge of many two-dimensional and some three-dimensional shapes and can sort shapes according to the numbers of vertices, edges and faces. Teachers in all classes give good encouragement by listening carefully and appreciating the quality of the answers.

9. Pupils make very good progress in developing skills of scientific enquiry, and learn to make simple hypotheses as part of their work. For example, pupils design a fair experiment to determine the distance over which a range of sounds can be heard. They record their measurements and enter them into a data-handling programme, display the results using block graphs, and record their conclusions using a word processor. Good use is made of practical activities, for example in developing pupils' understanding of simple electrical circuits.

10. In Key Stage 2 pupils build well on the firm foundations laid in Key Stage 1, and by the age of eleven they maintain the very good standards achieved at the end of Key Stage 1. Attainment is well above average in English, mathematics, and science. In religious education pupils achieve the standards expected in the locally agreed syllabus. In design and technology, and history standards are above national expectations, and in all other subjects they are in line with what is normally expected of pupils of this age. At the time of the previous inspection standards were described as being above average in English, mathematics and science. Standards in all other subjects were found to be in line with national expectations, except in design and technology, where attainment was above average. Standards in information technology were below national expectations. There was insufficient evidence to make a judgement about standards in music. Standards at Key Stage 2 have therefore risen in English, mathematics, science, history, and information and communication technology.

11. Most pupils in Key Stage 2 make good progress in all aspects of literacy. They speak very clearly with good intonation and use vocabulary that is appropriate to the occasion. By the end of Year 6, most pupils read longer texts silently, with good concentration and understanding. Higher attaining pupils show good understanding of a variety of texts, identifying crucial features, themes and characters. They select phrases and sentences when justifying their views. Pupils' attainment in writing is well above average because of very good teaching at both key stages and the sound base which is established in Key Stage 1. By Year 6, pupils' extended writing is carefully developed in paragraphs and very well constructed. Words are chosen imaginatively and used with precision.

12. Pupils' skills in using and manipulating numbers improve at a good rate as they progress through Key Stage 2. The emphasis placed on investigative work helps pupils to understand that one of the key skills in mathematics is the ability to identify patterns of numbers. By the age of eleven, many pupils have very good levels of skill across all elements of the mathematics curriculum. These range from working with fractions, percentages and ratios, to the measurement of capacity, and the calculation of averages and time differences between time zones around the world. Pupils can calculate the area and circumference of circles, and are also able to write large totals using numbers, words and the index notation.

13. In addition to skills in numeracy and literacy, pupils' skills in information technology help them to make good progress in science throughout Key Stage 2. Pupils of all ages and abilities are able to offer hypotheses and to draw simple conclusions from their work. Older pupils in particular have a good understanding of the principles of fair testing. By the time they are at the end of the key stage, pupils achieve very good levels of understanding in all areas of science. For example, they understand the difference between solids, liquids and gases, and can describe simply the arrangement of molecules in these three different states.

14. Pupils are now making rapid progress in information technology. The school has recently upgraded its hardware, which has enabled new ranges of skills to be successfully introduced, including e-mail and access to the Internet. Attainment is now above national expectation by the age of seven, and in line with national levels by the age of eleven. Pupils have made satisfactory progress over time. However, there is no separate computer suite or area within classrooms where older pupils can carry out independent research by accessing knowledge held electronically.

15. Most pupils make good or very good progress in the majority of subjects. The high quality of teaching is a significant factor in sustaining this across the school, as is the system for setting targets and tracking personal and academic achievement. Pupils' very good attitudes also play an important part, and pupils are interested in their work and keen to do well. The school uses assessment information well to plan lessons which challenge pupils who work at different rates. There are good examples of this in English, mathematics and science, where work is well designed for their particular needs. However, opportunities for individual learning are often constrained by the premises, especially at Key Stage 2, where temporary classrooms are very cramped leaving little space for storage and for computers or workbenches. Also, there is no space for a separate library or computer suite for research and quiet study.

16. Pupils with special educational needs are identified early and, when they receive specific support, they make good progress in relation to their individual education plans. In lessons where no support is provided, pupils with special educational needs make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. An indication of the success of the special needs provision is that pupils are regularly taken off the register of special educational needs as well as placed on it.

17. The school exceeded its published targets at Key Stage 1, as all of the pupils achieved Level 2 in all areas. At Key Stage 2 it met its target for English but narrowly missed its targets in mathematics. Realistic targets have been set for pupils' performance in 2001. These are based on a very careful analysis of pupils' previous performance, and take account of variations in the size of cohorts and the numbers of pupils who join or leave the school during Key Stage 2. Assessment data are analysed to plot the fluctuations in attainment from year to year, and enables teachers to set realistic targets for improvement.

Pupils' attitudes, values and personal development

18. Overall, pupils have very good attitudes to their work. This makes a positive contribution to their learning and is a significant factor in their high levels of attainment. Attitudes are outstanding in the Foundation Stage and in Key Stage 1. Pupils enjoy coming to school, settle quickly to their work and are eager to learn. They listen attentively and respond well to teachers' questioning. The great majority of pupils are enthusiastic, well motivated and show pride in their work. In lessons where work is challenging and stimulating, pupils' response is excellent. For example, pupils in a Year 4 science lesson were given the opportunity to design and carry out their own investigations to compare the absorbency of different types of paper. They were very focused on their work and took real enjoyment from their success in coping with this challenging task. Pupils maintained high levels of concentration, and worked co-operatively and collaboratively together.

19. The school continues to operate as an orderly community. Behaviour is very good in and around the school, during lessons and in the playground. Given the unusual layout of the school site, pupils respond and behave in a trustworthy and sensible manner. They show respect for their teachers and respond positively to their high expectations of good behaviour. Pupils are very polite and courteous, readily offering help to visitors. Incidents of poor behaviour are rarely seen, and no

bullying or signs of harassment were seen during the inspection. There have been no exclusions during the previous academic year.

20. Relationships between all members of the school community are very good. The ability of teaching and support staff to work as a very strong team provides a very good model for pupils. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, and share tasks equally. Pupils are able to appreciate the needs and feelings of others, listen well to each other, and show respect for one another's values and beliefs.

21. Pupils respond well to opportunities to promote their personal development. They take part in a good range of extra curricular activities, participate in musical concerts and local sporting events, and raise funds for local and national charities. Pupils are willing to take on responsibilities which support the smooth-running of the school. For example, house captains and prefects diligently and conscientiously assist with assemblies and act as milk monitors. Older pupils help and care for younger pupils at lunchtime. Although pupils are given opportunities to develop some independence in their own learning, these are not sufficiently increased as they grow older.

22. Overall, attendance at the school is satisfactory. Levels of attendance have dropped slightly since the last inspection, mainly due to the persistent poor attendance of a few pupils. There is a structured start to the school day and pupils respond well to these arrangements. Registers are taken quickly and efficiently. The great majority of pupils arrive at school on time. Pupils' satisfactory attendance and punctuality, and their very positive attitudes to school, make a positive contribution to their levels of attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

23. The overall quality of teaching is good. In the lessons observed during the inspection, teaching was very good in the Foundation Stage and Key Stage 1, and at Key Stage 2 it was good. No unsatisfactory lessons were observed. Planned opportunities for pupils to become independent learners are less well developed across Key Stage 2, particularly in the foundation subjects. This is the key factor which accounts for the variation in quality between key stages.

24. Forty-seven per cent of the teaching was very good or better, forty-nine per cent was good and four per cent satisfactory. In the Foundation Stage, fifty per cent of the lessons were very good or better, and the remainder were good. In Years 1 and 2, teaching was very good or better in six out of ten lessons, and the rest were good. The quality of teaching in Years 3 to 6 was very good or better in four out of ten lessons, and good in five out of ten. One lesson in ten was satisfactory. This represents good improvement on the findings of the previous inspection when less 'very good or excellent' teaching was noted. The weaknesses relating to the marking of work and the planning of lessons based on pupils' prior learning, identified in the previous inspection report, have been very successfully addressed. Parents indicate they are happy with the quality of teaching at the school.

25. Examples of very good and excellent teaching were seen throughout the school. During these lessons, pupils benefited significantly from challenging tasks which captured their attention and focussed well on previous learning. Pupils were challenged to do well through interesting tasks

which they recognised to be worthwhile. An excellent example of this high quality, imaginative teaching was observed in a Year 1 science lesson, where pupils were actively involved in comparing the size of shadows. Pupils were encouraged to work independently and to discover for themselves. However, quality is not always present. In some lessons in geography and religious education for the oldest pupils, for example, the lack of opportunity for pupils to select information from a variety of sources, limits the development of independent learning skills. This is made worse by the absence of a school library or separate computer suite.

26. A feature common to good and better teaching is the effective management of pupils. Teachers exercise clear and fair authority and pupils feel secure, motivated and confident. Classroom routines are very well established and have a positive effect on the progress pupils make in their learning. In all these lessons, the good relationships established are used to raise the standards of pupils' work. This was seen in a Year 2 art lesson, where pupils happily discussed their work with each other and adults, and made very good progress in a secure, supportive environment. Similarly, the way in which a literacy lesson was presented in the Reception class resulted in open-mouthed wonder, and the children made excellent progress as a result of the very good atmosphere based on high expectations and trust. All subjects except religious education and physical education are taught to a consistently high standard. The examples of good and very good teaching in most subjects were closely linked to the level of expectation. For example, pupils in a Year 4 science lesson made very good progress in their learning due mainly to the interesting nature of the work, and the class teachers' high expectations of pupils' involvement. In a very small number of lessons, where teachers do not have these high expectations, some pupils play a passive role and lose interest. There was no chance of this happening in a very good Year 6 literacy lesson, during which pupils in a booster group made very good progress in understanding the importance of persuasive writing. This was due largely to the pace of the activities and carefully planned tasks matched to the needs of pupils who learn at different rates.

27. Support for pupils with special educational needs is also based on a close analysis of their needs. Consequently, these pupils are well taught when they are withdrawn for specialist help. They take part in carefully chosen activities that engage them mentally, physically and emotionally. As a result, these sessions are productive and happy because pupils realise they are making good progress. Individual education plans are appropriate. The support assistants are well involved in class planning, and they play a valuable role in giving these pupils appropriate help and support. Teachers are also aware of the needs of higher attaining pupils and generally use targeted questions well to challenge these pupils or demand that they explain their answers more fully. However, these pupils would benefit from a greater range and frequency of well planned opportunities for personal study and research.

28. The teaching of literacy and numeracy is very good. The school has successfully implemented the recommendations of the National Literacy and National Numeracy Strategies and these are making a strong contribution to standards of learning. As a consequence, lessons are well planned with tasks that are closely matched to pupils' needs. This means that pupils learn at a very good pace and most enjoy the challenging tasks. The quality of the teaching and learning is the main reason for the improvement in standards in English, mathematics and science. Teachers know what pupils need to learn, having used prior assessment well in planning. Plenary sessions are well used

to consolidate learning and provide very good opportunities for reflection on the progress made in lessons.

