

INSPECTION REPORT

Sturry Church of England Primary School

LEA area: Kent County Council

Unique reference number: 118658

Headteacher: Adrian Andreo

Reporting inspector: David Tytler

Dates of inspection: 9th –13th October 2000

Inspection number: 225318

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Park View Sturry Canterbury Kent
Postcode:	CT2 0NR
Telephone number:	01277 710477
Fax number:	01227 712209
Appropriate authority:	The Governing Body
Name of chair of governors:	David Cowley
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Tytler 8890	<i>Registered inspector</i>		What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
Marion Saunders 14032	<i>Lay inspector</i>		Pupils' attitudes and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents? The community's contribution to the curriculum; Staffing, accommodation, resources, best value.
Brian Milton 10214	<i>Team inspector</i>	English; Religious education.	Spiritual, moral, social and cultural development of pupils.
Wendy Thomas 12764	<i>Team inspector</i>	Equal opportunities; Mathematics; Art Information technology.	How good are the curricular opportunities offered to pupils? Assessment.
Anne Holland 22147	<i>Team inspector</i>	Under-fives; Science; Design and technology.	
Lindsay Howard 7336	<i>Team inspector</i>	Special educational needs; Geography; History; Music; Physical education.	

The inspection contractor was:

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

SW11 3AD

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sturry Church of England School is a large primary school with 397 pupils aged four to eleven, most of whom come from Sturry and the surrounding villages. They are taught in 14 classes, with Year 1 and Year 2 pupils taught in four mixed-age classes. The number of pupils who are eligible for free school meals is below the national average and only four pupils have English as an additional language. The proportion of pupils having special educational needs is above the national average, as is the percentage with statements of special educational need. The attainment of pupils on entry into the school matches that expected nationally for children of their age.

HOW GOOD THE SCHOOL IS

Sturry provides a sound education for all its pupils and is building a partnership with parents, who are welcome in school. The headteacher provides strong leadership and the quality of teaching is good throughout the school with some very good examples. Standards are satisfactory in Key Stage 2, but are not high enough in Key Stage 1. When account is taken of the quality of teaching, the personal development of pupils and the standards they attain, the school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Pupils enjoy coming to school and attendance is good.
- The behaviour of pupils is very good and underpinned by good procedures for monitoring and promoting good behaviour.
- The moral and social development of pupils is good.
- There is good and very good teaching, particularly in Key Stage 2.
- There are very good relationships throughout the school, which are used to promote the learning of pupils.

WHAT COULD BE IMPROVED

- Attainment at the end of Key Stage 1.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996 when standards in English, mathematics and science were judged to be satisfactory at both key stages. The school has addressed all the key issues of the last report. There is now a clear focus for future development and the roles of senior management and subject co-ordinators have been developed. Links with parents have been improved and there are sound procedures for gathering information on what pupils know and can do. This information, however, is not used consistently to inform planning for individual needs. The quality of teaching has also improved significantly. Standards for seven year olds in English, mathematics and science are too low, and there is still too little challenge for the more able pupils

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	C	C	C	D	<i>Well above average</i> A
Mathematics	C	C	C	D	<i>Above average</i> B
Science	D	E	C	D	<i>Average</i> C
					<i>Below average</i> D
					<i>Well below average</i> E

In the Year 2000 national tests for English for 11 year olds, the percentage of pupils reaching Level 4 or above was close to the national average. The percentage reaching Level 5 or above was slightly above. In the mathematics' tests, the percentage of pupils reaching Level 4 or above was in line with the national average, as was the percentage reaching Level 5 or above. In the science tests, the percentage of pupils reaching Level 4 or above was close to the national average. The percentage reaching Level 5 or above was above. In comparison with similar schools, the results were below the average. Evidence gathered during the inspection found that standards matched the Year 2000 results. The school did not reach its targets set for 2000 for the proportion of 11 year olds achieving Level 4 or above: falling below by 1 per cent in English and 4 per cent in mathematics. Standards in information technology are satisfactory. Standards in religious education match the requirements of the locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are very good. They are enthusiastic and keen to become involved in the life of the school.
Behaviour, in and out of classrooms	Behaviour is very good and, around the school, pupils are polite and helpful.
Personal development and relationships	Personal development is good, and relationships are very good.
Attendance	Good.

The very good attitudes, behaviour and the very good relationships that exist throughout the school are significant strengths. Even in the few cases where teaching was judged to be unsatisfactory, pupils' attitudes and behaviour were at least satisfactory and often good.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen: 83	Satisfactory	Satisfactory	Good

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

Examples of good teaching were seen throughout the school. Of the lessons observed, 34 per cent were satisfactory, 47 per cent good and 14 per cent very good. Five per cent (four lessons) were unsatisfactory. All the teaching for the under-fives was satisfactory or good with 56 per cent good and 44 per cent satisfactory. There were no unsatisfactory lessons. In Key Stage 1, 52 per cent of lessons were satisfactory and 36 per cent good. One lesson was very good and two were unsatisfactory. In Key Stage 2, 22 per cent of lessons were satisfactory, 51 per cent good and 22 per cent very good. Four per cent (two lessons) were unsatisfactory. The teaching of literacy and numeracy during the inspection was satisfactory at Key Stage 1 and good at Key Stage 2. The learning of pupils during lessons in English, mathematics and science matched the teaching. Their progress over time, in Key Stage 1, however, has been unsatisfactory, as the mixed-aged teaching makes it very difficult to teach many of the key elements of the literacy and numeracy strategies which focus on specific targets for each year group.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a clear focus on English and mathematics, but the school does provide a broad, balanced and relevant curriculum. The provision for literacy, numeracy and science is limited by the mixed age teaching for all pupils in Years 1 and 2.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory and the pupils make sound progress. There are, however, weaknesses in its management.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the personal development of pupils is satisfactory. Moral and social development is good, whilst spiritual and cultural development is satisfactory. Arrangements for preparing pupils to take their place in a modern multi-cultural society are under developed.
How well the school cares for its pupils	The school continues to provide good pastoral care. Arrangements for promoting good behaviour and eliminating oppressive attitudes are very good. Procedures for gathering information on what pupils know and can do are now satisfactory. The information, however, is not used consistently to plan for individual needs.

The school is developing its partnership with parents, which has improved significantly 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 headteacher provides strong leadership and with the support of the senior management team ensures clear educational direction for the school.
How well the governing body fulfils its responsibilities	The governing body meets its statutory requirements and has a sound understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Senior managers monitor the quality of teaching and learning and the results of the national tests are analysed. These systems are in an early stage of development.
The strategic use of resources	The school makes sound use of the resources available to it.

The school is well staffed with suitably qualified teachers and support staff. The accommodation is adequate to teach the national curriculum and religious education. Resources are good in information technology and sufficient in all other subjects. The school is beginning to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children make good progress.• Behaviour is good.• Teaching is good.• Their children are expected to work hard and achieve their best.• The school is helping their children become mature and responsible.	<ul style="list-style-type: none">• Information on how their children are getting on.• The range of out-of-school activities.• The partnership with parents.

Evidence gathered during the inspection supported the positive views of the majority of parents. Inspectors also judged that the amount of information provided to parents and the range of out-of-school activities it provides are satisfactory. The school is also well on its way to promoting a good partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in the school are improving in English, mathematics and science. They are satisfactory in the areas of learning for pupils in the foundation stage, with some examples of good attainment. The attainment of 11 year olds in English, mathematics and science is in line with what is expected nationally for children of their age. Standards for seven year olds are too low in all three subjects, well below what is expected nationally.
2. Inspection evidence indicates that the reasons for the low standards in English, mathematics and science is largely due to the structure of Key Stage 1. Children are taught in mixed age classes, and as a result lessons are not specifically focused on their age-related needs. Many examples were seen of work being set that was too hard for the average or below average attainers, but insufficiently challenging for the more able. This, in turn, hampered the progress Key Stage 1 pupils made in their learning.
3. Evidence from assessments when children enter the reception classes, show that standards of attainment on entry to the school are in line with those expected for children of this age. Information on what pupils know and can do is used well to guide planning to meet the needs of individual children. Evidence gathered during the inspection suggests that most children will attain the level expected by the end of the foundation stage, with a significant number achieving above.
4. In this year's national tests in English for seven year olds, the proportion reaching Level 2 or higher in reading and writing were well below the national average. The number reaching the higher level was close to the national average in writing and below in reading. Compared to similar schools, results were below the average for reading and writing. Attainment of the pupils currently in Year 2 is good in speaking and listening but unsatisfactory in reading and writing.
5. In this year's English tests for 11 year olds, the proportion of pupils reaching Level 4 or above was close to the national average but below the average for similar schools. The proportion attaining Level 5 was slightly above both the national average and the average in similar schools. Inspection evidence indicates that the attainment of pupils currently in Year 6 is good in speaking and listening and satisfactory in reading and writing.
6. Pupils throughout the school learn to listen attentively to their teacher, follow instructions and enthusiastically enter into discussions. Their speaking and listening skills are developed across the curriculum as they move through the school. By the time they leave the school, pupils talk with confidence and maturity.

7. Pupils in both key stages have positive attitudes to reading, which is supported through graded reading materials and regular monitoring. By the age of seven only two thirds of the pupils are independent in reading texts suitably graded to match their level of attainment. By the age of 11, most pupils read longer texts silently with good concentration, with the higher attaining pupils reading aloud fluently and accurately with good understanding.

