

INSPECTION REPORT

**ST MARTIN'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Folkestone

LEA area: Kent

Unique reference number: 118675

Headteacher: Mrs W E Robins

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 24th to 26th June 2002

Inspection number: 244655

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Horn Street Folkestone Kent
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Appropriate authority:	The governing body, St Martin's CE Primary School
Name of chair of governors:	Mrs L Beaumont
Date of previous inspection:	June, 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	June Punnett	Registered inspector	Art and design, geography, Foundation Stage	The school's results and achievements. How well are pupils taught? How well is the school led and managed?
9569	Jan Leaning	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents.
16760	Dorothy Latham	Team inspector	English, history, music, English as an additional language	
14595	Tony Fiddian Green	Team inspector	Science, physical education, religious education, special educational needs	
16492	Bob Lever	Team inspector	Mathematics, information and communication technology, design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Martin's is a Church of England Primary School for pupils aged between four and eleven. It is situated in an area north west of Folkestone in Kent. The school has undergone major building works during the past 18 months. Most children come from the local area. There are 206 pupils on roll organised into seven classes. Since the last inspection, the roll has increased from 129 to 206 pupils. There are equal numbers of boys and girls on roll, but big differences in Year R and Year 2, and in Year 1 and Year 5. There are 30 children in the Foundation Stage. The school is smaller than other primary schools and the percentage of pupils known to be eligible for free school meals is well below the national average. Thirteen pupils are given extra support through additional funding for minority ethnic groups. Thirteen pupils speak English as an additional language, six of whom are at an early stage of English acquisition. Nine of these speak Nepalese as their mother tongue, while four are from Bangladesh. The percentage of pupils identified as having special educational needs, including those with statements, 16 per cent, is below the national average. Five pupils have statements of special educational need which is above average. During the last school year, 24 pupils entered the school other than at the usual time of first admission and eight left it at times, which were not those of the normal leaving or transfer for most pupils. Many leave due to army postings. This represents a higher than usual incidence of mobility. Children's attainment on entry is average.

HOW GOOD THE SCHOOL IS

St Martin's CE Primary is an effective school, with many good features. The leadership by the headteacher and senior staff is good overall, and this accounts for the good environment for learning at the school. Standards attained by pupils at the end of Year 6 are average in English and science, and above average in mathematics. The governing body gives the school good support. The quality of teaching is good overall, with examples of excellent teaching at the end of Key Stage 2 (Years 3 to 6). Pupils are sensitively looked after, and opportunities for extending pupils' social, moral, and personal development are good. These strengths, together with the good provision for pupils with special educational needs, and for those with English as an additional language, combined with careful financial management, mean that the school provides satisfactory value for money.

What the school does well

- The pupils behave and relate to other people well because the school takes good care of their personal development.
- The school works effectively with parents and the local community, and this enhances pupils' experiences.
- The provision for pupils' moral, social and personal development is good, and prepares pupils well for the next stage of their education.
- The leadership by the headteacher and her deputy gives clear educational direction to the school.
- The number of outstanding lessons results in high quality learning at the end of Key Stage 2.
- Pupils' attainment in mathematics, history, music and religious education by the age of eleven is above average.

What could be improved

- The provision of a full range of activities that ensure full coverage of the National Curriculum requirements in information and communication technology at Key Stage 2.
- The implementation of plans to develop the use of information and communication technology in all curriculum areas.
- The consistency of marking pupils' work.
- Assessment practices in art and design, history and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June, 1996. Since then it has made satisfactory improvements. Subject planning and schemes of work are now securely in place but the scheme of work for history is unsatisfactory. The school has worked hard to implement a curriculum monitoring policy, and this is effective. The quality of marking has improved, although there are still some inconsistencies between classes, as at the last inspection. Able pupils are better challenged in their work, as teachers plan for extended activities for them in lessons. In partnership with the governors, the school has developed strategies to evaluate objectives within the school development plan. By the age of eleven, standards are similar to those found previously in English and science. In mathematics, standards have improved. Pupils' attainment in religious education across the school exceeds

expectations. This is better than at the last inspection, as are history and music in Key Stage 2. Science at Key Stage 1 (Years 1 and 2) has improved, as it is now above average. The improved standards are due to the better teaching across the school, and the particularly effective teaching in Y5/6 which is accelerating progress and attainment. Assessment practices in art and design, history and music are under developed. The school is not fulfilling the National Curriculum requirements in information and communication technology in Key Stage 2. The school has a good capacity to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	C	C	E	E
Mathematics	B	D	D	E
Science	D	C	E	E*