29. The high quality teaching throughout the school reflects teachers' very good all-round subject knowledge. This is evident in the very good quality planning both for the individual lessons and for longer periods of time, especially in literacy, numeracy and science. Throughout the school, teachers' depth of understanding is well used to underpin clear explanations and incisive questioning to help pupils extend their thinking. Staff know when and how to assess pupils' knowledge and understanding through timely observations, conversations and questioning. Often these insights help the teacher to remedy misunderstandings or extend what has been learnt. As a result, the teaching of the basic skills required for all subjects, is very good. For example, pupils in a Year 6 lesson made very good gains in their understanding of how to use embedded clauses to create complex sentences, because the teaching contained lucid explanations based on very good subject knowledge.

30. Teachers ensure that teaching assistants, parents and other helpers are aware of the aims of the lesson. The consistent and hardworking approach of the support staff effectively supports learning throughout the school.

31. A good range of methods and strategies supports learning. Teachers interest pupils in their tasks and as a consequence pupils concentrate hard and maintain a good work rate. During written work, teachers circulate to monitor progress, correct misunderstandings, present new challenges and draw together ideas. Teaching in small groups helps pupils to understand and review their weaknesses. For example, pupils with special educational needs and those in similar attainment groups benefit from close individual support and sensitive use of questioning. This draws out information from pupils, develops their understanding and makes them think harder and express their thoughts more precisely. However, introductions in a small number of lessons are too long, and pupils lose interest because they are not sufficiently involved in the lesson.

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

32. The quality and range of learning opportunities are good overall. The school provides a broad range of curricular and other opportunities which meet the needs of all pupils, including those with special educational needs. The balance of the curriculum was a key issue at the time of the previous inspection, and this has been successfully addressed. The curriculum is now broad and balanced, and the time allocated to each subject is appropriate. The amount of time devoted to literacy and numeracy is good. The curriculum has been adjusted to reflect Curriculum 2000, and the effectiveness of these changes will be reviewed at the end of the academic year.

33. The curriculum for the Foundation Stage is very good. There is a strong emphasis on literacy and numeracy and on developing pupils' personal and social skills.

34. The curriculum for pupils up to the age of seven in Key Stage 1 is very good, whereas at Key Stage 2 it is good. This is because planned opportunities for pupils to become independent learners

are less well developed across Key Stage 2. Opportunities for individual learning are often constrained by the limited accommodation especially by the end of the key stage, where temporary classrooms are very cramped and leave little space for storage and for computers or workbenches. Also, there is no separate library or computer suite for research and quiet study, although teachers work hard to provide opportunities within the classroom. The National Literacy and Numeracy Strategies have been successfully implemented, and are very effective in developing literacy and numeracy skills in all areas of the curriculum.

35. The school's provision for personal, social and health education is good. Pupils have a very good understanding of health issues, including how to keep themselves healthy and fit, which they study in science and physical education. Personal social and health education is regularly promoted throughout the school. The governors have put into place effective policies for sex education and drugs awareness.

36. Curriculum planning is good, and the use of two-year cycles of work helps teachers to plan appropriately for different age groups within the mixed aged class. Similar topics are covered in both cycles so that, although pupils may visit a particular topic more than once, they will re-visit it at a higher level than previously. This results in pupils continuing to make good progress as they move through the school. For each key stage, there are 'curriculum maps' that set out in very brief terms what is to be taught in each term. These are underpinned by more detailed medium-term plans, which provide a sound basis for detailed short-term planning. Most short-term plans have clear learning objectives, with specific planned activities for different age groups or ability groups where appropriate. Individual policy documents are in place for all subjects and for most aspects of the curriculum and school life in general. The headteacher monitors planning for other groups and classes, and also monitors the quality of teaching. Ongoing assessment is very good, and long-term assessment is very comprehensive. The use of assessment information to guide curriculum planning is very good, and underpins the progress made since the last inspection.

37. Provision for equal opportunities is very good. Among all staff there is a strong awareness of equal opportunity issues, and they provide good role models. All pupils have equal access to activities appropriate to their stage of development. The school provides a broad range of opportunities to meet the interests, aptitudes and particular needs of all pupils. Effective strategies are used to teach the basic skills of literacy and numeracy. The classroom provision is also well organised to meet the needs of pupils with special educational needs and allows them full and equal access to the curriculum. Arrangements for individual education plans are effective and The Code of Practice regulations are fully met. Provision for formal interviews and regular contacts with parents are good and contribute well to their learning.

38. There is a good range of extra-curricular activities, and educational trips and visits extend the curriculum. Sporting activities include football, netball and rounders. The school is successful in the local inter-school sporting competitions. All teams are open to both boys and girls. There are many visits to local places of interest, and pupils visit France to boost their learning in French. This visit alternates with a residential visit to the Isle of Wight. The local church and the village are well used to enhance the work in religious education, history and geography. Good opportunities are provided for pupils to develop 'life skills'. For example, pupils take cycling proficiency lessons, participate in a Safety in Action Campaign, and are fully involved in village life.

39. Links with partner institutions are good. There are regular meetings for head teachers and for co-ordinators within the local pyramid of schools.

40. The provision for pupils' spiritual, moral, social and cultural development is good overall. Parents support the school's work in this area of their children's development.

41. Provision for pupils' spiritual development is good. It is fostered mainly through assemblies, the programme for religious education and subjects such as English, science and dance. Assemblies in particular create an atmosphere that encourages spiritual awareness, and provide opportunities for pupils to reflect on their own lives and those of others. For example, pupils were asked to think about what Jesus was like and how he helped, loved, healed, and gave hope to others. Pupils' exemplary playing of recorders as the school enters the hall for assembly, contributes significantly to the creation of a spiritual atmosphere. The acts of worship meet statutory requirements.

42. There is very good provision for pupils' moral development. All staff provide very good role models for pupils, reinforcing the values set out by the school. Teachers have very high expectations of good behaviour, which are consistently applied across the whole school. Pupils' moral development is reinforced in assemblies, as they consider the life of Jesus and listen to stories about moral dilemmas. For example, pupils were encouraged to think about the difference between right and wrong when listening to a story about a boy who, because it was dark and no one was looking, decided to steal some oranges. Pupils showed that they fully understood the implications of the boys' actions by the discussion that followed. Pupils are encouraged to be self-disciplined; the nature of the lay-out of the school site means that high expectations are placed on pupils to behave sensibly when moving between buildings.

43. The provision for pupils' social development is good. Pupils are encouraged to relate positively to one another. From an early age, they are encouraged to work together collaboratively in pairs and groups. Older pupils are given a range of responsibilities to help teachers, and aid the smooth running of the school. They also care for younger pupils, particularly at lunchtime. House captains and prefects have specific tasks, such as helping to prepare the hall for assembly, leading out classes after assembly and acting as milk monitors. Pupils regularly take part in raising funds for both national and local charities. For example, they have raised funds for orphans in Zambia and a local hospice for children with cancer. The school's strong links with the local community, and both day and residential visits, provide good opportunities for pupils' personal and social development. Pupils are encouraged to take responsibility for their own development through setting their own targets. However, teachers do not provide enough opportunities for pupils to take responsibility for their own learning as they get older, which restricts their capacity to show initiative.

44. Provision for cultural development is good. School visits make a good contribution to pupils' cultural awareness. The school continues to make good use of the village and surroundings such as Yalding Fen, Cobtree Museum, and Yalding Organic Garden. Trips to London, the Isle of Wight and France enable pupils to develop a greater understanding of their own and other cultures. Combining music and dance enhances pupils' cultural development. An example of this was seen in a Year 5/6 creative dance lesson, where pupils created an expressive response through dance to the

theme of war using music by famous composers such as Prokofiev, Stravinsky and Brahms. Art and music make strong

contributions through the study of work by great artists, such as Monet, Van Gogh and O'Keefe and listening to famous compositions such as 'The Planets' by Gustav Holst. Pupils' awareness of the theatre is developed and broadened through visiting theatre companies. However, as in the findings of the last inspection, there are few opportunities for pupils to learn of other cultural traditions, particularly those of a non-western nature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Since the last inspection, the school has continued to provide good support and guidance for its pupils in line with its stated aims. The school provides a caring environment in which pupils flourish and develop because it supports, encourages and values them as individuals. Pupils are happy to come to school and parents feel that the school offers their children good levels of support and guidance.

46. Child protection procedures are firmly in place and training of staff is up-to-date. Records are conscientiously kept, and any pupils causing concern are carefully monitored. Fully trained first aiders support the school's good procedures for ensuring the health and safety of its pupils. Accidents and injuries are well documented. Medication and inhalers are appropriately stored and their administration is carefully recorded. Regular safety checks and fire practices are carried out and reported to the governing body. The school's health and safety arrangements have recently been reviewed and follow the county guidelines. The health and safety issues identified at the last inspection have been addressed.

47. Procedures to monitor and improve attendance are satisfactory. The school has good links with the educational welfare officer, who visits the school approximately once a term to follow up any concerns over long-term absence or attendance issues. However, monitoring of attendance within the school could be improved to ensure that attendance levels do not fall any further.

48. The school has very effective procedures for monitoring and promoting good behaviour. The behaviour policy is an effective tool to promote good behaviour and discipline, and it is consistently applied by all adults. Pupils have been involved in developing school rules, but the accent is on self-discipline and mutual respect so that pupils are trustworthy in all situations. The close proximity of good adult role models throughout the school day undoubtedly has a very positive effect on the pupils. A strong emphasis is placed on promoting pupils' understanding of the significance of good behaviour within the context of their own personal development. There are good procedures for pupils whose behaviour is causing concern: parents are involved; communication is aided with a 'contact book' for exchange of information; records of behaviour are kept and monitored, and help and advice are given by the behaviour support services. There are good procedures in place for monitoring and eliminating oppressive behaviour. Any incidents are taken seriously and dealt with appropriately.

49. Since the last inspection, the school's procedures for monitoring and supporting pupils' academic progress have improved, and are now very good. Teachers keep rigorous notes of pupils' progress, particularly in English, mathematics and science. Pupils are identified and monitored to ensure that they are placed in correct groups, and within those groups, work is fully

matched to their individual needs. Each term, pupils are involved in setting their own targets for numeracy and literacy. Older pupils use target cards which specify areas for development. Pupils' personal development is monitored very well in an informal way, using the very good knowledge the headteacher and all staff have of the pupils.

50. The procedures for assessing pupils' attainment and progress have improved considerably since the last inspection and are now very good. There is now a clear understanding of the purpose and use of assessment. The arrangements for testing pupils each half term in numeracy and reading, and at the beginning and end of each academic year in spelling, provide a very good basis for tracking pupils' achievement and setting targets. Each half term, pupils undertake a major piece of writing which encompasses what they have learnt during that half term. Records are kept on all pupils, and levels of attainment are passed on to their next class teacher. At the end of the year, subject co-ordinators moderate work in science, numeracy and literacy in order to standardise teachers' judgements on attainment. The school is at present preparing to computerise data to enable it to collect and analyse information more easily.