8. By the age of seven, only half the pupils can produce a piece of narrative writing which conveys meaning, is correctly spelt and written in sentences. Pupils make insufficient progress and higher attaining pupils are not challenged to improve their writing skills. By the age of 11, about three-quarters of the pupils are able to write in a range of forms. Spelling is mainly secure and sentences well structured and punctuated. Standards of handwriting are satisfactory throughout the school, although joined writing is not introduced until Year 3.

9. In mathematics, standards are below the national average at the end of Key Stage 1, but by the end of Key Stage 2 are close to the national average. In comparison with similar schools, pupils' attainment is well below average at Key Stage 1 and below average at the end of Key Stage 2. In this year's tests for 11 year olds, the proportion of pupils attaining Level 4 or above was close to the national average, as was the percentage attaining Level 5. There was a decline in standards from 1997 to 1998 but standards rose again in 1999. Inspection evidence shows standards similar to this year's results.

10. By the age of seven, pupils correctly sequence numbers up to 100. When working with money, they recognise different coin values and can work out change from one pound. Most pupils can recognise and name common, two-dimensional shapes. They are beginning to tell the time to the hour and half hour, but their mental skills are limited and they do not have a secure understanding of simple division.

11. By the time they are 11, most pupils have a secure understanding of the four rules of number. Knowing how to multiply whole numbers by 10, 100 and 1000 and understanding place value to hundredths of a whole number. Average and higher-attaining pupils understand square roots of numbers, plot co-ordinates and understand the concept of negative numbers. Pupils develop their mathematical vocabulary satisfactorily as they move through the school and use it correctly when discussing their work or answering questions. Their skills in mental mathematics are developing well.

12. In science, this year's teacher assessments of seven year olds were in line with the national average and in comparison with similar schools. Inspection evidence, however, indicates that attainment is still below what is expected nationally for children of their age.

13. In this year's national tests for 11 year olds, the percentage reaching Level 4 or above was close to the national average, while the proportion reaching Level 5 or above was higher. When compared with similar schools, the results were below the average. Evidence gathered during the inspection found standards to be similar to this year's test results.

14. Attainment in Key Stage 2 is in line with national expectations, with a significant number working above. All pupils are making good progress. By the age of 11, pupils know precisely what constitutes a fair test and use the correct vocabulary. There has, however, been a decline in levels of attainment since the last inspection. The school has recognised this, has taken steps to raise standards and has achieved improved results this year.

15. Standards in information and communication technology are in line with national expectations at the end of both key stages. Standards in religious education match the level expected by the locally agreed syllabus at the end of both key stages. Pupils with special educational needs make satisfactory progress over time. A few pupils make slow progress because teachers make little use of the targets in their individual education plans when they devise their lessons.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to school are very good. They show great enthusiasm in almost all lessons and are eager to do well. They readily engage with whatever task is presented to them. They remain positive when presented with a challenging task as in a Year 4 physical education lesson when asked to do a forward roll. In a Year 5 Literacy hour there was spontaneous applause when a pupil read out her poem. Children under-five are lively and interested in what is being taught and able to sustain concentration during whole class sessions. In many lessons, for example science in Years 3 and 5, pupils' ability to concentrate makes a significant contribution to their learning.

17. Behaviour throughout the school is very good whether in classes, assemblies, at break and lunch times and around the school. Even in the lessons where the teaching was judged to be unsatisfactory, the pupils' attitudes and behaviour remained at least satisfactory. Around the school pupils are polite and helpful. They look after each other's property. They were, for example, seen, as a matter of course, hanging up coats which had fallen to the floor. There have been no exclusions during the reporting year. Pupils work well together in mixed gender groups and there was no evidence of any group of pupils being excluded by others from playtime activities. The good behaviour in the majority of lessons has a significant impact upon the quality of learning.

18. Relationships throughout the school are very good and are a significant strength of the school. In a Year 6 information technology lesson, pupils worked well together in pairs and discussed their work thoughtfully. This was also the case in a Year 3 art lesson, where pupils were working on a collage for harvest time, readily sharing the glue and materials. Adults in the school provide very good role models and pupils are relaxed in their dealings with adults, asking for assistance from whoever is nearby.

19. Circle time, which has recently been introduced into the school, is having a positive impact upon pupils' ability to reflect upon their own feelings and consider views different from their own. This was clearly demonstrated in a Year 6 lesson when pupils were asked to consider the fears of others and to try to understand how it would feel to be the other person. Pupils make good use of the available opportunities in religious education lessons to consider other beliefs. Pupils in Year 5 listened respectfully to the ideas they were presented with about Islam.

20. Pupils' personal development is satisfactory overall but they are not given enough opportunities to use their initiative within lessons. During the inspection they were often seen waiting for adult agreement or instruction before undertaking routine tasks such as using research materials. Pupils do, however, readily undertake a range of duties around the school such as operating the overhead projector for assemblies, helping with the 'Fun Club' for the under-fives, working with younger pupils during wet playtimes and assisting with the lunch time arrangements. Some of these are restricted to Year 6 and younger pupils would like the opportunity to become more involved.

21. Attendance is good. In the last reporting year it was above the national average. Authorised absence was low at 3.8 per cent, whilst unauthorised absence at 1 per cent was higher than the national average. Almost all the unauthorised absence is due to pupils taking holidays during term time. The school has clear guidelines to discourage this practice. The vast majority of pupils are regularly on time for school, which enables lessons to start promptly without disruption.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching has improved significantly since the last inspection and examples of good teaching were seen throughout the school. Of the lessons observed, 34 per cent were satisfactory, 47 per cent good, and 14 per cent were very good. Five per cent (four lessons) were unsatisfactory. All the teaching for the under-fives was satisfactory or good with 56 per cent good and 44 per cent satisfactory. There were no unsatisfactory lessons.

23. In Key Stage 1, 52 per cent of lessons were satisfactory and 36 per cent good. One lesson was very good and two were unsatisfactory. In Key Stage 2, 22 per cent of lessons were satisfactory, 51 per cent good and 22 per cent very good. Four per cent (two lessons) were unsatisfactory. The teaching of literacy and numeracy during the inspection was satisfactory at Key Stage 1, and good at Key Stage 2.

24. The learning of pupils during lessons in English, mathematics and science matched the teaching. Their progress over time, in Key Stage 1, however, has been unsatisfactory, as the mixed-age classes make it very difficult to teach many of the key elements of the literacy and numeracy strategies which focus on specific targets for each year group.

25. Teachers' knowledge and understanding is satisfactory in Key Stage 1, where teachers have a secure understanding of literacy and numeracy and use their knowledge to help pupils' understanding. Knowledge and understanding are good in Key Stage 2. A very good Year 6 literacy hour, for example, was underpinned by the teacher's knowledge and understanding which was used to deliver an exciting and well-paced lesson.

26. Planning is good in the Foundation Stage and in Key Stage 2. A good mathematics lesson in reception was well planned in line with the Early Learning Goals for children of their age. The planning ensure that teacher and support staff knew exactly what was required of them. A very good Year 6 mathematics' lesson was thoroughly planned with clear

learning objectives, which were explained to pupils who responded enthusiastically and were keen to learn. There are, however, some shortcomings in Key Stage 1. In a number of otherwise satisfactory literacy, numeracy and science lessons, the planning in the opening sessions did not take enough account of the needs of the different abilities and ages of the pupils.

27. Teachers in Key Stage 2 have high expectations of both behaviour and work. In a very good Year 4 literacy hour to develop performing skills, the teacher made it clear what she expected and encouraged them to read with expression and verve. Whilst teachers in Key Stage 1 make their high expectations of good behaviour clear, their expectations of what pupils can do are not always high enough. In an otherwise satisfactory science lesson, the work set, particularly for the more able was insufficiently challenging and did not enable the pupils to make enough progress.

28. Teachers use a good range of teaching methods to engage and keep the interest of pupils. In a Year 2 history lesson, pupils enjoyed looking at photographs illustrating different stages of their lifetimes, before moving into groups to consolidate their learning. The good range of activities is an important element in the management of pupils, which is good throughout the school. It is particularly good in Key Stage 2. In a Year 5 literacy hour, the teacher's enthusiastic response to the pupils' work, her brisk pace and the range of activities kept pupils involved and working hard throughout the lesson.

29. Teachers make satisfactory use of all the resources available to them, although good use is not always made of learning support assistants at the start of the literacy and numeracy hours. In a good Year 2 literacy lesson, the brisk pace kept the pupils' interest and good use was made of the learning support assistant, who worked effectively with a group of lower attaining pupils.

30. Good use is made of on-going assessment in the Foundation Stage and in Key Stage 2. A very good Year 3 numeracy hour on shapes had been re-planned to take into account the good progress made in the previous lesson, which enabled pupils to continue to make good progress in their learning. Sound use is made of homework throughout the school to enhance the work done in the classroom.

31. The unsatisfactory teaching seen was characterised by slow pace, uniformly low expectations of what pupils could do and work that was far too easy for them, as little account had been taken of their prior attainment. In these lessons, pupils were heavily over-directed and given no opportunity to make decisions on their own. As a result, pupils of average and higher attainment made slow progress in their learning. Examples were also seen where teachers' knowledge and understanding of the subject they were teaching was insecure. In an unsatisfactory Key Stage 2 lesson, for example, not enough attention was given to developing the skills pupils needed to improve their learning.

32. Class teachers do not always ensure that the pupils with special educational needs have the right blend of support and challenge. As a result, some pupils become too dependent on the support and are unable to function effectively on their own. Teachers' plans do not contain specific mention of the independent targets set for pupils with special educational

needs and their records do not show how much progress pupils are making towards meeting their targets. The work for the day is discussed between learning support assistants and class teachers, and some plan together. Support assistants adapt to what is asked of them, and the quality of support they give is always satisfactory and often good.