Key	
Very high	A*
well above average	A
above average	B
Average	C
Below average	D
well below average	E
very low	E*

Standards in English and science were well below average by the age of 11 in the 2001 national tests. In mathematics, standards were below average. When compared with similar schools, standards in English and mathematics were well below average, and in science in the bottom five per cent in the country. Standards fell in English and science, and were broadly maintained in mathematics. The school's targets were not met in 2001. The school is on course to meet the targets in English in 2002, but not in mathematics. The findings of the inspection show that standards in Year 6 in English and science are average and, in mathematics, they are above average. This improvement is due to the high quality teaching in Years 5 and 6. The standards attained by pupils in information and communication technology are below average. Pupils' attainment in religious education, history and music are above average. The standards found in all other subjects are satisfactory.

The current Year 2 pupils are attaining average standards in reading, writing and mathematics. Their work in science is above average. In all other subjects, attainment is as expected for the pupils' ages. Pupils' attainment in religious education is above average. There was insufficient evidence to make a judgement about music.

Children in the Foundation Stage attain average standards overall. Most are on track to achieve the 'Early Learning Goals' in all areas of learning by the time they are five.

All pupils, including those with special educational needs, make satisfactory progress. Those with English as an additional language make good progress. Higher attaining pupils, and those who are gifted and talented, make satisfactory progress, because of the support they receive through planned activities during lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good. The pupils like school, and work hard.
Behaviour, in and out of classrooms	Good. The pupils' have sensible attitudes to rules. They are mostly kind and respectful to each other.
Personal development and relationships	These are good. The pupils are self-confident individuals, and play well together. Relationships between pupils and adults are good.
Attendance	Satisfactory. Pupils are rarely late for school.

Pupils mostly concentrate well, work hard and are eager to learn. Pupils' good behaviour makes a strong contribution to learning.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall, and promotes the learning of all groups of pupils well. In Key Stage 2, excellent teaching was seen in English, mathematics, science, history and physical education lessons. Overall, it is at least satisfactory in all subjects. Where teachers' marking sets clear improvement criteria, it is a strong feature of the teaching, as it helps pupils to improve their work. However, this is not consistently found in all classes. The weaker aspects in the teaching include some time slippage at the start of lessons, which means pupils miss some of their curriculum entitlement, lack of pace and effective behaviour management. In the very best lessons, pace, and quality captured pupils' imaginations and ensured that they made at least very good progress. Assessment practices in art and design, history and music are under developed.

In Years 1 and 2 the quality of teaching is very good in science. It is satisfactory or better in other subjects. Weaker aspects of teaching in these years include the pace of lessons, and behaviour management. Teachers' day-to-day lesson planning clearly identifies what pupils are to learn, and makes good provision for pupils of all abilities within each class.

The quality of teaching is good overall in the Reception class. A particular strength is the good relationships with the children established by all staff.

The quality of the teaching of literacy and numeracy is good. Pupils' creative skills are satisfactorily developed in art and design and music. The strengths in pupils' learning are their keenness and enthusiasm for learning. Additionally, the good teaching of basic skills provides opportunities for pupils to put their new learning into practice. The teaching of pupils with special educational needs, and those of pupils with English as an additional language, is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant. Activities are well-planned and relevant to pupils' lives. Statutory requirements are not met with regard to information and communication technology in Years 3 to 6.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning, especially in literacy and numeracy classes. Pupils' individual education plans are well organised and contain appropriate targets for improvement, which are reviewed regularly. The leadership of special educational needs is very good.
Provision for pupils with English as an additional language	Good overall. Pupils make good progress as a result of the support they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school ensures that every individual and every culture is valued. There are clear opportunities for the pupils to consider morality, and share views.
How well the school cares for its pupils	This is a caring school. Procedures for promoting good behaviour are positive and effective. The headteacher systematically monitors the academic progress of individuals, and the teachers set useful targets for individuals or groups.