51. The school's very good use of assessment information to guide planning, underpins many of the improvements made since the last inspection. Assessment data are analysed to plot the fluctuations in attainment from year to year, and enables teachers to identify clearly any areas for improvement. For example, analysis showed that 'writing' was an area for improvement, so adjustments were made to the literacy provision in order to allow more time in the timetable.

52. The school effectively supports pupils with special educational needs to meet targets set in their individual education plans and statements. Teachers are fully aware of the differing needs of these pupils. There is very good use of assessment procedures to identify pupils with special educational needs. The headteacher maintains a register of special educational needs pupils. There are good procedures for placing pupils on the register, for keeping parents informed, and for reviewing progress regularly. The school meets the requirements outlined in pupils' statements of educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has maintained its very good partnership with parents. The overall views of parents who returned their questionnaires and of those who attended the meeting with parents were very positive. A few parents expressed some concerns about being kept well informed, about the range of activities outside lessons, and about the school working closely with parents. The findings of the inspection team do not support these concerns.

54. The quality of information provided for parents is good overall. Parents receive good information through a well-presented school prospectus and regular newsletters. Annual reports about their children's progress contain very good information about how their children are getting on and how they can further improve their work. Parents are offered two consultation evenings a year, and a further opportunity to discuss their children's report. They are encouraged to talk to teachers about any concerns they may have whenever they feel the need to do so. The school has provided

curriculum information for parents through literacy and numeracy workshops. The governors' annual report to parents provides satisfactory information.

55. Resources for special educational needs are satisfactory. Specific grants received by the school for additional support for pupils with statements of educational need are used effectively for that purpose.

56. Parents are encouraged to help in school and provide effective support with reading, practical activities and swimming. Parents support the school by attending consultation evenings, school plays, class assemblies and sporting events. They contribute to their children's learning at home through reading, number work and occasional projects.

57. The school is well supported by a very active parent teacher association. Their social and fund-raising events make a significant contribution to the life and work of the school and play a central role in the village community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The quality of leadership and management is very good overall. The personal leadership of the headteacher is excellent. She manages the school effectively in close partnership with the governing body, and all provide a clear sense of purpose. This is a major factor contributing to the good progress the school has made in many areas of its work since the previous inspection. Teaching staff are committed to improving pupils' attainment and are very good at reflecting critically on their practice. There are very good relationships within the school, a strong sense of teamwork among all staff, and a deep sense of pride in the school.

59. The school is very well led and managed day to day. Good communication systems ensure that all staff are kept informed, and well-established routines contribute to the smooth running of the school.

60. The commitment of the Chair of Governors is considerable. Under her leadership, the governing body is effectively organised and successfully fulfils its obligations in monitoring the work of the school. Its role in shaping the direction of the school is very good. Governors have a very clear understanding of the strengths and weaknesses of the school; they frequently visit, and many work hard to provide practical help. Governors successfully fulfil their role as 'critical friend' to the school. They are very active in holding the school to account for its performance and discussing ways in which standards may be improved. For instance, the national test results are analysed in detail by the headteacher and governors, and realistic and challenging targets for an improvement are set. Performance targets are also set for the headteacher and her deputy, which are reviewed annually. All statutory requirements are fully met.

61. Following the last inspection in July 1996, an action plan was prepared in response to the key issues identified for future improvement. Most of the points contained in these key issues have been successfully addressed. They are as follows:

62. **Key Issue 1** *'Improve planning for curriculum balance to ensure that the overall allocations of time are reflected in termly and weekly plans.'*

63. Progress has been good. The school responded by critically analysing curriculum time. Plans were adjusted, and the curriculum is now broad and balanced. Adjustments have recently been made to reflect Curriculum 2000, and the effectiveness of these changes will be reviewed at the end of the academic year.

64. **Key Issue 2** *'Address weaknesses in the assessment of pupils' work to support the monitoring of progress and standards.'*

65. Progress has been very good. Very good assessment procedures are now in place, and long-term assessment is very comprehensive. The use of assessment information to guide curriculum planning is very good.

66. **Key issue 3** *'Improve standards for information technology in Key stage 2.'*

67. Progress has been satisfactory. The school responded to this key issue by implementing supported school self review. Standards have improved, and are now in line with national expectations. Recent installation of a network in all classrooms with access to the World Wide Web means the school is now very well placed to make even more progress in this area.

68. **Key Issue 4** *'Ensure that outdoor and adventurous activities are provided in key Stage 2 physical education.'*

69. Progress has been good. The school responded to this key issue by arranging bi-annual visits to the Isle of Wight for courses in orienteering, and a residential visit for all pupils in Year 5/6.

70. Overall improvement since the last inspection has been good. Standards have risen in English, mathematics and science. The curriculum, previously satisfactory, is now good, and the school's partnership with its parents is very good.

71. The school development plan is good. It sets out clear priorities for the future development of the school. The plan is securely based on evaluations of previous progress, and contains adequate detail of targets to be achieved during the current year.

72. The headteacher very effectively co-ordinates provision for pupils with special educational needs. The school cares well for those of its pupils who need particular attention in their learning and behaviour. There is good and appropriate liaison between the special educational needs co-ordinator, classroom teachers, classroom support assistants and outside agencies. The special needs governor is fully involved in this area of the school's provision. She meets regularly with the co-ordinator, and keeps the governing body fully informed.

73. The school makes very good use of its resources. Staff are effectively deployed. Very good use is made of the resources of the local community, including the skills and talents of its governors and parents. Finances are carefully managed and the effects of spending decisions are closely

monitored. Issues of 'best value' are always pursued. Resources for special educational needs are satisfactory. The hard working secretary efficiently manages the day-to-day administration of the school and plays a wider role by establishing a warm, caring and sensitive ethos when dealing with parents and visitors.

74. The school's accommodation is barely adequate to deliver the curriculum, and the staff constantly have to work hard to overcome its limitations. Opportunities for individual learning are often constrained by the premises, especially towards the end of Key Stage 2. Temporary classrooms for the juniors are very cramped leaving little space for storage, or for computers and workbenches. Provision for research and quiet study are severely limited by the lack of a separate library or computer suite. Also, there are no separate changing facilities for physical education. This means that the oldest pupils of both sexes have to change at the same time in their cramped temporary classroom. The school has a small hall that is also used as a gymnasium. However, this is of an unusual shape which limits the space available for the oldest pupils to develop their gymnastic skills. Overall, stocks of books and equipment are good and enable all subjects to be taught effectively. The recent investment in information technology gives pupils access to the Internet for research. The school is well staffed, and training needs are clearly identified within the school development plan. All teachers regularly attend in-service training to ensure that their skills are constantly updated.

75. The governors are very aware of the shortcomings of the accommodation and have commissioned architects to produce drawings for two new classrooms. Building permission has been obtained, but money has not been forthcoming to enable work to start.

76. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the very good standards achieved, show that the school is effective. Although unit costs are high, they are typical of most small schools and therefore the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to build on the school's many strengths, the headteacher, staff and governors should:

- Provide increased opportunities across the curriculum for pupils to become independent learners, especially as they move through Key Stage 2.
- Reconsider the development of the premises both inside and outside, to provide more space and facilities for outdoor play, practical activities and independent research.
- Increase the rate of attendance.
- Develop more opportunities for multicultural development across the breadth of the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8.2	38.8	49	4.1	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	128
Number of full-time pupils eligible for free school meals	16

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	5	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	12	12
	Girls	5	5	5
	Total	17	17	17
Percentage of pupils at NC Level 2 or above	School	100 (80)	100 (92)	100 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	12	12
	Girls	5	5	5
	Total	17	17	17
Percentage of pupils at NC Level 2 or above	School	100 (92)	100 (80)	100 (80)
	National	84 (82)	100 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	3	4	4
	Girls	6	5	5
	Total	9	9	9
Percentage of pupils at NC Level 4 or above	School	75 (73)	75 (67)	58 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	3	3	2
	Girls	6	5	5
	Total	9	8	7
Percentage of pupils at NC Level 4 or above	School	75 (67)	67 (67)	75 (67)
	National	70 (68)	72 (69)	80 (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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	111
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.3:1
Average class size	25.6

Education support staff:

YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	41

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	212391.00
Total expenditure	210340.00
Expenditure per pupil	1795.00
Balance brought forward from previous year	3520.00
Balance carried forward to next year	5571.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	128
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62.5	25	7.5	2.5	2.5
My child is making good progress in school.	50	42.5	7.5	0	0
Behaviour in the school is good.	22.5	77.5	0	0	0
My child gets the right amount of work to do at home.	40	50	10	0	0
The teaching is good.	52.5	40	0	0	7.5
I am kept well informed about how my child is getting on.	50	30	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	62.5	32.5	5	0	0
The school expects my child to work hard and achieve his or her best.	62.5	37.5	0	0	0
The school works closely with parents.	45	35	17.5	0	2.5
The school is well led and managed.	47.5	47.5	5	0	0
The school is helping my child become mature and responsible.	47.5	45	2.5	0	5
The school provides an interesting range of activities outside lessons.	40	37.5	20	0	2.5

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

78. At the time of the inspection there were seventeen children under the age of five in the reception class. Arrangements for admission to the reception class are very good, and include meetings with parents and a helpful information booklet. Parents are welcome to stay with their children when they first start school, until they are confident that their child is settled and happy. The co-ordinator makes weekly visits to the local playgroup so that the children know her well before they start in the reception class.

79. Children enter the reception class with a wide range of attainment. While some have good speaking skills and a sound general knowledge, others have limited skills in communication and little experience beyond their immediate home environment. Overall, attainment is broadly average on entry.

80. The indoor and outdoor space is limited, and this restricts on the range of activities the school can offer the children. For example, the secure outdoor play area is small and uncovered. Opportunities for outdoor play with a range of large toys and climbing apparatus are therefore restricted, particularly during wet weather. However, the school works hard to offer children under five a rich, varied curriculum, and is successful in doing this. Children are involved in an exciting range of well-structured activities. This curricular provision shows a very significant improvement since the last inspection when it was reported to be sound with many good features. Learning is promoted through practical experiences in the well-organised, secure, and happy learning environment. Early literacy and numeracy are well developed through very well structured teaching. There is a strong emphasis on the teaching of basic skills, and children have many opportunities to work together and independently.

PERSONAL AND SOCIAL DEVELOPMENT

81. The development of children's personal and social development is given high priority and underpins all the work in the reception class. Teaching in this area of the curriculum is very good. Children settle well into a caring and safe environment where high expectations are fostered. They are encouraged to listen to others, to share, to take turns and to relate positively to adults. As a result, very positive relationships are soon forged. During the inspection, children were observed changing quickly and independently for physical education lessons. This illustrates the emphasis placed on the development of children's self esteem, confidence and independence. As a result, children respond positively to new challenges, displaying enthusiasm and enjoyment in their work and play. They listen attentively and soon begin to sustain concentration for longer periods. They behave very well and gain a good understanding of right and wrong. The well-structured activities support children's personal and social development effectively, encouraging co-operative play and consideration for others. The adults in the class are careful to promote good practice in health and safety, and hands are washed carefully at the end of activities and before eating.