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

33. The school provides a broad, balanced and relevant curriculum covering all aspects of the National Curriculum and religious education. The curriculum for children in the Foundation Stage is based on the nationally set early learning goals for five year olds. The national strategies for literacy and numeracy have been introduced successfully and the school has an appropriate policy for sex education. It is currently developing its policies for drugs awareness and for personal, social and health education.

34. In the previous inspection report, the curriculum provision was judged to be satisfactory, but its overall management lacked a strategic overview. Aspects of music, information technology, history and geography were not fully developed. The school has addressed all these issues and has made satisfactory progress. The curriculum is still developing to take account of the newly introduced curriculum orders. The role of curriculum co-ordinators has been developed and they are now involved in monitoring teaching and learning. Policies and schemes of work are in place for all subjects, and these support teachers in their planning and have a positive impact on pupils' progress.

35. The school offers a satisfactory range of extra curricular activities, which are concentrated on the needs of junior pupils. These include sports activities, singing club, the 'Fun Club' for younger pupils and the 'Star' club for higher-attaining pupils, which has a different curriculum focus each week. Clubs are open to both boys and girls. All pupils have equal access to the educational opportunities offered by the school and provision for pupils with special educational needs is satisfactory. The curriculum is enriched by visitors into school and visits within the community to a number of local places of interest. Pupils in Year 5 have an annual exchange visit with a school in Aire-Sur-La-Lys, France, with which Sturry is twinned and Year 6 pupils have a residential trip in the summer term.

36. Approval has recently been given for the building of a playgroup/after-school club on the school site. Until this is completed, the new school hall will be used for three days a week after half term. This is a positive link with the local community, which will enhance the current provision of the 'Fun Club'. The school has sound links with a local college from which it receives students on various placement schemes and also with the local secondary schools to which pupils transfer.

PERSONAL DEVELOPMENT

37. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is satisfactory. Good provision is made for pupils' moral and social development. Satisfactory provision is made for their spiritual and cultural development. The calm working atmosphere that has been created in the school supports pupils' spiritual development, which is further developed in assemblies and acts of collective worship. Good opportunities are provided for pupils to reflect and good use is made of music, singing and poetry readings. In other areas of the curriculum not enough opportunities are provided for pupils to reflect on what they have done.

38. The good relationships that exist, and the good example set by teachers and other adults who work in the school, support pupils' moral development, which is underpinned by the school's aims. The Golden Rules that govern the life of the school form the basis of a sound moral code. A range of class rules developed by teachers and pupils reinforces this. Teachers use circle time to discuss issues of morality.

39. The school actively encourages the development of good social skills. Assemblies are well used to promote a feeling of community. Older pupils are given duties around the school. They also play a full part in the life of the school as games and house captains. Year 6 pupils are able to express their initiative through working together to produce a school magazine. They are also responsible for organising and running sports activities for Key Stage 1 pupils in the summer term.

40. Pupils are also offered opportunities to contribute to the wider community through donating to charities such as Romanian shoebox collection and Jump for Heart. Year 6 pupils initiated an afternoon of fund raising for a disaster fund. Their social development and sense of achievement is enhanced by an annual residential trip.

41. Pupils are encouraged to appreciate and to develop their knowledge of British culture and traditions. They have had opportunities to visit Leeds Castle for a classical music concert, participate in the Canterbury Festival procession and visit Canterbury Cathedral. There are fewer opportunities for pupils to understand and appreciate the diversity and richness of other cultures and faiths, but it is encouraged through their religious education programme.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Arrangements for the welfare and health and safety of pupils, including child protection, are good and the school provides a secure and welcoming environment. There is good attention to safety during lessons. In physical education lessons, for example, the procedures are well known and understood by pupils. There are effective arrangements for first aid and the sharing of information between midday supervisors and other staff. Lunchtimes are calm and orderly.

43. Teachers know pupils well and are able to support their personal development through the very good relationships that exist throughout the school. The very good behaviour is underpinned by the behaviour policy, which is applied consistently. The very recent introduction of the ‘Golden Rules’ has provided a focal point for the discussion and monitoring of behaviour issues, and is already understood by even the youngest pupils. Attendance is well monitored and promoted through information provided to parents.

44. A key issue in the previous inspection report was to refine assessment procedures to ensure that they inform future planning. The school has introduced standardised assessments in addition to the baseline assessment and the statutory end of year stage assessments. A standardised reading test is also given in each year group from Year 2 to Year 6.

45. Teachers’ planning files include a section for assessment, which should be used to plan the next stages of learning. In some cases this is used more to evaluate the lesson than to develop learning intentions for individual pupils. During the inspection, however, some teachers used this very effectively and amended their planning to take account of pupils’ learning needs. This is a developing aspect of the school’s work. In the previous academic year, teachers set individual learning targets for pupils in Year 6. This proved successful. The process is not fully developed in the school but some teachers in other classes have begun to set targets for groups and individuals, including some targets for personal development as well as for academic progress. The targets are discussed with pupils on a regular basis. This good practice has a positive impact on pupils’ learning and provides a good model for development.

46. The school has begun to analyse its data to inform curriculum planning and this has already had an impact on standards in science throughout the school. A tracking form is being developed to show pupils’ progress from the Foundation Stage to Year 6. As information from this is collected, it will support the school in analysing pupils’ learning needs and enable staff to take effective action to raise standards. The school has made satisfactory progress in using assessment since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents are generally satisfied with the work of the school although a number of parents would like to receive more information about what is taught and about their children’s progress, and a wider range of extra-curricular activities. Since the last inspection there have been a number of improvements to open up the school to parents and involve them more in their children’s education at school.

48. Parents of pupils in Key Stage 1 now leave and collect their children in the playground, which provides an opportunity for them to share any concerns with class teachers. Parents are encouraged to come into school to help and there is a reading rota of parents for the infant classes. The school provides a meet-the-teacher session at the start of each school year, but this is not always well attended. There have also been curriculum evenings about the introduction of the national strategies for literacy and numeracy. For the first time this year, a formal consultation evening will be held for parents to discuss their children’s annual report. They will also be able to

see the class teacher during the spring term. This is a significant improvement to the arrangements reported at the last inspection.

49. The information provided to parents is satisfactory. The school prospectus contains school policies and clearly sets out events in the life of the school and the governor's annual report meets statutory requirements. Parents receive regular information by letter and there are informative leaflets providing guidance on helping their children with reading. Parents are sent brief details of the curriculum for each year group at the start of the school year, but this does not provide sufficiently detailed information to enable them to support fully their child's learning. Annual reports on pupils' progress remain variable. Many do not include clear details of individual pupil's attainment, nor clear targets for improvement in the coming year.

50. There is an active Parent Teacher Association which raises substantial funds. There is a home-school agreement and parents participate in their children's learning through hearing reading and encouraging the completion of homework. These provide a sound contribution to pupils' learning and attainment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides strong leadership and sets clear educational objectives, and he has the active support of the senior management team and governing body. All those connected with the school acknowledge the need to raise standards, particularly in Key Stage 1. The school has clearly stated aims for the personal and academic development of all its pupils. The aims for personal development in a secure, stimulating and enjoyable learning environment are very largely met. The aims for pupils' academic development to the highest standards possible are yet to be achieved. The school is now well on its way to creating an effective working partnership with parents.

52. All members of the senior management team have clearly defined roles with good lines of communication both among themselves and with the staff. The roles of the subject co-ordinators have been developed to include the monitoring of teaching and learning. This aspect of their work is in need of further development and not all co-ordinators fully understand their roles in managing their subjects across the school.

53. The governing body meets all its statutory duties and is developing its role in shaping the direction of the school. They made a key decision, for example, in the appointment of the current headteacher. Governors have an increasing understanding of the strengths and weaknesses of the school and are kept well informed through regular visits, and through reports from the headteacher and senior members of the staff. They are beginning to use this information to evaluate the quality of education provided.

54. The headteacher, senior management team and co-ordinators monitor the quality of teaching and learning on a rolling programme of one core and one foundation subject a term. An analysis of the findings is presented to governors and is used to inform whole school and individual training needs. The process and the objectives set for teachers are being reviewed and refined. The school has analysed the results of the national tests and examined some of the test questions in order to

guide planning. As a result, test results are beginning to improve. Governors also review the test results and discuss the strategies to raise standards.

55. The three-year school improvement plan contains appropriate priorities for development and was devised after discussion by all involved in the school. It is costed, and contains responsibilities, time-scales and success criteria. The criteria are not, however, sufficiently precise or focused on the raising of standards to enable governors to monitor the progress the school is making. The school's targets for the proportion of pupils reaching Level 4 or above in this year's national tests for 11 year olds in English and mathematics were not met in either subject, falling below by one percent in English and four per cent in mathematics.

56. The school now analyses the information available to it to inform planning intended to raise standards. All staff are involved in areas identified for development, such as raising standards and ensuring a consistent approach to behaviour management. There is a clear intention from the head and governors to raise standards across the school.

57. The school has addressed all the key issues of the last report, but still has more work to do on providing a suitable level of challenge and on using assessment information to inform planning. Standards in English mathematics and science in Key Stage 1 are too low. There are also weaknesses in the management of the provision for pupils with special educational needs.

58. There is no central register of pupils with special needs and records do not provide an adequate way of tracking the pupil's progress over time. Individual education plans are written for the school year with one target for each term. Some plans had the same target for two school years, few are signed or contain a review date. The termly review of all the plans at the same time results in too large a workload for both the co-ordinator and the class teacher. There is no mechanism to alter an individual target when it has been met sooner than in a term, and too many pupils stay on the same stage for too long. This is especially true of those on Stage 1 of the code of practice. The governing body receives regular reports from the governor responsible for special needs.