The curricular provision is satisfactory; the provision for pupils' personal, social and health education is good. The present arrangement for extra-curricular provision is satisfactory, although opportunities are not as good as those provided previously due to the building works. The majority of parents are well involved in their children's

education, and the school's links with the majority of parents are good. There are strong links with the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and her deputy give clear educational direction to the school. The school has a well-expressed set of aims and values, and these are fulfilled through the leadership of the school. The ethos is good.
How well the governors fulfil their responsibilities	The governors are responsible and concerned. They know how well the school is doing, and use funding to support pupils' progress. The governors give the school good support.
The school's evaluation of its performance	The school is constantly evaluating its work, and seeking ways to raise standards.
The strategic use of resources	The school takes good steps to ensure that it gets value for money. Educational priorities are costed sensibly, and are informing budget planning.

The school is satisfactorily staffed. Learning support staff provide good support to pupils in class. The accommodation supports pupils' learning well because the teachers make the best possible use of what is available. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's very good ethos. • The regular newsletters. • The very good work undertaken by the Parent/teacher/friends association. • The very good induction for the Foundation Stage. • The good respect across the whole school community. • The teachers know the children well. • The school's high expectations of work. 	<ul style="list-style-type: none"> • Consistency in the provision of homework. Sixteen parents expressed this view. • The implementation of the behaviour policy. • The availability of reading scheme books for children to take home. • Twenty-two of the 90 respondents to the questionnaire would like the school to work more closely with parents. • Twenty-one parents would like more information about their children's progress. • Forty-four of the respondents would like to see an increased range of activities outside of lessons.

The inspection supports the positive views of parents. The team found that there is inconsistency in the provision of homework, and this is an area that the school is developing. The behaviour policy is generally well implemented, however, it is not effective at lunchtimes when different standards are applied in the playground. Pupils do have opportunities to take reading books home, although these are not necessarily the scheme books. Pupils are provided with a satisfactory range of similar level reading material. The team found sufficient evidence to suggest that the school does work closely with parents. The headteacher is always readily available to talk with parents. There are sufficient opportunities for parents to receive information about their child's progress. The team finds that extra-curricular activities have begun to be re-instated but are not at the school's previous adequate level of provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children who enter the Foundation Stage have average attainment, although there are variations from year to year. The quality of teaching and learning is good overall and the children achieve sound standards. By the end of the Reception year, most children are on course to meet the recommended national targets in respect of their personal, social and emotional development, communication, language and literacy, and mathematical development, creative and physical development and their knowledge and understanding of the world. The children become increasingly independent and organise themselves in a responsible way. They are confident and take part in discussions eagerly. Their love of books is evident and most children can listen to stories for good periods of time. They are well aware of the need to behave well and most manage to do so in the classrooms, outdoors in the play areas and during physical education lessons in the playground. All staff work hard as a team to promote good attitudes in the children and motivate them to participate in all activities. Those with special educational needs, and those with English as an additional language, are well supported and make appropriate progress in relation to their previous attainment.
2. In the end of Year 2 tests, in 2001, when compared with all schools, standards in reading, writing, and mathematics were broadly average. When compared with similar schools, they were below average. The science assessments made by teachers in 2001 were broadly average. The trend in standards in these tests and assessments since 1999 shows a pattern of improvement in reading, writing and mathematics. There are no significant differences in the attainment of girls and boys, although, over time, boys have performed less well in the reading and mathematics tests.
3. On the evidence of inspection, pupils by the end of Year 2 achieve average standards in reading, writing and mathematics and average, and often good, standards in speaking and listening. They have average literacy skills. In science, pupils attain above average standards. This is due to the development of the aspect of applying and using science. Pupils' mathematical and numeracy skills, are well developed, and nearly all pupils are confident in using numbers. In science, pupils have a good knowledge and understanding about how plants grow, and know how to conduct a fair test. Standards in information and communication technology, are broadly average. In art and design, design and technology, history, geography and physical education, they are average. Pupils' attainment in religious education is above average. Compared with the findings of the school's last inspection, standards are higher in religious education and science. The standards attained in art and design are not as high as they were at the time of the last inspection. These findings reflect the fact that the school has not been able to focus on, or display, pupils' work effectively because of the building works. Pupils' attainment in design and technology, history, geography, and physical education are similar to those found in 1996. There was insufficient evidence to make a judgement about standards in music.
4. By the age of 11, in English, mathematics and science, pupils did not perform as well in the 2001 national tests, as they had done in 2000. In English, standards in the 2001 national tests were well below average when compared with all and similar schools. In mathematics, standards were below average when compared with all schools, and well below average when compared with similar schools. In science, there was a similar picture when compared with all schools, but when compared with similar schools, the results show that the school achieved very low standards. In English and science, the proportion of pupils attaining the higher Level 5 or above was well below the national