LANGUAGE AND LITERACY

82. Children make very good progress in all areas of language because of the very high quality teaching they receive. A significant number of children have a limited vocabulary when they first come to school and are unable to engage in extended conversations with adults. Rich opportunities are provided for children to improve their speaking and listening skills through stories, poems and rhymes. In an excellent literacy lesson, children listened in awe as the teacher read them the story of 'The Three Little Pigs'. The quality of the teacher's reading held children spellbound. The learning support assistant was very actively engaged helping and supporting the children throughout the lesson, and made a very effective contribution to children's progress and the quality of their learning. As a result of this very high quality teaching, children of all abilities are enthusiastic about books and can enthusiastically retell stories they have heard. Their writing is developing well and challenging targets are being set. Examples of these targets for their first half term in school are: *to use capitals at the beginning of names; to write their own names; to hear all sounds in 3-letter words; to say the initial phoneme in a word; begin to write own words; to start letters at the top.* Evidence shows that challenging targets continue to be set throughout the year, and children achieve above expectations by the time they are five. The emphasis placed on early reading and writing skills is evident in the planning for many of classroom activities.

MATHEMATICS

83. The teaching of this aspect is very good. Children learn to count with increasing confidence and work well when investigating numbers. In one very good activity, the teacher promoted very good learning in ordering numbers to five, and described the position of these numbers from *first* to *fifth*. Children continued to consolidate and extend their learning as they engaged in a variety of number-based activities. Each activity was carefully matched to the children's differing needs. Adults introduce mathematical language very effectively; consequently children quickly begin to name shapes such as circles and triangles. Children accurately use terms such as 'more than' and 'less than', and learn to write numbers well. Many are familiar with the early concepts of addition and subtraction, and experience a good range of practical activities to further their understanding of number, shape and measures. Again, challenging mathematical targets continue to be set throughout the year, and children achieve above the expectations of the early learning goals by the time they are five.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

84. Children make very good progress in their knowledge and understanding of the world. They talk with interest about experiences and events which have taken place in and out of school. Well-planned activities, such as nature walks around the school, are used successfully to develop their knowledge of nature and of the local area. As a result, they are able to talk about, and describe with confidence, features of the local environment. Children are encouraged to observe the passing of the seasons and to describe the weather. Information and communication skills are very well taught and are used well to support teaching and learning. Children were observed opening programmes and controlling the

mouse effectively to move objects on the screen, and to 'fill' shapes with colour. They know major sources of natural and man-made light and how shadows are formed. Children develop a good understanding of their own personal history through the use of photographs and toys, and through speaking to parents and grandparents. By the time they are five, most children exceed the expected standard.

CREATIVE DEVELOPMENT

85. Children make very good progress in their creative development. There is a very good balance between guided activities and opportunities for children to freely explore. For example, they paint and draw with increasing control when working on dot pictures based on Aboriginal art. They experiment with mixing paint to achieve a desired effect. Opportunities for imaginative play are stimulating and children make good use of the Wendy House and role-play cabinet generously donated by the parents' association. They experiment with different musical instruments to make patterns with sounds. In music lessons, they quickly learn the words of songs such as 'Pass Teddy Round the Room' and choose instruments to accompany their singing. Such experiences make a good contribution to children's spiritual, social and cultural development.

PHYSICAL DEVELOPMENT

86. Children make good progress in developing their physical control, mobility and awareness of space. By the time they are five, they demonstrate average attainment in physical development. Physical education lessons in the school hall and playground provide good opportunities for children to learn to move in space, to improve their balance and develop physical skills. In these lessons, the teacher ensures that children work safely, but at the same time encourages independence. The staff know the children very well and target the development of individual children's skills. However, the space for frequent and free physical outdoor play with a range of large toys and climbing apparatus is inadequate. Consequently, children's attainment in this aspect is only in line with what is expected when they are five. Fine motor skills are well developed as children use tools such as scissors, crayons, and construction kits in their work.

TEACHING

87. The quality of teaching is very good. Staff are calm and friendly in their management of children, who are made to feel valued and confident. There is good behaviour and a purposeful atmosphere in all lessons. The teacher has a very good understanding of the curriculum and of how children of this age learn. Explanations are very clear and carefully phased questions help children to think. Adult interventions give high priority to encouraging language development with good effect, when managing group work. Children who are identified as having special educational needs are given careful and appropriate support and make very good progress overall. There are good systems in the reception for keeping track of each child's progress, and the information is well used when

planning future work. Teacher, classroom assistants and parent volunteers work well together in setting clear expectations about children's behaviour. Their discussions and interventions are highly effective in getting children to talk, to think, and to behave well. The quality of teaching and care children receive in the Foundation Stage ensure that their early experiences of school are very happy ones.

ENGLISH

88. In the 2000 tests for pupils aged 11, the proportion of pupils reaching the expected level in English was well above both the national average and the average for similar schools. The proportion attaining the higher levels was also well above the national average and the average for similar schools. The school's performance for this age group was well above the national trend in 1997 and 1998. The school explains that the decline in results in 1999 relates to the composition of the cohort of pupils, a fifth of pupils whom had statements of special educational needs and joined the school in Year 4. Only six of the pupils who took the tests were on the school roll at the end of Key Stage 1.

89. In the 2000 National Curriculum tests for pupils aged seven, the number reaching the expected level or higher was very high when compared to the national average and when compared to the average for similar schools. The proportion attaining the higher levels was also very high when compared to the national average and the average for similar schools.

90. Standards are well above average in speaking and listening, reading and writing for pupils currently in Year 2 and Year 6. A substantial number of pupils have high attainment in all three elements of the subject. This represents a significant improvement since the time of the last inspection when, although standards were reported to be above expectations overall, standards in writing were just satisfactory for both age groups. At that time, teaching was good and some was of a very high standard. Since then, the National Literacy Strategy has been successfully implemented and its structure is very well used to ensure pace in lessons. This, together with the training teachers have received, has resulted in raising the quality of teaching from good to very good. In turn this results in very good learning. The school now closely monitors teaching, and analyse all test results and individual papers so as to identify weaknesses in provision. Individual and group targets are set and teachers take good account of these in their planning. In consequence, teaching of basic skills in reading and writing has been intensified, and pupils are making better progress in imaginative writing than they had been. Boys and girls do equally well.

91. Children enter the Reception class with average levels of attainment. They receive very good teaching in the Foundation Stage and at Key Stage 1, and make very good progress. Teaching is never less than good, and in over half of the lessons it is very good or better. Scrutiny of work shows that progress over time is also very good. By the age of seven pupils achieve well above average levels of attainment in speaking and listening, reading and writing. Across the school, pupils learn to listen closely to their teachers and to follow instructions, though the attention of a minority of pupils in some lessons wanders if they are not involved through carefully focussed questions. However, most teachers are very successful in engaging the interest of pupils of all abilities during

whole-class sessions. Pupils readily join in reading and discussing the shared text. Teachers in all classes give good

encouragement by listening carefully and appreciating the quality of the answers. As a result, most pupils try hard to explain their ideas clearly. Higher attaining pupils in Year 2 adapt their speech to listeners' needs and are beginning to be aware of the importance of using Standard English.

92. The quality of teaching at Key Stage 2 is very good overall. Six out of ten lessons were very good, and the rest were good. Pupils' progress in the lessons observed was very good overall. However, scrutiny of work shows that progress over time is good. By the end of Year 6, they achieve well above average standards in speaking and listening, reading and writing. Most pupils listen attentively to each other, asking questions to develop ideas and take account of others' views. Very good emphasis is placed upon pupils using precise language when giving instructions. A very good example of this was seen in a Year 4 lesson where the class teacher challenged pupils to give very precise information, when, for example, instructing the teacher how to put on her coat. Pupils' confidence in speaking is a direct result of the very good relationships established by teachers in their classrooms.

93. Throughout the school, the enthusiasm that pupils show for reading is a strength and supports their learning. Reading development is supported by progressively graded reading materials and by careful monitoring of pupils' progress, using well-designed reading records. This is an improvement on the findings of the previous inspection report. In Years 1 and 2, pupils are systematically taught the relationship between letters and sounds, so that they make very good progress. By the age of seven, most pupils are independent and confident readers. They are able to sound out words, and they show good understanding of what they have read. Higher attaining pupils are very well provided for and read independently, establishing meaning through a wide range of strategies. Teachers give pupils opportunities to use their reading skills in other lessons, as when Year 2 pupils read Biblical stories and related the deeper meaning to their own experiences.

94. By the end of Year 6, most pupils read longer texts silently, with good concentration and understanding. Higher attaining pupils show good understanding of a variety of texts, identifying crucial features, themes and characters. They select phrases and sentences when justifying their views. Teachers build on the good practice seen in Years 1 and 2 and continue to develop pupils' reading skills across the curriculum. In all classes, pupils have daily reading sessions and homework is well used to involve parents in developing pupils' reading skills. Most read aloud fluently and accurately, with good understanding. Although pupils have a good understanding of the importance of research using books and CD ROMS, the school does not have a library or separate computer suite. This limits the opportunities for older pupils, particularly in Years 5 and 6, to develop research skills by using information books for independent study across the curriculum. However, the standard of their book knowledge and reference skills is good.

95. A strong feature of curriculum provision is the increasingly wide range of purposes and audiences for writing. Good examples of pupils' writing of poetry, news reports, letter writing and instructions were seen in the analysis of pupils' work. Most pupils respond well to this stimulating curriculum. They learn the craft of writing through studying texts of all kinds. For example, pupils in Year 4 write realistic character sketches using imaginative descriptive language, as when one pupil wrote: 'Jane has gleaming, green eyes.' Key pieces of work are improved through the process of planning, drafting and proofreading. There is a great emphasis on challenging pupils of all ages and abilities to use words adventurously and to develop ideas imaginatively. As a result, by the end of

Year 6, many pupils use varied and interesting writing for different purposes and audiences, conveying meaning clearly in diverse forms. Words are chosen imaginatively and used with precision. Pupils are taught to plan their writing and to evaluate their work. This, together with very good marking of work by teachers, shows pupils how they can improve and gives them very good knowledge of their own learning. Most pupils use capital letters, full stops and question marks correctly, and higher attaining pupils structure complex sentences into paragraphs. Handwriting and spelling are improved through regular, focused practice. By age eleven, pupils' handwriting applicable to a variety of tasks, is joined, legible, clear and fluent. This is an improvement on the findings of the previous inspection report. Writing tasks in other subjects such as science and history make a good contribution to pupils' writing for a variety of purposes. For example, when studying Ancient Greece, pupils write newspaper reports of the Battle of Salamis. They compare the first Olympic Games to today's event and explain the differences between schooling then and now. The very good behaviour of most pupils in lessons very effectively supports their learning. The subject effectively supports pupils' spiritual, moral, social and cultural development. They write about and discuss moral and social issues, such as war and care of the environment. They reflect upon the feelings of different characters and write about these with sensitivity.