59. The school is well staffed with suitably qualified and trained teachers and learning support assistants. New staff at the school are allocated a mentor and receive monitoring visits from senior staff. The staff handbook provides appropriate information about school routines and the school makes use of the local authority scheme for newly qualified teachers, in conjunction with its own mentoring scheme. The school has readily embraced the new performance management scheme due for implementation this year. Professional development is linked through appraisal to the school development plan and is available to all staff.

60. The accommodation, which is set in spacious and attractive grounds, is adequate for the teaching of the curriculum. The buildings are clean and well maintained. The school has yet to find an appropriate permanent site for the Key Stage 2 library. Resources across the curriculum are generally satisfactory and the school is starting to build up suitable software for the new information technology suite. Resources for both science and for the under-fives are good but there are insufficient resources to support multi-cultural education.

61. Day to day financial planning ensures that the school obtains value for money in its purchases. The school is also beginning to link the strategic use of specific grants with the priorities of the school improvement plan. Whilst financial resources are spent appropriately, there is not yet a fully developed system for monitoring and evaluating the outcome of spending decisions. The school is beginning to apply the principles of best value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To raise standards in English, mathematics and science in Key Stage 1, the headteacher, staff and governors should:

- Raise attainment in English by:
 - * ensuring that the daily literacy hour covers all the elements required for each year group building on pupils' prior learning.

- Raise attainment in mathematics by:
 - * ensuring that Year 1 and Year 2 pupils are properly planned for and taught at the right levels;
 - * providing a daily session of oral/mental mathematics in all classes.

- Raise attainment in science by:
 - * ensuring that work matches the pupils' stage of development.

Raise standards in all subjects throughout the school by:

- * raising teachers' expectations of what pupils can do;
- * using rigorous assessment consistently to ensure that the work set is matched to all pupils' prior attainment, and that it is sufficiently challenging for the more able;
- * providing more opportunities for pupils to develop their independent learning skills.

63. Governors should also consider strengthening the management of special needs, further developing multi-cultural education, and re-working of the school improvement plan to refine areas for priority and to ensure that success criteria are specific and focus on the raising of standards.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	78

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	47	34	5	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	No of pupils
Number of pupils on the school's roll	397
Number of full-time pupils eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	8
Number of pupils on the school's special educational needs register	N/A	137

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.8	School data	1.0
National comparative data	5.4	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	25	26	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	14	21	20
	Girls	16	22	22
	Total	30	43	42
Percentage of pupils At NC Level 2 or above	School	75 (77)	84 (81)	87 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	22	24
	Girls	20	21	21
	Total	39	43	45
Percentage of pupils at NC Level 2 or above	School	75 (77)	85 (81)	89 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	37	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	8	11
	Girls	31	31	34
	Total	39	39	45
Percentage of pupils at NC Level 4 or above	School	73 (74)	72 (70)	83 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	8	8
	Girls	32	34	30
	Total	39	42	38
Percentage of pupils at NC Level 4 or above	School	73 (80)	78 (83)	70 (85)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	392
Any other minority ethnic group	0

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, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	16.8
Number of pupils per qualified teacher	23
Average class size	28.7

Education support staff:

YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	243.5

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	690.963.00
Total expenditure	701.488.00
Expenditure per pupil	1.745.00
Balance brought forward from previous year	24.118.00
Balance carried forward to next year	13.593.00

Results of the survey of parents and care

Questionnaire return rate

Number of questionnaires sent out	397
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45.0	46.0	4.0	3.0	1.0
My child is making good progress in school.	32.0	59.0	3.0	1.0	4.0
Behaviour in the school is good.	29.0	62.0	3.0	1.0	4.0
My child gets the right amount of work to do at home.	25.0	47.0	7.0	10.0	10.0
The teaching is good.	30.0	59.0	4.0	1.0	4.0
I am kept well informed about how my child is getting on.	20.0	41.0	29.0	9.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	39.0	43.0	10.0	3.0	4.0
The school expects my child to work hard and achieve his or her best.	50.0	38.0	6.0	0.0	6.0
The school works closely with parents.	22.0	41.0	26.0	6.0	4.0
The school is well led and managed.	28.0	46.0	12.0	6.0	9.0
The school is helping my child become mature and responsible.	20.0	68.0	4.0	0.0	7.0
The school provides an interesting range of activities outside lessons.	12.0	33.0	25.0	13.0	17.0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. There are two reception classes in the school. Children are admitted in the September of the year in which they are four, the youngest attending part time in the mornings until January. Until September 1999, the youngest children were in mixed age range classes with Years 1 and 2. With the introduction of the Foundation Stage, a decision was made to teach the reception year separately. In the previous inspection report, there is no separate report on early year's education.

65. Evidence from assessments when children enter the reception classes shows that standards of attainment on entry to the school match those expected for children of this age. Assessment information is used well to inform planning in both classes. Baseline assessment tests are re-administered in both classes at the end of the reception year to determine how much progress children have made. As a result, children are making at least satisfactory, and sometimes good, progress in both classes.

66. The teachers plan together, in line with the early learning goals for children of this age. Although the children had only been in school for a month at the time of the inspection, the indications are that most will attain the expected levels by the end of the foundation stage, with a significant number likely to be working at Level 1 of the National Curriculum. Children with special educational needs are making satisfactory progress. All the children come to school with great enthusiasm.

67. The accommodation is very good with easy access to an appropriate and well resourced secure outdoor area. The weather was particularly inclement during the inspection week. On the one morning when it was dry, however, children used the outdoor area under the supervision of a learning support assistant. The outside curriculum is closely linked to the indoor activity. Classes are sited in bays leading on to a large well-equipped central resource area, which is well used. The area is carefully supervised by a very experienced learning support assistant and is always within the view of teaching staff. A large hall, away from the main building, is used for physical education, assemblies and music.

68. Teachers and support staff share responsibilities, and have created an atmosphere of calm, which provides a positive learning environment. The provision of separate classes for children in the foundation stage is a positive move by the school, recognising the needs of the youngest children and the curriculum offered is giving them a sound start to their education.

Personal and social development

69. Children make good progress in their personal and social development. They settle quickly into school life and are happy and confident to come to school. They have good relationships with each other and with the adults, concentrating well when involved in tasks with most remaining on an activity until it is completed. Children behave well in class, group

activities and when playing and working independently. Their attitudes to learning are very positive. They show interest and enthusiasm and talk confidently about what they are doing. Children tidy up willingly after activities and handle equipment carefully. Their spiritual development is good. Assemblies are based on Christianity and children listen attentively. There are regular circle times and the day ends with a prayer.

Language and literacy

70. Children make satisfactory progress in language and literacy. They understand the repetitive patterns of words when taking part in the shared reading of texts, and respond well to familiar stories, joining in enthusiastically at appropriate points. Most children can start to write their names correctly. They show a developing awareness of phonics, and a significant number can identify the sounds relating to their own name. They are happy to share books with an adult, discuss the pictures confidently and most can talk about their favourite book. They understand that a library is a place with many books. Children take books home, there is a reading corner, and they have access to the central infant library. Staff encourage children to speak up and contribute to class discussions. Children are provided with opportunities to practice and improve their writing skills in structured sessions and by the provision of an emergent writing area. Their skills in writing, however, are not yet as advanced as the other aspects of literacy.

Mathematics

71. Children are making good progress in mathematics. Teachers make the subject enjoyable and support the learning with associated activities. Children are learning to compare lengths and being introduced to mathematical language such as shorter, longer, bigger and smaller. In creative work, they are encouraged to identify shape and pattern and can identify circle, square and rectangle. Children have been introduced to estimation and quickly learn how to test other children's guesses to help them make their own. They follow well-planned numeracy lessons and are divided into small groups, which enables the teacher to monitor what each child is doing. Children are learning numbers up to ten and are being introduced to positional language such as 'in between' in physical education lessons. Counting is encouraged in any activity which lends itself to mathematical experiences.

Knowledge and understanding of the world

72. Children are making satisfactory progress in their knowledge and understanding of the world. They are encouraged to explore and investigate the things around them, such as the properties of water and how to get more bubbles when blowing through a tube. Children are encouraged to think carefully about the spiders they are making, to count the legs and look at how the legs are placed on the body. They are reminded of the importance of washing their hands before handling food and the story to support the activity is well chosen. The introduction of an unfamiliar fruit stimulates their interest. Children have regular access to sand and water. They move around the school and are encouraged to talk about the routes they take. They use a programmable toy with confidence and have access to computers.

Creative development

73. Children are making satisfactory and sometimes good, progress in their creative development. They are offered a good range of activities including painting, drawing, model making, collage and role-play. They are happy to explain what they are doing and why. Staff in both classes, and the central creative area, extend the children's language during these activities. Their work is valued and displayed carefully. In the music lesson observed, children responded satisfactorily. They showed recognition of the songs chosen which were appropriate for their age range.

Physical development

74. Children are making good progress in their physical development. Their fine motor skills are being developed through a wide range of activities. They use glue, paints and scissors with confidence and apply their writing skills. A good lesson was seen in the hall, which indicated that children are aware of the safety aspects of using apparatus. Children manage the large apparatus in a way which shows an increasing development of gross motor skills. In a good physical education lesson, children demonstrated a sound appreciation of their own space and that of others. Most children can dress and undress themselves unaided.