average, but, in mathematics, it was close to the national average. Since 2000, the trend shows a sharp drop in standards in English and science with a less marked difference in mathematics. Over time, the school's average National Curriculum points for all three subjects were below the national trend. The school's targets for 2001 were not met in either English or mathematics, however, it is on course to meet the 2002 targets in English, but not in mathematics.

5. In Year 6 pupils attain average standards in English and science, and above average standards in mathematics. These are good improvements when compared with the 2001 national test results. Speaking and listening skills are average, and often good. In information and communication technology, standards are below average, as a result of curricular requirements not being met, and control, monitoring and modelling not being taught. In music, history and religious education, they are above average. In all other subjects, they are average. Compared with the last inspection, there have been good improvements in mathematics, religious education, and history. In design and technology, geography and physical education, standards are similar, but standards are lower in art and design for the same reasons as at the end of Year 2. The most significant factor affecting standards in Year 6 is the outstanding teaching seen in many subjects.

6. Pupils with special educational needs make satisfactory progress and reach appropriate standards for their previous attainment. The good knowledge which teachers and learning support assistants have of their pupils helps them to feel confident and secure. Pupils' progress is more marked in literacy and numeracy, because they receive support that is well matched to their needs. Once a week, a specialist teacher comes into school to help a small number of pupils with the practical aspects of their literacy skills, and this enables them to make good progress towards their targets. There is a policy for helping more able pupils, but identification is not complete.

7. There are 13 pupils in the school, approximately six per cent of the roll, for whom English is an additional language. Six out of these 13 pupils are at an early stage of the acquisition of English. Pupils with English as an additional language make good progress in learning English, and good progress against their previous learning in general. They gain fluency in English relatively quickly, and are able to take part in all the usual activities and lessons the school offers. All the pupils for whom English is an additional language are supported by a grant provided for specific teaching in English additional to the normal class teaching that they receive. From this funding, one support teacher who speaks Nepalese is employed for one and a half days a week, and one language assistant who speaks Bangladeshi tutors pupils for one afternoon a week.

Pupils' attitudes, values and personal development

8. Throughout the school, pupil's attitudes, values and relationships are good. There are few differences from the previous report when attitudes and behaviour were also good. The aims are clear and appropriate; they provide for high expectations in both work and behaviour, with the emphasis on self-esteem and positive relationships. Pupils are encouraged to have thoughtful and constructive attitudes and they do. The school is a happy place where pupils' individual progress and development are recognised and valued. Pupils enjoy school; they work hard, concentrate well and are polite, courteous and respectful to each other and to the adults.