96. Pupils with special educational needs take a full part in lessons. They are well supported by learning assistants and make good progress. A measure of the school's success is the number of pupils with special educational needs who attain expected standards in national tests. The targets set in their individual education plans guide their learning. Expectations for average and higher attaining pupils are high, and teachers' planning gives consideration to written task, which challenge these pupils to make the progress of which they are capable.

97. English is very well managed by an enthusiastic co-ordinator. She has continued to oversee the National Literacy Strategy and has rigorously monitored the quality of teaching so as to ensure consistency of practice. Procedures for assessment are very good, and are generally well applied to inform teaching. Procedures for monitoring reading have significantly improved since the last inspection. An increasing amount of assessment data is used well to set targets for improvement for individuals and groups; to influence curriculum planning for teachers, and to enable the school to judge the effectiveness of provision. Target setting in literacy is having a positive effect on pupils' learning. Resources are good, with a good range of class texts and group readers.

MATHEMATICS

98. Key Stage 2 results for 2000 show standards by the age of eleven are above average in comparison with all schools nationally. The proportion of pupils achieving the national target of Level 4 was in line with the national average, while the proportion achieving the higher Level 5 was below average. However, these proportions are based on a group of twelve pupils, and take no account of two pupils who were absent for the tests, which is sixth of the cohort. When these results are compared with those of similar schools, with a similar proportion of pupils eligible for free school meals, standards remain above average.

99. Results of the 2000 national tests at the end of Key Stage 1 show that standards by the age of seven are very high in comparison with all schools nationally. All pupils achieved the national target of Level 2 in mathematics, but the proportion of pupils achieving the higher Level 3 was well above the national average. When these results are compared with those of similar schools, with a similar proportion of pupils eligible for free school meals, standards remain very high.

100. These results for Key Stage 2 need to be viewed with some caution because of the small number of pupils tested. Since each pupil represented 8.3 per cent of the total, the movement of just one or two individuals to a higher or lower level would significantly alter the results. There are considerable year-on-year variations in the size of cohorts, profiles of ability and pupil mobility. These magnify small differences in the attainment of small groups of pupils when it is compared to the national trend. Results were well above the national average in 1998 but dipped in 1999. The school explains that the decline in 1999 results relates to the composition of the small cohort, a fifth whom had statements of special educational needs who joined the school in Year 4.

101. Inspection judgements are that attainment in mathematics is well above average at the end of both key stages. The proportion of pupils aged eleven who are likely to achieve Level 4 is above average, but underlying attainment is well above average because the number of the pupils also likely to achieve Level 5 is in the top five per cent nationally. There has been little mobility within the cohort. This prediction reflects the very high standards the pupils achieved at the end of Key Stage 1, and the good progress they have made since then. There are no significant differences in attainment between girls and boys.

102. Standards have improved since the previous inspection when attainment at seven and eleven was judged to be above national expectations. All have worked hard to improve the quality of planning, teaching and assessment of work with some considerable success. The school now closely monitors teaching, and analyse all test results and individual papers so as to identify weaknesses in provision. Individual and group targets are set, and teachers take good account of these in their planning. In consequence, the teaching of basic skills has been intensified, and pupils are making better progress in all areas of mathematics.

103. Pupils with special education needs are well targeted by the school and follow the same curriculum as their classmates, with work very well matched to their differing abilities. They have positive attitudes to their work and make good progress.

104. As a result of very good teaching and their very good attitudes to learning within a well-planned curriculum, pupils make very good progress throughout Key Stage 1. For example, younger pupils develop skills in adding single digit numbers, initially by using counting apparatus to help them. They then move on to more complex work with the introduction of two digit numbers, and by age of seven most pupils in Year 2 are competent in basic addition. They understand that multiplication tables are a quick way of carrying out multiple additions. Skills in using money are developed in a similarly systematic way. Younger pupils learn to count and shop with coins, and by the time they are in Year 2 they have a good understanding of the value of coins and are able to give change from £1. Simple data- handling skills are well developed. Older pupils confidently solve problems using data presented in the form of pictograms and pie charts. They interpret the findings, and solve simple problems, for example: *'What is the most popular...?'* and *'If three less people*

liked...how many would there be?'. Pupils have a good knowledge of many two-dimensional and some three-dimensional shapes and can sort shapes according to the numbers of vertices, edges and faces. Teachers in all classes give good encouragement by listening carefully and appreciating the quality of the answers.

105. Overall, pupils continue to make good progress over time at Key Stage 2. Skills in using and manipulating numbers continue to develop. Younger pupils are confident at using the fraction notation, and understand that fractions are several parts of a whole. They enthusiastically investigate problems such as sharing bananas between different numbers of people so that each has an equal share. They initially tackle the task by practical investigation but are quickly able to derive, a general 'rule' and use it to predict the answers in a range of calculations. As pupils get older, they become more skilled in applying estimation to everyday calculations, for example, pupils in Year 6 compare house prices using the directory from the local paper. The important skill of estimation is also very well developed throughout the key stage as pupils learn to make sensible estimates of length, weight and capacity. Pupils in Year 6 go on to calculate the area and circumference of circles, and are also able to write large totals using numbers, words and the index notation. By the age of eleven, many pupils have very good levels of skill across all elements of the mathematics curriculum. These range from working with fractions, percentages and ratios to the measurement of capacity, and the calculation of averages and time differences between time zones around the world.

106. Most pupils enjoy their work in mathematics. They are keen to learn, and they develop an ability to concentrate for increasingly lengthy periods of time as they progress from reception to Year 6. The very good 'family' relationships within the school are evident in the way in which pupils work very well together irrespective of gender. Overall, attitudes and behaviour are very good.

107. The quality of teaching is very good overall. It is never less than good at both key stages. At Key Stage 1, two lessons were observed, one was good and one was very good. At Key Stage 2, all of the lessons were very good. Particular strengths of the teaching of mathematics at both key stages lie in teachers' subject knowledge, their technical competence in teaching basic skills, and their high expectations of what pupils can achieve. As a result, pupils are given a secure grounding in the subject, achieve very good standards, and grow in confidence as they learn to transfer their skills to other areas of the curriculum. Where teaching is best, teachers sustain a crisp pace to learning and match work to pupils' abilities so well that work becomes not only very challenging but also just achievable. Teaching of this quality was observed at both key stages. The lessons start with mental arithmetic work that makes considerable demands on the pupils, in terms both of speed and of the difficulty of the calculations. All pupils are engrossed in their work; they persevere and work hard before finally succeeding in meeting the teacher's high expectations. Expectations for average and higher attaining pupils are high, and teachers' planning shows consideration of how to challenge these pupils to make the progress of which they are capable.

108. A key issue raised in the previous inspection was planning for curriculum coverage, and the school has successfully addressed this. The curriculum is well balanced and meets all statutory requirements. The school has successfully adapted its planning to strike a good balance between the way in which the curriculum needs to be planned in a small school and the recommendations of the National Numeracy Strategy. Teachers skilfully ensure that all pupils at each key stage experience similar coverage of the curriculum, but at very different levels. For instance, when pupils in the Year

5/6 were given tasks using time calculations, the class was divided into four working groups, each having carefully designed activities to match their abilities. Good links are made with other areas of the curriculum. Skills in numeracy are regularly practised in subjects such as science, design and technology, and geography. Pupils display data using graphs, compare the populations of the different States of America, or design bridges and winding mechanisms. Information technology is used effectively to support mathematics. Pupils are using it to create charts and graphs, and many younger pupils are using 'fun games' to practise their ability to calculate.

109. The assessment of pupils' work in mathematics has been improved and is now very good. Teachers are able to match work closely to the needs of individual pupils because of their very good, systematic procedures for monitoring progress and development. A growing body of assessment data is used well to set targets for improvement for individuals and groups, to influence curriculum planning for teachers, and to enable the school to judge the effectiveness of provision.

110. The subject is well managed and the co-ordinator has made a significant contribution to the development of mathematics and is ably supported by the efforts of all her colleagues.

SCIENCE

111. Owing to the way in which the school timetable was organised it was not possible to see science being taught in Year 2 or Year 6. However, teachers' planning was carefully scrutinised, as was a range of pupils' work. Also, a number of pupils from both classes were interviewed about their work in science.

112. At the end of Key Stage 1, the results of the 2000 teacher assessments of seven year olds show that all pupils achieved the national target of Level 2 in science. However, the proportion of pupils achieving the higher Level 3 was well above the national average. When compared to similar schools, with a similar proportion of pupils eligible for free school meals, the proportion of pupils achieving both Level 2 and Level 3 was very high.

113. Key Stage 2 results for 2000 show that standards by the age of eleven are above average in comparison with all schools nationally. The proportion of pupils achieving the national target of Level 4 was well below the national average, while the proportion achieving the higher Level 5 was average. However, these proportions are based on a group of twelve pupils, and take no account of two pupils who were absent for the tests, which is sixth of the cohort. When these results are compared with those of similar schools standards remain above average.

114. These results for Key Stage 2 need to be viewed with some caution because of the small number of pupils tested. Since each pupil represented 8.3 per cent of the total, considerable percentage change can occur through a movement of one level by a single pupil. There are considerable year-on-year variations in the size of cohort, profile of ability and pupil mobility. Small differences in the attainment of small groups of pupils are magnified when compared to

the national trend. However, standards have been consistently above or well above average since 1997, except for a dip in 1999. This decline relates to the composition of the small cohort in which a fifth of the pupils had statements of special educational needs and joined the school in Year 4.

115. Inspection evidence shows that attainment in science is well above average at the end of both key stages. The proportion of pupils aged eleven who are likely to achieve Level 4 is above average, but underlying attainment is well above average because the number of the pupils also likely to achieve Level 5 is in the top five per cent nationally. There has been little mobility within the cohort. This prediction reflects the very high standards they achieved at the end of Key Stage 1, and the good progress they have made since then. There are no significant differences in attainment between girls and boys. This is an improvement on the findings of the previous inspection report when standards were above average by the age of seven, but in line by the age of eleven.

116. A particularly good feature of science is the way in which the subject is managed, and the way the curriculum is constructed. The curriculum is planned in two-year cycles throughout the school. Work at both key stages is particularly carefully planned so that the same theme is followed in both teaching groups with work planned at different levels.