75. In the Foundation Stage as a whole, teaching was good in five of the nine lessons seen and satisfactory in four. Teachers expect children to behave well and encourage them to develop independence. All staff provide good role models for the children in the way they talk and listen to others. They are supportive of the children and sensitive to their needs. Good teaching was exemplified by tasks well chosen to match children's abilities, and teacher intervention to support learning. Good use is made of role-play and resources, including information technology in mathematics. Assessment is used to inform daily activities. Support staff are well used.

ENGLISH

76. In this year's tests for seven year olds, the proportion reaching Level 2 or higher in reading was below the national average and in line in writing. The number reaching the higher level was also below the national average in writing and well below in reading. Compared to similar schools, results were below the average for reading and writing. Inspection evidence indicates that the attainment of the present Year 2 is good in speaking and listening but remains unsatisfactory in reading and writing. At the time of the last inspection, standards in English at the end of Key Stage 1 were below national expectations and this remains the case.

77. In this year's tests for 11 year olds, the proportion of pupils reaching Level 4 or above in English was close to the national average and broadly in line with the average for similar schools. The proportion attaining the higher level was close to slightly above the national average, but below that found in similar schools. Inspection evidence indicates that standards are in line with the 2000 results. The attainment of pupils currently in Year 6 is good in speaking and listening and satisfactory in reading and writing.

78. The school is now beginning to analyse its test results and weaknesses in writing have been addressed in Key Stage 2. Since the last inspection the school has implemented the National Literacy Strategy. The organisation of classes at Key Stage 1 is having an impact on the standards achieved, as pupils in the mixed-age classes for Years 1 and 2 do not get a daily programme which covers the key objectives set out for them in the Literacy Strategy.

79. All pupils throughout the school learn to listen attentively to their teacher and follow instructions. They readily join in discussions and teachers give encouragement by listening carefully to pupils' answers. This is developed across the curriculum. Pupils in Key Stage 1 talk about the books they like and share their ideas with younger pupils and adults in their class. By Year 6, pupils show a well-developed ability to share experiences in a structured way. They talk with confidence about their work and their attitudes towards school. They show maturity when speaking in front of the whole school. During the Year 6 class assembly, the pupils showed good levels of confidence in speaking in public. The newly introduced circle time is already playing a big part in the development of both listening and speaking skills.

80. Pupils in both key stages have positive attitudes to reading. Reading development is secured by progressively graded reading materials and monitoring of pupils' progress. Many parents give good support by sharing books with their children at home. In the initial stages, pupils are systematically taught the relationship between letters and sounds, so that they make steady progress. By the age of seven, two thirds of the pupils are independent in reading texts suitably graded to match their level of attainment. Many pupils are not as confident in blending sounds to work out unfamiliar words. Insufficient numbers of pupils make progress in their reading to a higher stage. They do not have sufficient opportunities to read a wide variety of texts including non-fiction.

81. At the end of Key Stage 2, most pupils read longer texts silently with good concentration. The higher-attaining pupils read aloud fluently and accurately with good understanding. All have favourite authors and they can explain their preferences. Pupils talk about significant ideas, events and characters and make sensible predictions. All pupils benefit from the daily reading session and the guided reading encourages them to try more challenging texts. Books are well used in other subjects and research and independent study is encouraged. The current poor facility for a Key Stage 2 library has an effect on the way information books can be accessed.

82. Writing skills in Key Stage I are not well developed. By the end of the Key Stage only half the pupils can produce a piece of narrative writing which conveys meaning and is correctly spelt and in sentences. These pupils plan their stories well, predicting what is going to happen at the beginning, in the middle and how the story is going to end. Higher-attaining pupils are not extended in their writing and insufficient progress is made across the Key Stage. By the age of seven, there is a wide range of attainment in the year group. Most pupils match and combine letters to make words, and many make simple sentences, using capital letters and full stops correctly. Higher-attaining pupils employ other punctuation, such as exclamation marks and question marks in their writing. By the end of Key Stage 2 about three-quarters of the pupils are able to write in a range of forms. Spelling is mainly secure and sentences are well structured and punctuated. Standards of handwriting are good. Pupils in Key Stage 1 print well. Joined writing starts in Year 3 and by the end of Key Stage 2 the majority of pupils' handwriting is fluent, joined and legible.

83. There are good examples of expressive writing on display. The Year 2 pupils write acrostic

poems, the Year 3 pupils have composed poems for National Poetry Day and Year 4 pupils write descriptively about themselves. Year 6 pupils have used the events of the Olympic Games as stimulation for their writing. The school has correctly identified writing as an area for development. This has been very successful in Key Stage 2 and has increased opportunities for pupils to gain an understanding of the technicalities of writing and of the ways language can be arranged. Pupils are introduced to a good variety of writing: narrative, poetry, letters and drama scripts. As a result, their writing is becoming more structured. At Key Stage 1 additional teaching time has been devoted to improving the ability of a targeted group of pupils. This is improving their writing.

84. The quality of teaching and learning in English observed during the inspection was satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 1, 67 per cent of lessons seen were good and the remainder satisfactory. In Key Stage 2, 40 per cent of lessons were very good, 40 per cent were good, and the rest satisfactory. This represents a very significant improvement since the last inspection.

85. The majority of pupils enter the school with average levels of attainment in literacy, and standards of attainment are still average when they leave the school at the end of Key Stage 2. The good, consistent teaching they are presently receiving, together with the good attitudes and behaviour of all pupils, should support good progress in their learning. The unsatisfactory progress made by pupils in Key Stage 1 depresses the progress made during Key Stage 2.

86. Pupils with special educational needs make good progress. Teachers work hard to meet the needs of these pupils at all times. They make sure they have work suitable for them and use support staff to support pupils' learning.

87. Teachers have a good understanding of the subject. Lessons are well planned with appropriate aims and activities that help to challenge and inspire pupils, most of whom apply themselves well to their tasks. The good relationships between teachers and pupils increase pupils' confidence in answering questions and their enjoyment of the subject. Teachers set good models of language by reading aloud expressively. Good use is made of dramatic effect by the voice, when, for example, illustrating adverbs. There is a strong emphasis on the use of poetry which was used to great effect in a number of lessons and an assembly.

88. The teachers mark pupils' work regularly, giving encouragement and setting targets for improvement. Teachers use questions skilfully to encourage the involvement of all pupils in the whole class aspect of the literacy hour. Pupil management is very good. Teachers expect pupils to work hard and to behave well, and pupils respond well to these expectations.

89. The organisation of groups during the literacy hour and the management of time and resources are carefully planned. Most teachers use group time well but occasionally pupils take too long to settle to a task and this has an effect on the pace of the lesson. The whole class section of the literacy hour is less successful in Key Stage 1. Too often the work is directed at one of the two year groups in the class and this leads to the other group being disengaged. During the whole class session, the support staff do not always have a well-planned or active role.

90. The two English co-ordinators provide effective leadership and have introduced the National

Literacy Strategy in their respective Key Stage. They are aware of the low standards in Key Stage 1 and are using strategies to address the problem. They have opportunities to monitor the work of colleagues. All subjects, especially in Key Stage 2, make a strong contribution to the development of pupils' literacy skills. English makes a good contribution to pupils' spiritual, moral, social and cultural development.

MATHEMATICS

91. Standards in mathematics are below the national average at the end of Key Stage 1, but by the end of Key Stage 2 standards are close to the national average. In comparison with similar schools, pupils' attainment is well below average at Key Stage 1 and below at the end of Key Stage 2.

92. The results of this year's tests show that the proportion of seven-year-olds attaining Level 2 or above was close to the national average, whilst the proportion attaining Level 3 was well below. Teachers' assessments at Level 2 or above show a similar picture. Evidence gathered during the inspection shows standards similar to this year's results.

93. The results of this year's national tests for 11 year olds showed that the proportion of pupils attaining Level 4 or above was in line with the national average, as was the percentage attaining Level 5. There was a decline in standards from 1997 to 1998 but standards rose again in 1999. Inspection evidence shows that standards have been maintained. With the exception of 1998, results have generally followed the national trend.

94. By the end of Key Stage 1, pupils correctly sequence numbers up to 100. They recognise odd and even numbers and most continue a simple number sequence identifying higher odd and even numbers. Pupils are secure in adding and subtracting numbers to 20. Average and higher attaining pupils have a secure understanding of place value to 100. Most pupils correctly add three two-digit numbers and understand simple fractions such as one half and one quarter. When working with money, they recognise different coin values and can work out change from one pound. Lower-attaining pupils are not as secure in their understanding of this and tend to count coins without considering the different values.

95. In the shape and space aspect of mathematics, most pupils correctly name common two-dimensional shapes, such as a square, triangle, rectangle and circle, though they are not always able to describe their properties. They are beginning to tell the time to the hour and half-hour. Pupils' mental agility when solving problems is limited and they are not secure in their understanding of simple division.

96. By the end of Key Stage 2, most pupils have a secure understanding of the four rules of number. They know how to multiply whole numbers by 10, 100 and 1000 and understand place value to hundredths of a whole number. Average and higher attaining pupils understand square roots of numbers, plot co-ordinates and understand the concept of negative

numbers. They are able to work in bases other than 10. In data handling, pupils record information in a number of ways including line graphs and pie charts, and they are able to extract information from tables and graphs. Higher-attaining pupils are secure in their understanding of rotational and reflective symmetry. Pupils are able to name different types of triangles and can describe their properties. They are able to use protractors to measure angles.

97. As they move through the key stage, pupils develop their mathematical vocabulary satisfactorily. They use their vocabulary correctly when discussing their work or when answering questions in lessons. Pupils' mental agility in solving problems is developing well. The recently introduced numeracy strategy is helping pupils to improve their skills in solving problems and pupils are increasingly confident when explaining how they solve problems. Pupils enjoy mathematical investigations and are developing their ability to use and apply their mathematical knowledge in everyday situations.