9. No equipment is in use at play or lunchtimes and, although play is sometimes boisterous on this large hard playground, pupils play well together and show concern for each other. For instance, when a boy fell, a group of pupils were quickly on hand and showed concern. In the new atmosphere of the dining room, efforts are made to ensure that lunchtimes are a social occasion. Pupils understand the rules and know right from wrong. In conversation, they said that 'without rules it would all go wrong and teachers would be cross'. They appreciate the sticker books and the celebration assembly, when good work and other efforts are recognised.

10. Behaviour in the school is mainly good, expectations are high and, overall, pupils respond well. The behaviour policy is used effectively and there are clear strategies for dealing with bullying, which

is not an issue in the school. Where teaching is challenging, pupils settle quickly to work, listen carefully and concentrate well on their tasks. Behaviour is less good where teaching is not so stimulating. Rewards and sanctions are fairly and consistently applied and parents are involved at an early stage. No bullying was seen during the inspection and pupils know that it is unacceptable. They do know what to do if it occurs and do not think that it is a problem. Pupils from all backgrounds and cultures are seamlessly integrated, both in lessons and at play.

11. Relationships in the school are good; adults are good role models and know the pupils and their families well. Mutual respect is encouraged and there is respect for each individual, both pupils and adults. They are given responsibility for taking registers and putting out equipment and the older pupils show concern for the little ones in the playground. The school has a house system and older pupils act as house captains. Plans are in place to start a school council in the autumn term. Pupils have raised substantial funds for those less fortunate, both locally and nationally. Last term, money was raised for the local hospice and a child with heart problems and this term's charity is a marathon to help disabled pupils. Older pupils especially are given good opportunities to develop their skills as independent learners.

12. Social and personal education is taught across the school, in lessons, through ‘circle time’ and in assemblies. Each half term, a Christian group takes assembly and pupils visit the Church for festivals such as Harvest and at Easter. In classes, pupils work hard in groups and independently. In a Year 5 science class, there was some very good practical group work and discussion when pupils were undertaking an investigation. Each pupil's personal and academic progress is monitored: they have a personal profile with information and targets set. Pupils agree their own targets, which are tracked regularly. These good standards ensure positive opportunities for pupils to achieve their best.

13. Parents at the meeting, in questionnaires and in discussion were generally positive, although some had concerns about the consistency of the application of rewards and sanctions. They think that behaviour is good overall, like the positive ethos and friendliness of the school and the high values and standards. The team agrees with the positive points but found no evidence of inconsistency. There were also concerns about the supervision at lunchtimes but, following the parents’ meeting, this has been addressed by the school.

14. Children in the Foundation Stage settle quickly into school routines. They have positive attitudes towards work and play. They interact well with adults in the class and with other children. The children are friendly, and mostly behave well. Children enjoy coming to school and take full benefit of the range of available activities. Staff encourage children to develop personal responsibility in learning satisfactorily, and children quickly learn how to organise themselves well.

15. Pupils with special educational needs, and those with English as an additional language are fully integrated into the life and work of the school. Transient pupils settle quickly into school routines, and respond well to the opportunities offered. Pupils behave well, and show positive attitudes to learning.

16. The rate of attendance is satisfactory, it is broadly in line with the national average. However, it has declined since the previous report when it was very good. This is due to some parents from the nearby army base who do not always notify the school when they are moving and to pupils being kept at home during their own cultural festivals. Pupils arrive punctually to school and to lessons but these do not always start promptly. There has been no unauthorised absence. There have been two instances of exclusion for poor behaviour in the last year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching and learning is good overall. This judgement is an improvement on the findings of the school's last inspection when the quality of teaching was found to be sound and often good. In the 1996 inspection, nine per cent of the teaching was judged to be less than satisfactory. During this inspection, 49 lessons or parts of lessons were seen. The quality of teaching was excellent in seven lessons, very good in five lessons, good in 17 lessons, and satisfactory in 20 lessons. The

quality of learning closely mirrored these figures. The teaching makes identical provision for the needs of boys and girls and for pupils of different ethnicity. The school's provision for pupils with English as an additional language is well thought through. The pupils at the early stages of English acquisition receive good support, and learn as well as others.