117. Pupils at Key Stage 1 make very good progress in developing skills of scientific enquiry and learn to make simple hypotheses as part of their work. This is because of the way in which teachers plan their lessons and carefully identify what is to be learned. Good scientific habits are encouraged from an early age. Teachers try to ensure that the work planned is interesting and builds effectively on pupils' natural curiosity about their environment. For example, after watching a video on light, pupils in Year 1 made shadow puppets and experimented with them. They discovered that the closer the puppet was to the light source, the larger the shadow on the screen. When asked to explain how the shadow was formed, one group replied, 'light must 'run' in straight lines from the bulb'. It doesn't 'run' around the corners of the shadow puppet but straight to the screen.' Therefore, there must be 'less light behind the object and that is what you see.'... 'A darker area in the shape of the puppet.' ... 'It's called a shadow!'

118. Good use is made of practical activities as pupils develop an understanding of simple electrical circuits, and all pupils are able to light bulbs by correctly, connecting them to a battery with wires and clips. By the end of the key stage, pupils are able to decide whether or not a circuit is likely to work by studying a drawing of the ways in which connections are made. They are able to make sensible predictions, draw simple conclusions from their experiments and understand, for example, that the bulb does not light because the circuit is open. With some assistance, they carry out tests, recognising and explaining why they are fair ones. For example, pupils design a fair experiment to determine the distance over which a range of sounds can be heard. They record their measurements and enter them into a data-handling programme, display the results using block graphs, and record their conclusions using a word processor.

119. Pupils make good progress across Key Stage 2 and achieve standards that are well above the national average. They consolidate skills, knowledge and understanding across the key stage. For example, pupils in Year 4 discuss the properties of materials and can explain how these properties determine their use. They begin to make simple generalisations, and use scientific vocabulary carefully. For example, pupils were asked to compare the absorbency of different types of paper.

They chose a suitable 'fair test' method for their investigation, and could explain how to alter one variable without affecting others. After completing the experiments, they were able to use the experimental data to decide which materials were best suited to the task. By the age of eleven, pupils have a very good understanding of a range of scientific concepts. For example, they understand the difference between solids, liquids and gases and can describe simply the arrangement of molecules in these three different states. Pupils have a very good understanding of the interdependence of living things, and how animals and plant adapt to different habitats. They describe food chains and the importance of the carbon cycle. They understand that liquids can be viscous, and measure the viscosity of a range of liquids. For example, one group of pupils were able to explain why oil rather than honey was the best liquid for car engines. They explained that honey was more viscous at room temperature but quickly became runny when heated. Engine oil maintained its viscosity as it became hot, and would be best suited for engines since it would keep the parts slippery. Although pupils carry out a good range of experiments, more opportunities could be given for pupils to reflect on a wide range of information sources, including first-hand evidence, that they could use to answer questions and thereby become independent learners.

120. Pupils' attitude to work in science is very good at both key stages. In the vast majority of lessons, pupils sustain good levels of concentration and perseverance. Relationships are very good, and they collaborate well. Pupils sustain interest throughout lessons and take pride in their achievements. They respond well to teacher's questions, and respect each other's views and opinions.

121. It was not possible to see science being taught in two of the classes. Evidence from the three lessons observed, together with examination of teachers' planning, discussions with teachers, and a scrutiny of pupils' work, indicates that the quality of teaching is very good overall. The one lesson observed at Key Stage 1 was excellent. Of the two lessons observed at Key stage 2, one was good and the other was excellent. Where the teaching was good, the teacher shared the purpose of the lesson with pupils at the start of the activity, and linked this with a reminder of what pupils had already learned in previous lessons. This introduction heightened the interest of the pupils and made them keen to learn more. Good classroom routines and high expectations of pupils' behaviour resulted in a good working atmosphere in which pupils were able to learn without disturbance. The teacher's secure knowledge of the subject and good assessment of pupils' prior knowledge enabled her to set achievable challenges for all. Pupils responded well to these challenges and concentrated hard on their activities. At the end of the session, the teacher made very good use of the plenary session to consolidate through well-directed questions what the pupils had learned. Where teaching was excellent, the objectives of the lesson were clearly shared with pupils at the start of the lesson and there were opportunities for pupils to offer simple predictions and hypotheses. Pupils were given the opportunity to carry out their own experiments, and they were allowed to make mistakes. The teacher used clearly focused questions to guide the pupils to analyse where they had gone wrong, and then enabled them to suggest ways of improving their work. Good use is made of literacy and numeracy within science at both key stages.

122. Leadership in science is very good. The co-ordinators have a good understanding of science, and a clear vision for the development of the subject. The curriculum is good and meets the statutory requirements for science. Considerable work has been undertaken to improve the curriculum since the last inspection, and opportunities for pupils to investigate and experiment are clearly identified within planning.

123. Assessment is very good overall. The teachers keep detailed records which allow the progress of every pupil to be tracked carefully. Teachers use assessment data very well to plan subsequent work and to alter the composition of groups within classes.

124. There is good equality of access and opportunity for all pupils, including those with special educational needs. Pupils with special educational needs (SEN) are well supported and make good progress in relation to their prior attainment, achieving standards that are close to those expected of pupils of similar ages.

125. Resources are good in range and number to meet the needs of pupils at both key stages. The accommodation is adequate, and staff work very hard to maximise the use of limited space to provide challenging learning activities.

ART

126. Standards of attainment in art and design match the national expectation for pupils aged seven and eleven. The progress seen in lessons was very good at Key Stage 1, and good at Key Stage 2. However, scrutiny of work indicates that progress is satisfactory over time. The school explains that recent emphasis on the teaching of English and mathematics has resulted in a reduction in teaching time for art. However, standards have been successfully sustained since the last inspection.

127. The quality of artwork around the school enhances the environment and celebrates pupils' interest in the subject. Completed tasks show that pupils work with a range of media, materials and techniques, with sound outcomes overall. Skills are progressively taught and teachers give pupils the opportunities to put them into practice in art lessons and through effective cross-curricular links. Good examples of this were seen in Year 6 work in response to a Steven Turner poem. Art makes a valuable contribution to pupils' spiritual, social and cultural development, as they convey mood and feeling in their work when they are given opportunities to study the works of famous artists such as Monet, O'Keefe and Rueben. The subject also makes a good contribution to pupils' literacy skills as they develop the correct vocabulary relevant to the subject and write good evaluations of their work.

128. The quality of teaching was very good in the two lessons observed at Key Stage 1, and good in the single lesson seen at Key stage 2. Teachers give pupils many opportunities for independent decision making in their work. As a result, pupils choose materials and other resources for their visual and tactile qualities, and to stimulate and develop ideas for their work. In a Year 1 lesson, pupils showed good understanding when mixing colours. They always started with the lighter colour and mixed in the darker pigment in small amounts. In Year 2, the teacher and two classroom assistants were very successfully encouraging pupils to experiment with oil pastels to enhance the

sketches they had made of the village War Memorial. Pupils enthusiastically discussed how Van Gogh created his work, 'Starry Night', and the media and techniques he used. This resulted in deep concentration and work of good quality in the style of Van Gogh. In this, and other sessions seen, pupils with special educational needs were well supported and fully involved. This resulted in their good progress. The most successful feature of the teaching is that the management of pupils creates a positive and productive working environment. Teachers' questioning is good, and effectively encourages pupils to think about and evaluate their work. The pace of lessons is good, and teachers achieve a good balance between carefully explaining the tasks and the practical activities. A good example of this was seen in a Year 4 lesson where pupils were being taught weaving techniques. The teacher moved around the class, intervening in the activities to teach and challenge pupils as they worked. This not only raised expectations, but also helped maintain the good pace of the lesson. Teachers regularly assess pupils' work, and use this information to ensure that learning builds effectively on prior achievement.

129. Planning focuses well on the skills to be developed and provides useful guidance to teachers. The co-ordinator has updated the policy to take account of changes made nationally, and her clear action plan identifies where improvement is needed and the action to be taken. She provides strong leadership and acts as a valuable source of information and informal support for her colleagues.

DESIGN AND TECHNOLOGY

130. Owing to the way in which the schools' timetable was arranged, a limited number of design and technology (DT) lessons could be observed during the course of the inspection. Inspection evidence from planning, discussions with teachers and close scrutiny of pupils' work indicates that pupils make good progress at both key stages and achieve standards that are above national expectations at the ages of seven and eleven. This is similar to the findings of the previous inspection. There is insufficient evidence to make a secure judgement on the equality of teaching overall.

131. Pupils make good progress across both key stages. They understand the process of designing and making, and recognise the need to improve their designs by planning and modifying them when they discover the limitations of their first draft. Pupils generate a number of viable ideas, and make detailed drawings, which include precise measurements. For example, pupils at Key Stage 1 are successfully introduced to early design skills when making trolleys from junk. They draw their own designs and construct the models with axles and wheels, paying particular attention to ways of successfully joining the components together. Pupils evaluate the success of each model to see if it meets the intended purpose, and record these comments as part of the design process. Year 2 pupils continue to make good progress in designing when making moving puppets, using split pins and push rods to articulate the joints. They competently draw a design to a clear brief, and clarify their own ideas against specific criteria. Pupils effectively plan the use of materials and tools, and produce a written evaluation at the end of the topic.

132. In Key Stage 2, pupils in Year 3 design and make picture frames for their own artwork. The teacher encourages them to widen the design brief to take account of the appearance of the frame and judge whether it enhances the artwork being mounted. They initially make a prototype, and

work out how it will stand up. Pupils are able to identify the weakest elements within the design, and adjust their plans to make the frame stable. They carefully cut the wood to size, using glue and cardboard corners to construct the frame, and then decide on the colour to see if complements the artwork. In Year 4, design work is integrated well within science projects. For example, pupils design a torch against a design brief. They examine how commercially made torches work; consider how to maximise the amount of light reflected from the bulb, and design ways of making a working switch. Prototypes are made and evaluated, and their original plans are adjusted to take account of these findings. Year 5/6 pupils make working model bridges with winding mechanisms to raise and lower the decks. They clarify their ideas through drawing, modelling and discussion, and build a range of winding mechanism to see if they work. After discussion with the teacher, pupils use their knowledge of 'forces' to overcome design problems associated with friction and the best location for pulleys and levers. The oldest pupils also design and make slippers. They begin by disassembling commercially made examples to discover the best methods of construction, and the range of materials needed to produce a slipper that is serviceable and warm. Pupils select appropriate materials for the soles and the body of the slipper, and consider ways to decorate the finished product using a range of threads and textured materials. They check, for example, to ensure that the material used for the 'upper' does not shrink and successfully address the problems of making slippers to a specific size. Pupils also take into account the cost of the materials and their suitability for their purpose. They follow their designs accurately, and check the work as it proceeds and make appropriate adjustments when needed. Pupils also pay particular attention to the quality and finish of the product.

133. Pupils' attitudes to design and technology are very good. They respond with enthusiasm when talking about what they have done, and are proud of what they can achieve. They listen well to each other and are appreciative of one another's efforts. This makes a positive contribution towards pupils' social development.

134. Pupils identified as having special educational needs are thoroughly integrated into activities and receive the same curriculum entitlement as all other pupils. They make good progress at both key stages.