98. At the time of the last inspection standards were judged to be sound. Standards have declined in Key Stage 1 but are satisfactory at Key Stage 2. The school has been successful in implementing the national numeracy strategy in Key Stage 2 but this is less well developed in Key Stage 1. The impact of mixed-age teaching in Years 1 and 2 means that the work is not always well matched to the needs and prior learning of the pupils. As a result, work is often too hard for younger or lower-attaining pupils but insufficiently challenging for higher-attaining pupils. In Key Stage 1, teachers do not always spend time on mental mathematics activities and pupils are not developing the mental agility in problem solving expected of pupils of their age.

99. Teaching in mathematics is satisfactory overall. In Key Stage 1 teaching was satisfactory in four out of five lessons and unsatisfactory in one. In Key Stage 2, teaching was satisfactory or better in 10 of the eleven lessons seen. It was satisfactory in three, good in three and very good in four. It was unsatisfactory in one. Teachers have a secure understanding of the subject and use their knowledge well to help pupils in their understanding. For example, when pupils have difficulty in grasping a concept, teachers carefully explain it again, calling on pupils' existing understanding and helping to raise their level of attainment. In some of the lessons observed teachers used their evaluation of pupils' progress to amend their planning and consolidate work. Teachers regularly set homework to consolidate work done in school. The school has a homework club which is well attended and this supports their attainment. There is also a weekly club for higher-attaining pupils. This has a different focus each week. In the inspection week the focus was mathematics. Pupils greatly enjoyed the challenging investigations provided.

100. In the most effective teaching, lessons proceed at a brisk pace. This helps to keep pupils' interest and raise the amount of work completed. In addition very good teaching takes place when teachers use the information they gather from assessments to plan for future lessons and where they recognise common mistakes in pupils' work and quickly address the issue leaving pupils to continue their work with new understanding. For example, in a very good lesson on investigating angles, the teacher used information gained from a previous

lesson to ensure that pupils built rapidly on their level of understanding. Where teaching is less effective, teachers spend too long introducing the lesson, which reduces the time available for the main activity. This in turn slows pupils' progress. In addition, in the mixed age classes, the work is generally not well matched to pupils' needs and prior levels of attainment. In the very best lessons, teachers' enthusiasm for learning is infectious. Pupils sense this and are themselves enthused, joining in the sharing of information and enjoyment of learning.

101. Lessons are generally thoroughly planned and include a clear focus for learning. When teachers share these objectives with pupils it helps to focus pupils' attention on what they are to achieve by the end of the lesson. Not all teachers remember to share the objectives with their pupils. Teachers' expectations of what pupils can do vary. In Key Stage 1 they are often too low especially for higher attaining pupils. In Key Stage 2 they are satisfactory. In the best lessons in Key Stage 2, teachers often have high expectations, which they share with pupils. When they set timed targets for the completion of work, it has a positive impact on pupils' learning. In nearly all lessons, teachers use methods which match the purpose of the lesson. They manage pupils' behaviour well and pupils respond positively to their teachers' consistent approach.

102. Teachers generally assess pupils' understanding effectively. They use questions to check pupils' levels of attainment and at the same time deepen pupils' understanding of what they are learning. Marking is up to date and teachers are beginning to set pupils individual targets to help them improve their work. Teachers expect work to be carefully presented and pupils respond well to this expectation.

103. The majority of pupils have very good level of concentration. They settle quickly to their work and listen carefully when their classmates share their points of view in lessons. They work very well together in pairs and support each other with their work when necessary. Pupils with special educational needs make satisfactory progress. When they are helped by a member of support staff or by additional teachers, they often make good progress towards achieving their agreed targets.

104. The two co-ordinators provide satisfactory management of the subject. The teaching of mathematics meets the requirements of the National Curriculum and the school has effectively implemented the National Numeracy Strategy. The headteacher and senior management team monitor the coverage of the curriculum effectively. They have also begun to monitor the quality of teaching in mathematics and to provide feedback to teachers. In addition, the numeracy governor has visited some numeracy sessions and evaluated how effectively the school is implementing the numeracy strategy. Resources for mathematics are satisfactory. The school supports numeracy effectively across the curriculum. For example in science and in design and technology, pupils use standard measures in their work and in information technology, pupils develop their keyboard skills using various mathematical programmes.

105. The school has begun to analyse the results of the end of key stage tests and the tests in Years 1, 3, 4 and 5 to identify areas for development. There is, however, limited monitoring of standards on a regular basis to help raise standards further.

SCIENCE

106. This year's teacher assessments in science at the end of Key Stage 1 were in line with the national average, as was the percentage attaining Level 3 a marked improvement on 1999. In the tests for 11-year-olds, results show the percentage of pupils reaching Level 4 or above was close to the national average. The proportion reaching Level 5 was above. In comparison with similar schools, the results were below the average.

107. In Key Stage 1 lessons, some pupils are working at the expected level, but pupils' work indicates that attainment by the end of the Key Stage is still below national expectations. Books show that pupils in Year 2 can sort materials into groups, using simple properties such as smoothness, to do so. There is, however, no indication that higher-attaining pupils are able to suggest why some materials are more suitable than others for a particular purpose.

108. There is good coverage of the science curriculum but insufficient opportunities for pupils to extend their knowledge by working independently. In the lessons observed, higher-attaining pupils were insufficiently challenged. In a Year 1 and 2 class, pupils were beginning to understand that people need a balanced diet to remain healthy, but the level of understanding was not significantly higher amongst Year 2 than Year 1. Progress over time would be improved if pupils had opportunities to apply their ideas to new contexts. Worksheets are used extensively and these sometimes limit opportunities for pupils to extend their learning.

109. At the time of the last inspection pupils in Key Stage 1 attained a satisfactory standard but more able pupils did not reach their full potential. Evidence from this inspection indicates that there has been a decline in standards since the last inspection, with higher attaining pupils still not reaching their full potential. The school has recognised this and has taken steps to improve standards. The changes have already had an impact, as indicated by this year's higher test results.

110. Attainment in Key Stage 2 is satisfactory. Most pupils are working at the level expected nationally, with a significant number working above. All pupils are making good progress. Year 6 pupils, for example, recognise exactly what constitutes a fair test and use scientific language. In Year 5, pupils understand that changes occur to liquids when they are heated. Year 4 pupils demonstrate an understanding of the movement of the earth around the sun and how it impacts on day and night and the seasons of the year. Year 3 pupils have a good understanding of how sound travels through airwaves. Pupils are given opportunities to carry out experimental work and, on some occasions, investigations.

111. More emphasis is needed on encouraging the pupils to apply their ideas and develop their understanding through predicting outcomes and planning their own investigations. The last inspection reported that pupils achieved a standard which was well above national expectations. There has been a sharp decline in levels of attainment since the last inspection. The school has recognised this and by a careful analysis of results in tests, taken steps to address the issue which has resulted in improved results in 2000. In both key stages, pupils with special educational needs make satisfactory progress.

112. As at the time of the previous inspection, the quality of teaching at Key Stage 1 is sound. Two lessons were observed, in both the teaching was satisfactory. Lessons are planned in line with National Curriculum requirements. Teachers make good provision for less able pupils but sometimes there is little distinction between tasks for Year 1 and Year 2 pupils and higher attaining pupils are insufficiently challenged. Teachers do, however, stimulate an interest in the pupils for the subject. Pupils concentrate well and apply themselves to the task in hand. Their attitudes to the subject are very positive, they co-operate well and share resources willingly, taking turns and allowing others the time they need to complete tasks.

113. In Key Stage 2, teaching has improved. Five lessons were observed, two were very good, two were good and one was satisfactory. In the very good lessons, teachers have high expectations of what the pupils can achieve. Teaching has a sense of pace and purpose, pupils know what is expected of them and they are encouraged to experiment and in Year 5, to record their experiments by themselves. Some of the drawings were very detailed and particularly well labelled. In Year 3, pupils were encouraged to experiment with sounds and skilful questioning by the teacher enhanced the learning opportunities offered to the pupils. Pupils enter Key Stage 2 with very positive attitudes to the subject, teachers build on the enthusiasm of the pupils which is reflected in the good progress the pupils are making.

114. The subject has a co-ordinator in each key stage. In recent years, co-ordination of the subject has had insufficient impact on raising standards. The co-ordinators have recognised this and are now working closely together to improve management of the subject. The 1999 results have been analysed and positive steps have been taken to improve levels of attainment in both key stages. There is a need to ensure that all teachers, but particularly in Key Stage 1, have the understanding to develop the broader strategies for learning required, in order that all pupils have the opportunity to extend their knowledge and skills in the subject.

INFORMATION TECHNOLOGY

115. Standards of attainment in information and communications technology are in line with national expectations at the end of both key stages. The school has had a new computer suite since September 2000, which is well used and is already having a positive effect on pupils' learning.

116. By the end of Key Stage 1 pupils have a good knowledge of the keyboard. They are able to use the mouse to move text and to label objects on the screen. The youngest pupils enjoy using the mouse to move objects in the 'Dress the teddy' program. They can use a variety of tools in the painting program to create different effects. Some higher-attaining pupils in Year 2 are able to use a text box in the paint programme to add text to their work. They can save their work to the hard disc and explain what they are doing.

117. Pupils are learning to use the digital camera. They have taken photographs of each other and then printed them from the computer. Pupils know that the images can be stored on the computer but do not understand how the images are transferred from the camera to the computer. This activity links well with their work in design and technology, where they are designing and making frames for their photographs.