135. Leadership in design and technology is good. The co-ordinator has a good understanding of the subject, and is clear about what needs to be improved. Considerable work has been undertaken to achieve good improvements to the curriculum. However, the co-ordinator wisely plans to continue to refine the balance between all the curricular elements.

136. The school has to overcome the serious difficulties presented by the shortage of room for work in this subject. There is no provision for workbenches or a separate cooking area. Resources are adequate, but space to store them is very limited.

GEOGRAPHY

137. Standards achieved by pupils are similar to those expected for pupils aged seven and eleven. The school's timetabling arrangements gave few opportunities to observe the direct teaching of geography. Two good quality lessons were seen at Key Stage 2, but no teaching was observed at

Key Stage 1. Therefore, it is not possible to make a secure judgement about the quality of teaching overall. Additional evidence was gathered from the analysis of pupils' work and teachers' plans, and from discussions with teachers and pupils.

138. Pupils in Year 1 learn about different means of transport, how time and places differ, and how physical features influence the climate when following the route of 'Barnaby Bear' as he travels to contrasting localities. By the end of Year 2, pupils demonstrate awareness of localities beyond their own and start to use appropriate geographic vocabulary. Simple mapping skills are developed. Pupils draw maps of routes around the school and identify well-known features on local maps.

139. The quality of teaching in the two lessons seen in Year 4 and Year 6 was good and, as a result, pupils made good progress in their learning. Both lessons were based on very good planning and clear learning objectives, which were shared with pupils. Pupils in Year 4 were gaining a good understanding of where they were in relation to other countries of the world. They were making effective use of CD-ROM to help them in their work. Year 6 pupils had made good progress in comparing their village environment to another location following their field trip to New Ash Green, 15 miles away. Pupils are being taught to ask geographical questions, to evaluate evidence and to provide explanations of how places have evolved. However, evidence indicates that, although progress in this lesson was good, pupils have too few opportunities to choose information and evidence sources.

140. Planning shows that the school meets statutory requirements for teaching geography. Analysis of pupils' work and teachers' plans indicates that, although geographical skills are taught, they are not progressively developed as pupils move through the school. The progression of these essential skills is limited because the school does not have a library or information technology suite where pupils could carry out independent research and develop their study skills.

141. Pupils' own good attitudes to the subject, and their good behaviour in lessons, also contribute well to their quality of learning. Pupils with special educational needs are provided with good support and make good progress.

142. The co-ordinator manages the subject well and has a clear action plan for its development in light of Curriculum 2000 requirements. The school has adopted national guidelines to guide teachers' planning. Resources are satisfactory, and the use of information technology as a tool for learning is developing well in all classes. The school has identified the need to grasp opportunities to expand pupils' cultural horizons.

HISTORY

143. Standards of achievement are above national expectations at the end of Year 2 and Year 6. Pupils make good use of their very good literacy skills to identify and understand ways in which the past has been represented and interpreted. In consequence, they gain a good knowledge of events, people and changes in the past. Only two lessons could be observed during the inspection, and there is insufficient evidence for a secure judgement on the quality of teaching overall. Judgements

are based upon the lessons observed, observations of pupils' work and discussions with staff and pupils.

144. One lesson was of good quality, and the other was very good. The key feature underpinning the quality of the teaching observed is good planning, with clear learning intentions which are shared with the pupils. Teachers focus well on what they want pupils to learn and pupils are aware of their own learning. In the very good Year 2 lesson on Florence Nightingale, the learning assistant effectively supported a group of pupils as they researched information using the CD-ROM. Higher attaining pupils knew about the Crimean War whilst all pupils gave detailed accounts of events in Florence's life. Pupils made very good gains in their learning because the content of the lesson built effectively on work done in previous lessons. Because of the good quality teaching, most pupils, by the end of Year 2, show understanding and factual knowledge of some of the main changes, events and people studied. They show a developing sense of chronology, recognising that the past time can be divided into periods with similarities and differences between them.

145. Pupils continue to make good progress from Year 2 to Year 6. They are presented with an interesting curriculum which includes the Greek, Roman, Tudor and Victorian periods. Teachers set interesting, challenging tasks to which pupils respond well. For example, pupils in Years 3 and 4, when studying Ancient Greece, write as newspaper reporters on the Battle of Salamis. They compare the first Olympic Games to today's event and explain the differences between schooling then and now. In Years 5 and 6, pupils show an increasing factual knowledge and understanding of features of the history of Britain. In their work on the Victorians, they have been taught about the childhood of the poor, undertaking some descriptive and empathic writing. Pupils have made a particularly impressive study of conditions at the front during World War 1 as a result of their visit to the War Memorial and their Remembrance Day Assembly. They consider the feelings of the soldiers and express these vividly in 'letters from the Front'. This provision makes an effective contribution to their spiritual and social development, as well as to their literacy skills. Teachers throughout the school have very good knowledge of the subject and this enables them to challenge pupils' understanding through interesting and probing questions. Pupils are well motivated and enjoy talking about what they have studied. Research skills are generally well developed, but opportunities for older pupils to undertake independent research are limited because there is no library, information technology suite or area for quiet study. Class teachers make effective use of visits to places of historical interest, such as the Tudor House, to support pupils' learning.

146. The recently appointed co-ordinator manages the subject well. Pupils assess their own work and teachers use this, and their own information, when planning tasks. Monitoring of teaching is planned for the spring term.

INFORMATION TECHNOLOGY

147. Information and communication technology (ICT) is a rapidly developing subject in the school. Each class has at least two computers, and these are used effectively. Standards are above national expectations by the age of seven and in line by the age of eleven. This is an improvement on the findings of the previous report, when information technology was in line with national expectations at Key Stage 1, but below by the end of Key Stage 2. Limited opportunities to see the direct teaching of ICT during the inspection week mean that there is insufficient evidence for a secure judgement on the quality of teaching overall.

- * Improvement has been made as a result of:
- * Better allocation of time to the subject.
- * A well constructed scheme of work supporting learning in many areas of the curriculum.
- * Well-planned lessons.
- * The purchase of computers and software of good quality.
- * The contributions of a well-informed and hard working co-ordinator.

148. Information technology is fully integrated into other subjects in the school. Pupils have lessons in basic information technology skills, after which they learn to use these skills to support work in other subjects of the curriculum. The success of this strategy owes much to the good leadership and management of ICT. At the time of the last inspection the range of work covered was described as 'limited' particularly at Key Stage 2. This has improved, and the range of work is now good at Key Stage 1 and satisfactory at Key Stage 2. This is also directly linked to the rate at which pupils make progress. Further improvements to the curriculum and pupils' progress, particularly at Key Stage 2, depend on additional resources to support new developments. However, the school is now well placed in this respect. Cabling for direct access the Internet has very recently been completed, and new equipment to support developments in control and monitoring are now in place. Teachers are already planning how these will be used to support work across the curriculum.

149. The majority of pupils make good progress in word-processing skills across both key stages. Pupils know how to enter text and manipulate it by changing font size, style, and colour. They know, for example, the functions of commercial word-processing programs, and confidently demonstrate the use of the spell checker. Pupils combine pictures with text, and confidently compose and edit their work on screen. They check it for accuracy, and consider layout and presentation to maximise the impact on the audience. For example, pupils in Year 3 have made a book on the theme of 'Holidays around the world'. They found information about climatic zones, using CD-ROMs, to produce a book with text, maps and pictures. Pupils in Year 5/6 use their word- processing skills for a variety of purposes. For example, they confidently write letters using a traditional format, select different fonts, and display text using bullet points to maximise the effect. By the age of eleven, pupils have developed their word processing skills further. They know how to enter text and manipulate its quality using a number of eye-catching formats. Pupils are familiar with the functions of a graphics program, including 'flood fill' and 'spray' techniques, and confidently use clip art and digital images from a scanner. They use all of these skills well to produce booklets about their school which contain information about staff, school routines, clubs, and uniform. Digital images, clipart and graphics are merged successfully, together with text that has been carefully chosen for maximum effect using different font styles and colour.

150. In reception, pupils begin to develop control and measurement skills, using a programmable floor robot. By the end of Key Stage 1, pupils understand how to program a device to follow instructions. Year 1 pupils make the robot move set distances and back again, and record their instructions, using agreed notation. By the age of seven, pupils have made good progress, and can get the turtle to follow a prescribed route on the floor. Key Stage 2 pupils make satisfactory progress at developing their skills in control and monitoring. Pupils in Year 3 can move a screen turtle round a village map keeping to the road. By the age

of eleven, they are able to use a control protocol such as LOGO to draw 2D shapes on the screen including squares, rectangles and triangles. They use functions such as 'repeat' to shortcut strings of instructions. However, pupils at Key Stage 2 have less experience of simulation packages and monitoring technology.

151. Key Stage 1 pupils, make good progress at handling information, and confidently analyse data held on electronic media such as CD-ROMs. Year 2 pupils use information technology to store and analyse data in a number of subject areas. For example, they enter information into a pre-prepared database to compare the distance travelled by different sounds from a fixed point, as part of their science work. They present the information in the form of bar charts. Others, collect data about their favourite ways of travelling to school as part of their mathematics work, and display the information using pie charts. They go on to use this information to test their predictions and then draw simple conclusions.

152. Key Stage 2 pupils continue to develop their data-handling skills and make satisfactory progress. By the age of eleven, pupils are able to confidently interrogate different databases, and choose the most effective way to displaying the data. For example, information about the hottest months of the year is effectively displayed using pie charts, and data about the numbers of plant-eating and flesh-eating dinosaurs are displayed using bar charts. In science, they chart the effects of temperature on evaporation, and plot-cooling curves to determine the thermal efficiency for a range of materials. Although pupils enter data into simple spreadsheets, the use of them is not yet sufficiently well developed across the curriculum.

153. Pupils in Years 5 and 6 have had limited opportunities to become confident users of the Internet, although many have learned these skills at home. This is because the school has only been cabled very recently to provide access to the World Wide Web. Next term all pupils will have e-mail addresses, and will be able to send messages internally from classroom to classroom, or externally. There will also be regular opportunities to use the Internet for research purposes.

154. There is good equality of access and opportunity for all pupils, including those with special educational needs. Pupils with special educational needs (SEN) are well supported and make good progress in relation to their prior attainment, achieving standards that are close to those expected of pupils of similar ages.

155. Pupils respond very well and strive hard to complete the tasks. Many have computers at home and are very interested in the subject. The school recognises this in its planning. However, because of lack of space, there is no separate computer suite or area within classrooms where pupils can carry out independent research by accessing knowledge held electronically. Teachers carry out regular monitoring and evaluation of work in ICT, and use it well to support work in many areas of the curriculum.

MODERN FOREIGN LANGUAGES

FRENCH

156. Pupils in Year 6 achieve good standards in early language learning. French is currently taught in Years 5 and 6. Most pupils listen attentively to discriminate sounds and to develop accurate pronunciation. They make good use of their understanding of the English language in learning a foreign language. They respond with developing ability to questions and instructions couched in familiar language. Most pupils show confidence in speaking, and reproduce precisely what they have heard.