118. By the end of Key Stage 2, pupils are competent in word processing. As they move through the key stage, they develop confidence in using the editing tools to amend text. They are able to change the font, colour and size of text successfully. They are able to use CD-ROM to find information to support work in other subjects. Several pupils have had experience of creating and using databases which they then check by recording the same information on graphs. They use the 'Super logo' program to repeat procedures and instructions. They have also researched the common features of greetings cards and have combined text and pictures to make their own cards. By the end of the key stage pupils are beginning to use the Internet. They are able to import a picture from the Internet into a text file and create their own posters. Pupils have a satisfactory knowledge of the uses of technology in everyday life.

119. The previous inspection report judged standards in information technology to be sound. Attainment is still satisfactory in both key stages. However, the curriculum requirements for the subject have changed since the time of the last inspection and pupils' attainment is improving. The provision of the new suite is having a very positive impact on pupils' learning opportunities and raising their levels of attainment.

120. Teaching in information and communications technology is good overall. In Key stage 1 two lessons were observed. Of these, teaching was satisfactory in one lesson and very good in the other. In Key Stage 2 teaching was good in all four lessons observed. Teachers have a secure subject knowledge and plan their lessons well. Some teachers have had training provided through the New Opportunities Fund and use their knowledge well to support colleagues. Other teachers are to receive their training in the near future.

121. The co-ordinators have provided a comprehensive scheme of work which meets the requirements of the new National Curriculum. Teachers are enthusiastic about developing their subject expertise and communicate their enthusiasm to pupils. They are concerned to develop pupils' specific skills in the subject but also to help them use their skills across the curriculum. For example, there are good links with design and technology where pupils are making frames for the digital photographs. Teachers use the editing tools to reinforce pupils' knowledge of grammar when they correct text or find synonyms for 'said' in a prepared passage. Mathematics is supported through the building of databases and the use of control programmes. Teachers also encourage pupils to use computers to develop their research skills.

122. Pupils are enthusiastic about using computers. They work very well together in pairs and support each other well in their learning. Some of the pupils have had experience of using computers at home and are very confident. Pupils share resources and are well motivated.

123. The curriculum co-ordinators show good leadership and provide effective support to colleagues. They have begun to monitor teaching and learning which will help them to raise standards. Assessment procedures have yet to be developed to ensure progression of skills and knowledge. Resources for information and communications technology are now good and they are still being developed. In addition to the computer suite, there are stand-alone computers in most classrooms. There is a good range of software to support learning across the curriculum. The co-ordinators plan to increase the range of control and modelling equipment.

RELIGIOUS EDUCATION

124. Standards in religious education match the level expected by the locally Agreed Syllabus at the end of both key stages. All lessons observed covered the two attainment targets of learning about religion and learning from religion. Throughout the school, pupils are increasing their knowledge and understanding of Christianity and other faiths. By the end of Key Stage 1, pupils can retell religious stories, especially those told by Jesus. They know about some religious beliefs, teachings and practices. They are beginning to understand that these can often be part of more than one religion. They understand basic facts about Judaism and Hinduism including some festivals such as Sukkat and Diwali. They respond sensitively to others' experiences and feelings. They show, for example, understanding of the story of The Good Samaritan and can relate it to experiences in modern life.

125. By the end of Key Stage 2, pupils can relate some of the concepts of different faiths to their own experiences and go beyond this to discover more about religious beliefs, ideas and structures. They build on their knowledge of Christianity, Judaism and Hinduism as well as developing knowledge and understanding about Islam and Sikhism. Pupils also know that each faith has a holy text, for example the Bible and the Torah, and that they contain rules for living. They know that the Torah is the Jewish holy text and that it tells the story of the Jewish people, as does the Old Testament. They apply lessons learnt in religious education to their own lives and the lives of others in their community. In a lesson on Islam, pupils in Year 5 discuss the relationship of the Five Pillars of Islam with the rules within their own community as well as the basic tenets of Christianity. Pupils throughout the key stage consider basic religious concepts and ways in which they have been expressed in sacred books, daily living, and rituals. Year 3 pupils have a good understanding of the Ten Commandments and link these with the idea of important rules in their own lives.

126. The quality of learning is supported by good teaching and by the positive attitudes shown by all pupils. The quality of teaching seen was good in four lessons, and satisfactory in one. Teachers are confident in teaching the subject. When dealing with unfamiliar aspects of some religions they approach this with sensitivity. There were good examples of the use of photographs to introduce pupils to the Mosque and Muslim prayers. In good lessons, lively discussions and activities motivate pupils. Year One pupils are taught what it means to forgive. The teacher re-tells the story of the Good Samaritan so that the message of the story is real to the pupils in the class. The pupils discuss how they should help someone in distress then reinforce this.

127. Teaching is used well to reinforce moral values and to provide recognition of pupils' own value as individuals. Learning is also well supported by the good behaviour and attitudes to teachers which all pupils display. They listen attentively to teachers and to each other. They work well together, and most are keen to answer questions and to take part in discussions.

128. The subject is well managed. The two co-ordinators have adapted the curriculum in the light of the new Agreed Syllabus. Assemblies and visits to the local church are used to support religious education. There is an adequate range of artefacts. These are in the process of being expanded to include more from faiths other than Christianity. Religious education makes a sound contribution to the development of pupils' writing skills. Note taking and free writing is evident in all the work in religious education.

ART

129. The school has maintained satisfactory standards in art. Attainment at the end of both key stages is in line with national expectations. In Key Stage 1, pupils begin to record what they see from direct observation of both natural and man made objects. In their topic on 'Ourselves' pupils draw and paint portraits. They explore colour mixing in order to produce different flesh tones for painting faces. Pupils study portraits by Picasso, Modigliani and Rembrandt and then attempt to draw their own portraits in a similar style.

130. As they move into Key Stage 2, pupils develop their skills in observational drawing and painting and are introduced to the techniques of shading and toning, both with pencils and water paints. They are familiar with colour mixing and by the age of eleven most pupils have a sound understanding of primary, secondary and tertiary colours. This enables them to have a better understanding and appreciation of techniques when studying the work of different artists.

131. Of the two lessons observed in Key Stage 1 teaching was satisfactory in one and unsatisfactory in the other. Of the three lessons seen in Key Stage 2 teaching was good in two and unsatisfactory in one. In the best lessons teachers have secure subject knowledge. The introductions to lessons promote interest and build on previous learning. There is a good demonstration of skills and techniques before pupils practise these in their own work. Pupils are given clear and precise instructions so that they know what is expected of them. They receive good feedback on their work, which enables them to evaluate and improve it. Where teaching is unsatisfactory it is because it is over directed and pupils are not given opportunities to explore and investigate a range of media. Some teachers have limited subject knowledge and are not able to teach pupils the skills and techniques required by the programme of study.

132. In both key stages, pupils have positive attitudes to learning and behave very well in lessons. They show enjoyment in the activities provided for them and work with sustained concentration, taking pride in their results. The art curriculum is planned satisfactorily to ensure continuity and progression across the school and has been reviewed to ensure that it meets the requirements of the new National Curriculum.

133. Art work in classrooms and common areas of the school is attractively displayed and helps to provide an interesting and stimulating environment. In accordance with the school scheme of work, the current emphasis is on painting, but displays and photographic evidence show that over time, pupils are given opportunities to work with a range of media. At present the use of information and communications technology to explore investigating and making art is limited but this is an area identified for development. There are no agreed systems for recording pupils' progress in art.

DESIGN AND TECHNOLOGY

134. It was only possible to observe two lessons, one in each key stage, during the inspection. The teaching was good in both. The scrutiny of work showed an appropriate emphasis on the elements of design and evaluation. In planning a design for a picture frame, pupils in Year 2 annotated their designs with the materials to be used. Subsequently, when making the frame, pupils used tools such as hacksaw, vice and glue gun effectively under the careful supervision of a member of staff. Pupils knew the importance of measuring their frame and marking it accurately before cutting. They could explain what they were doing and knew why tools needed to be handled carefully.

135. A review of teachers' planning and some samples of work seen around the school indicated that the full range of design and technology experiences are provided for all pupils and that their work is in line with what is expected nationally for children of their age. A discussion with pupils in Year 3 demonstrated that they had fully understood the processes involved in their production of flexible 'Egyptian' puppets. There is evidence of good cross-curricular links with information technology and history in both key stages. Pupils show interest and enthusiasm for the subject. Pupil's work is valued and well presented around the school.

136. There has been satisfactory progress in the subject since the last inspection. There is a co-ordinator for the subject in both key stages and they work closely together to ensure that there is progress in pupil's practical work. Assessment in the subject is being developed.

GEOGRAPHY

137. Standards in geography are satisfactory at the end of both key stages, as they were at the time of the last inspection. It was only possible to see one lesson in each key stage. Judgements are made using pupils' past work and teachers' planning. Teaching was satisfactory in both of the lessons seen.

138. In Key Stage 1, pupils begin to make maps of their local area. They walk round inside the school following a map and try to locate a set of photographs. After the walk they discuss what they have seen and try to place the photographs on a large map. They have a good understanding of what a map is and how it can be helpful, but in the lesson seen the map was too difficult for the pupils to use. It did not have up to date labels and this prevented the pupils from working without support. The excitement of going on the walk and the relevance of the work were lost when the pupils' interest waned because the task was too hard.

139. Pupils in Year 3 extend their knowledge of the local area by studying river and pond life in a nearby village. Year 4 pupils travel to Canterbury to compare the old town with the new developments of shops and housing, developing their map reading skills and increasing their knowledge of an ever widening locality. In Year 5, pupils have the opportunity of a day trip to France to visit the school in the town twinned with Sturry. The French pupils they meet pay a return visit.

140. Year 6 pupils cover a wide range of geographical topics, continuing to build on their mapping skills by using ordnance survey symbols. They extend their knowledge of the wider world by learning the names and positions of the continents, capital cities, main mountain ranges, rivers and deserts. They understand about the structure of the earth and how such features as volcanoes are formed. They study a European capital such as Rome in detail through their own research. For some of their work they use appropriate computer programs such as 'Round the World.' Year 6 pupils also study in detail the geography of the part of the British Isles they are going to on their residential visit. They produce a well-written interesting booklet about their visit. The work is well presented with clear, colourful illustrations and neatly written text, showing good attainment.

141. The two co-ordinators are planning a scheme of work to meet the requirements of Curriculum 2000. Monitoring of teaching and learning is planned for Autumn 2001. Last year the co-ordinators ran a geography week for the whole school which raised the profile of the subject for teachers, pupils and parents. A strength of the subject is the number of visits which are built into the curriculum. Resources include newly purchased videos and big books which can also be used when pupils study non-fiction texts in literacy lessons. The co-ordinators recognise the need to make more use of information technology. Assessment in the subject is being developed.

HISTORY

142. Standards in history are satisfactory at the end of both key stages and are similar to those reported at the time of the last inspection. The teachers are beginning to plan in line with the requirements for the new curriculum. By the time they are seven, pupils understand that life was different in the past. They look at pictures of harvest time to identify the differences and similarities between then and now. Scenes from Victorian schooldays give them opportunities to identify differences in clothes and buildings.

143. Pupils hear stories about famous events and people such as Florence Nightingale and compare her life with that of a nurse today. They are beginning to understand that events change people's lives and that these changes affect people today. Pupils can identify objects for an occasion such as washday as being used now, long ago and very long ago, and are beginning to understand chronology by making a time line using photographs of the different stages of a small child's life.

144. By the time they are eleven, pupils show a good knowledge of life in ancient Egypt. They have a basic knowledge of the process of mummification, can identify some hieroglyphic characters, know about the importance of the river Nile, remember the story of the discovery of the tomb of

Tutankhamun and identify the main geographical features of the country.

145. Pupils also show a good knowledge of life in Britain since the 1930s. They know the main events of the Second World War, understand how the lives of men and women were changed by the war and are beginning to understand the impact of such an event on the wider world through studying immigration and emigration. Their work is well written and carefully illustrated through drawings, maps and photographs. The writing is of a good quality, well spelt and punctuated.

146. All teachers planned interesting lessons and made good use of textbooks, posters and artefacts. The tasks set motivated the pupils to produce good work. Year 5 pupils wrote an entry in Howard Carter's diary describing his feelings just before he opened the tomb. Year 3 pupils studied tomb paintings to find out what use the Ancient Egyptians made of the river Nile. Pupils in Year 6 studied facsimiles of wartime documents such as letters and newspapers to find out the main events of the war. The attitude of the pupils is always good. They share resources well, co-operate in the tasks and discuss their findings sensibly. They make a lot of effort to complete the tasks well.

147. The teaching in the one lesson Key Stage 1 was good. Of the four lessons seen in Key Stage 2, the teaching was good in two and satisfactory in two. As a result of these lessons and the work seen in books, teaching was judged to be good throughout the school. Good teaching was characterised by a fast pace and good teacher understanding of key questions. Teachers and support staff allow pupils time to start on the tasks, especially when they involve research, and then go round the class asking individual questions, encouraging good work and giving extra support to those who need it. The good teaching helped pupils make connections between the life and times then and the impact the Egyptian civilisation and the war have had on subsequent times.

148. One teacher is the unofficial co-ordinator for Key Stage 1 and she is supporting the teachers through revising the planning and topic coverage. The Key Stage 2 co-ordinator, who is knowledgeable and supportive of the teachers, is revising the previous scheme of work to meet the requirements of Curriculum 2000. The monitoring of teaching and learning is planned for Spring 2001. Resources are well organised and sufficient to deliver the curriculum, although there is a lack of artefacts to support a topic such as ancient Egypt when four classes are studying it simultaneously. The curriculum is broadened by a wide range of visits to places of interest throughout Kent. Assessment in the subject is being developed.

MUSIC

149. In the previous inspection report there was no overall judgement on attainment at the end of either key stage although it was reported that attainment was good when pupils were taught by a specialist teacher. Pupils aged seven now achieve the standards they should in performing and composing. Pupils who are eleven achieve the expected standards in performing, listening and composing. They achieve standards that are higher than expected in singing. They enjoy all their music lessons and their attitudes during the lessons were good in Key Stage 1 and very good in Key Stage 2.

150. Pupils enjoy singing and take full advantage of the opportunities offered in assemblies, lessons, concerts and community occasions, such as carol singing in local old peoples' homes. They sing tunefully in assemblies and in lessons whether accompanied by the piano or not. Teachers sing with the pupils and use their own musical ability to improve the pupils' performance. Music is played as pupils enter and leave assemblies. The title and composer is displayed in the hall, but too little use is made of this experience to develop pupils' listening skills or their knowledge of styles and composers across time and place. Some teachers use music to enhance other areas of the curriculum, as was seen when a history lesson about the Second World War began with the playing of 'The Dambusters' March'. This set the scene for the lesson and put the pupils in a receptive mood.

151. By the age of seven, pupils sing simple songs and hymns tunefully and enthusiastically. They know when music is happy or sad and express their feelings about the music to which they listen. They know how to make a variety of sounds with untuned percussion instruments and compose tunes in groups for other pupils to move to.

152. By the time they are 11, pupils have a large repertoire of hymns and songs which they sing tunefully and with feeling. Pupils who attend the after school singing club are taught about correct breathing and stance and benefit from the support of several accomplished singers on the staff. This support enabled the group to sing a song in three parts. Pupils read notation and clap simple rhythms correctly. They discuss the reasons why it is hard to keep time and decide that a conductor would be helpful. Groups compose their own rhythms and perform to each other.

153. Of the two lessons seen in Key Stage 1, one was good, the other satisfactory. Of the three lessons seen in Key Stage 2, two lessons were good and one was very good. Teachers manage the pupils very well, have high expectations of their behaviour and work and take the lessons at a good pace. As a result, progress in lessons is always good.

154. Pupils have the chance to learn to play the recorder in an after school club. A wide range of instrumental tuition from visiting music teachers is available for those keen to learn. These pupils are given the chance to play in front of an audience at assemblies and concerts.

155. The two co-ordinators are writing the scheme of work to meet the requirements of Curriculum 2000 a term at a time, and plan to review each term before writing the next, taking into account the comments of the teachers. The co-ordinators have been monitoring teaching and learning this term. Resources are adequate, although there is little recorded music and few instruments from other cultures. Assessment in the subject is being developed.

PHYSICAL EDUCATION

156. Standards are satisfactory at the end of both key stages, as they were at the time of the last inspection. By the time they are seven, pupils demonstrate a range of movements in dance using hands and feet, turning, rolling and balancing. They repeat movements and improve their performance through practice and encouragement, and show a good awareness

of space and of each other. When moving round the room they are careful not to collide with each other. There is visible improvement in the quality of movement through the lesson because the pupils have enough time to practice their dance and are encouraged by the teacher's comments. Pupils use good vocabulary to describe their moves.

157. In a games lesson pupils used their prior knowledge of games to invent their own. They wrote down the apparatus needed and the rules. One group demonstrated their understanding of the importance of rules when they wrote 'No cheating'. They practised their game and when they found problems, discussed them and refined the game. Pupils from the youngest class upwards get out their own apparatus and learn to carry it carefully and safely. They are taught safety rules well. Pupils' attitudes are very good. They thoroughly enjoy their lessons and work enthusiastically making great efforts to perform well. Learning is good.

158. By the age of 11, pupils take part in both warm up and sustained vigorous activities with enthusiasm. They can throw, catch, trap, dribble, kick a ball and use these skills in games of football and netball. They can evaluate their own performance and that of others. Most pupils listen attentively, follow instructions carefully, behave well and work co-operatively with partners and in small groups. They work out a sequence of moves and practice and refine them ready to perform to the rest of the class. Pupils' attitudes are good and they enjoy their lessons, making a lot of effort to do as the teacher asks. Learning is satisfactory overall. In classes where teachers give a task which allows pupils to think for themselves, learning is good. Where teachers restrict pupils' choice by being too prescriptive, pupils' learning is only satisfactory.

159. The quality of teaching was good in both the lessons seen in Key Stage 1. Of the five lessons seen in Key Stage 2, teaching was good in three and satisfactory in two. A common weakness in three of these lessons was over-direction by the teacher. Teachers plan lessons well and establish clear objectives and learning outcomes, giving positive reinforcement to pupils of all abilities through appropriate praise. Attention is given to teaching the basic skills of gymnastics, dance and games. Teachers have high expectations for the outcomes of the lessons. Pupils with physical special educational needs are included in all activities. Pupils unable to take a physical part in a lesson for whatever reason are encouraged to look out for good movements, pupils trying hard and those doing something different, and then report to the class.

160. Generally the pupils get changed into T-shirts and shorts quickly and quietly for their lessons and teachers set a good example by changing into appropriate clothes. The subject is well led by the co-ordinators and the good provision promotes the all-round development of the pupils. The halls and the large grassed areas are very good resources, and there is sufficient equipment. The curriculum is enhanced by the after school games clubs for all pupils.