157. In the single lesson observed, teaching was good, and pupils were making good progress in their learning. They were being taught to combine names of pets with numbers. Most pupils count to 50 in French, and correctly translate sentences such as 'there are seventeen stick-insects.' The teacher provides a good model of pronunciation. However, greater use could be made of material recorded by native speakers to ensure that pupils have an authentic accent. Most pupils have good attitudes to French and behave well in lessons. They enjoy interacting with the class teacher and each other and are ambitious to do well. However, a small number of pupils lose interest and tend to disrupt the learning of others. Pupils with special educational needs are provided with full and equal access in lessons and they make good progress. The mostly very good relationships that exist in lessons promote confidence, and pupils readily reply to questions and contribute ideas.

158. French is a valuable part of the school's provision. It is very worthwhile in itself and prepares pupils well for their next stage of education. It also contributes to extending pupils' cultural horizons and further develops their awareness of the structure and potential of language.

MUSIC

159. Standards of attainment are similar to those expected for pupils aged seven and eleven, and pupils make satisfactory progress. No judgement was made on standards of attainment, teaching or progress in the last inspection report because too little teaching was seen. The curriculum offered to pupils has improved in quality since then, and meets statutory requirements. In Years 1 and 2, pupils sing tunefully, clap rhythms from notation and experiment with instruments to create sounds. The singing of pupils in a Year 1 lesson was good as pupils performed showing an awareness of others. The quality of singing in whole-school assemblies is good when pupils are accompanied on the piano. They sing with sustained effort to maintain a good level of control. Diction is clear, and pupils effectively vary the dynamics of their singing. Opportunities for public performances, both in school and within the local community, enhance pupils' learning and provide well for their social development and sense of achievement.

160. The quality of teaching is good overall, and pupils made good or very good progress in the lessons seen. Due to timetabling arrangements, only two lessons were observed: a very good lesson at Key Stage 1 and a good lesson at Key Stage 2. Additional evidence to support these judgements was obtained from the analysis of pupils' work and teachers' plans, and from discussions with teachers and pupils. Both lessons were taught by the music co-ordinator who has

very good knowledge of the subject. Pupils benefit from her expertise, are motivated to participate fully in the activities, and sustain an interest and enthusiasm. Good management of pupils creates an atmosphere in which all are encouraged to contribute. Most pupils respond well to the teacher's high expectations. A range of strategies is well used to try to ensure that all pupils work with confidence and purpose. Teaching develops pupils' ability to make positive comments in relation to the musical elements. Resources are appropriate for pupils of all abilities and are used well. The good relationships promote learning. Music successfully develops pupils' creativity and aesthetic understanding. In the very good Year 1 lesson, pupils were exploring expressive uses of sounds, and there was a specific focus on teaching technical vocabulary and skills. Pupils behaved very well and there was a very high level of participation. The pace of the lesson was brisk and pupils made very good progress in their learning. Good quality feedback was given to pupils to encourage them to consider ways of improving their work. The ethos promoted learning, and pupils were clear about the purpose of the lessons.

161. Good provision for extra-curricular music, which includes recorder groups and choir, enhances pupils' learning, enriches their experiences and extends their enthusiasm for the subject. Procedures for assessing pupils' attainment and progress are satisfactory. Lessons are well planned and build on pupils' prior learning.

162. The knowledgeable co-ordinator gives a good lead to music by supporting and guiding staff in planning activities. She has secured improvements in the quality of provision. The school has identified the need for an increased supply of multi-cultural instruments to further enhance both the teaching of the subject and pupils' cultural development. The subject makes a good contribution to pupils' spiritual development when they have opportunities to listen to music and to reflect on their emotions, as for example, when Year 6 pupils discussed their feelings on hearing 'The Planets' by Holst.

PHYSICAL EDUCATION

163. Standards in physical education at the time of the previous inspection were sound at both key stages. Inspection evidence indicates that standards are now above national expectations by the age of seven, and in line by the age of eleven. Standards in creative dance are good across both key stages. It was not possible to see gymnastics at the end of Key Stage 2.

164. Attainment in swimming is above average. Records provided by the school show that by the time they are in Year 6 all pupils have achieved the national target of being able to swim 25 metres and many are working on higher-level skills in water safety.

165. A key issue at the time of the last inspection was the provision of outdoor and adventurous activities at Key Stage 2. Progress has been good. The school responded well to this key issue by arranging bi-annual visits to Isle of Wight for courses in orienteering, and a residential visit for all pupils in Years 5 and 6.

166. Progress at Key Stage 1 is good. Year 1 pupils are able to perform synchronised sequences of movements and balances on a variety of apparatus. They move and arrange gymnastics

equipment with confidence, and have very good awareness of safety procedures. The very good use of questioning and demonstration by the teacher enables pupils to improve their movements and make very good progress. In an excellent creative dance lesson in Year 2, the teacher made excellent use of music to set the theme of a 'Winters Day', and her careful and creative use of vocabulary stimulated the pupils' imaginative and artistic movements. Pupils represented the swirling of water from a bubbling stream, using expansive and controlled movement of both arms and legs. These gradually changed to jagged, pointed shapes as the frost came down and the water froze. Pupils studied each other movements, and appraised the work of others with sensitivity. By the age of seven, pupils also develop good ball skills through a good range of team games.

167. At Key Stage 2, pupils in Year 3 are able to balance effectively with poise and control, and can link turning, travelling and jumping movements effectively. In Year 4, pupils practise short hockey skills. Good routines are evident in the way in which pupils warmed up before the lesson began. Pupils' very good behaviour, together with their good skills in listening, enabled the lesson to progress at a good pace despite the difficulties presented by the amount of space available for the activities. The teacher placed good emphasis on the correct way to grip a hockey stick and made clear her expectations of the way in which the ball was to be controlled. The pupils responded by concentrating hard as they practised walking and then running with a ball. The instructor moved from group to group encouraging, helping and asking pupils to identify what they still need to improve. Pupils in Year 5/6 created an expressive response through dance to the theme of war. The instructor used a wide range of music by composers such as Prokofiev, Shostakovic and Stravinsky. By the end of the lesson, pupils were able to review the story of 'War Game' and how the emotions displayed through dance related to the plot.

168. Pupils are enthusiastic about physical activity, and dress appropriately for lessons. They enjoy performing with a partner in gymnastics, and can appraise the work of others with sensitivity. Using these opportunities, pupils develop the ability to judge quality and standards for themselves. There is good equality of opportunity, with girls and boys taking part in all activities.

169. Teaching is good overall. It is never less than satisfactory, and occasionally it is excellent. At Key Stage 1, all of the lessons were at least good, and four out of ten lessons were very good or excellent. At Key Stage 2, one lesson was satisfactory, one was good and two were very good. Teachers dress appropriately for all physical education lessons, their planning is thorough, and learning intentions are clearly identified. All lessons contain brisk warm ups, and some give opportunities for cooling down. Where teaching is very good or excellent, teachers set very high standards of attainment and behaviour. Work is very well focused to improve techniques and quality of movement. In the single satisfactory lesson, the space allocated for the activity was insufficient for pupils to practise their games skills and they only made satisfactory progress. This was because bad weather had made the field unusable, and two classes had to share the only hard surface.

170. There is good equality of access and opportunity for all pupils, including those with special educational needs. Pupils with special educational needs (SEN) are well supported and make good progress in relation to their prior attainment, achieving standards that are close to those expected of pupils of similar ages.

171. Leadership of the subject is good. The curriculum is good, and the school's initiative to employ instructors for teaching some games lessons is already having an impact on standards at both key stages. Standards are already above national expectations in swimming and dance at both key stages. Standards in games are improving rapidly at Key Stage 2. This is supported by good provision for after-school activities, such as football and netball, which enrich the curriculum.

172. Resources are good overall. Apparatus is stored effectively around the sides of the hall, and a good range of games equipment is stored tidily in a separate outside store. However, there are no separate changing facilities for physical education. This means that the oldest pupils of both sexes have to change at the same time in their cramped temporary classroom. The small hall that is also used as a gymnasium is of an unusual shape, which limits the space available for the oldest pupils to develop their gymnastic skills.

RELIGIOUS EDUCATION

173. Standards of attainment in religious education match the levels expected by the locally Agreed Syllabus for pupils aged seven and eleven. Teachers make effective use of the Agreed and Diocesan Syllabi and requirements are met. Evidence shows that Christianity is well taught and there is more teaching of other faiths since the last inspection. The school has identified the need to continue to develop pupils' understanding of other faiths, cultures and traditions. Assemblies are well used to enhance the religious education programme, and to support pupils' moral and social development. Throughout the school, pupils are increasing their knowledge and understanding of human relationships, Christianity and other faiths. Most pupils have a good understanding of the nature of prayer. This is seen in their response to daily acts of collective worship, and to opportunities for prayers at the end of the school day.

174. The quality of teaching is good overall. At Key Stage 1, one lesson was observed which was good. At Key Stage 2, two lessons were good and one was satisfactory. However, evidence from the scrutiny of work indicates that teachers are confident in teaching Christianity, but that they are less secure in teaching other faiths. As a result, the quality of pupils' learning is satisfactory over time. By the end of Year 2, pupils display good knowledge of the main features of Christianity. Pupils in this age group were seen working effectively in groups, retelling in their own words stories by and about Jesus. They researched information well using Bibles, and many could explain the meaning of the stories.

175. By the end of Year 6, pupils have deepened their understanding of Christianity and have been introduced to other major faiths such as Buddhism and Hinduism. They develop a sound understanding that religions share some common features. For example, the role of festivals and the importance of giving as well as receiving are soundly understood. From discussions with pupils, it was evident that they could make links between the celebration of festivals such as Harvest, Christmas, Hanukkah and Diwali. In a Year 3, lesson, most pupils were able to explain why Jesus was not popular with the government of his day. Their answers showed a depth of understanding as they considered how, although he performed

many good works, some people became jealous of his popularity. Teachers make good use of the parish church to support their teaching. Year 6 pupils had visited the church and were considering changes to the building to suit the needs of today's congregation. Higher attaining pupils could explain that 'church' not only refers to a building but, more importantly, to a group of people. This work was effectively linked to pupils' learning in history and geography.

176. Pupils in Years 1 and 2 make effective use of research skills in their learning. However, teachers of older pupils in the school do not challenge pupils sufficiently to search for knowledge of the activities, rituals, literature and practices of a variety of religious communities, through personal research. The support provided by the school for pupils with special educational needs is good and allows them to make the same progress in lessons as other pupils. Most pupils throughout the school show real interest and listen attentively to teachers and to each other. They are keen to answer, and to ask relevant questions and to take part in discussions. Where pupils spend too much time sitting listening to the teacher, some lose interest, become restless and play a passive role,

177. The subject co-ordinator is successful in ensuring that religious education is taught as a discreet subject and that it meets statutory requirements. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. More information books are required for pupils to develop research skills so as to gain a deeper understanding of the subject.