18. Teaching in the Foundation Stage is good overall. The satisfactory quality and range of learning opportunities provided and the ongoing assessment of pupils' progress lead to pupils making sound progress. Teaching is well founded on the Early Learning Goals for children in the Foundation Stage, and is characterised by good teamwork and liaison between the class teacher and the teaching assistant. Staff plan together and resource a satisfactory range of well-supported, and interesting activities, indoors and out. All staff provide good models of appropriate behaviour, and pay constant attention to the development of speaking, listening, personal and social skills. The adults mostly manage children well, have realistic expectations, and use teaching methods, which inspire curiosity and learning.

19. At the time of the last inspection, the quality of teaching in the Reception class was good, and this remains the case. During this inspection, eight observations of the teaching of children in the Foundation Stage were made. Five lessons were judged to be good, and the remaining three were satisfactory. This is similar to the last inspection. The teacher's knowledge of the phase is sound, as is the quality and use of on-going assessment, and this makes a contribution to the progress made by the children. Basic skills are taught well, and the use of support staff is a strong feature of the teaching. These factors help children make good progress. The curricular provision provides sufficient opportunities for pupils to display their imagination and independence in learning, although the access to the newly built outside play area is not fully developed.

20. In Years 1 and 2, the quality of teaching and learning is satisfactory overall and promotes satisfactory progress. This judgement is better than that made when the school was inspected in 1996. Fifteen lessons were observed in this key stage during this inspection. Two were very good, six were good, and seven were satisfactory. The best teaching was seen in science lessons. In the key stage as a whole, the quality of teaching and learning is at least satisfactory in all subjects, including the teaching of literacy and numeracy. In information and communication technology, it is satisfactory. There are no secure assessment procedures in place for art and design, history or music. By the age of seven, most aspects of learning are satisfactory. There are no particular strengths, but the pupils' lack of concentration and independence are less strong areas of learning.

21. A Year 1 literacy lesson based on a poetry model of dinosaurs illustrated the strengths of the teaching in this key stage. The lesson was well planned, and well linked to the lesson's objectives. A strong feature of the planning was the way in which it was set within the context of the on-going work for the week, building on pupils' progress gradually through well-matched tasks as they were rotated. A good choice of text motivated pupils well. Pupils thought of different words to emphasise characteristics such as, 'stomping' for 'walking', and 'roared' for 'shouted'. Skilled questioning by the teacher promoted thinking well, and encouraged all pupils to participate. The good quality of the relationships in the class enabled pupils to contribute effectively to the shared writing. Most pupils wrote simple sentences with recognisable spelling and the more able pupils added full stops, and some question marks. Most pupils' speech was clear and audible, and they listened and responded appropriately. Pupils' behaviour was good; pupils were quiet and attentive, but very responsive and their verbal contributions were confident. Pupils with special educational needs, and those with English as an additional language, worked well, with support, and made good progress. All pupils made good progress in this lesson.

22. In Years 3 to 6, the quality of teaching and learning is good overall, and ranges from excellent to satisfactory. During the inspection, 26 lesson observations were made at this key stage. Seven lessons were excellent, three lessons were very good, six were good, and ten were satisfactory. This is better than at the time of the last inspection. The quality of teaching and learning overall is satisfactory or

better in all subjects. Particular strengths are the speed with which pupils acquire knowledge, skills and understanding, and the efforts that they put into their work. Pupils show a keen interest in lessons, and usually concentrate well. A particular strength is the quality of science teaching, which was never less than very good.

23. An excellent Year 5 mathematics lesson converting units of capacity in a problem solving content exemplified the good quality of the teaching at Key Stage 2 and the good way in which the school has implemented the National Numeracy Strategy. Before assembly, the class completed their 'warm-up' activity, and at the start of this second session were 'raring to go'. Pupils of all abilities were involved, and skilled questioning enabled all to participate with confidence. The pupils were well challenged by the task. "It's a letter from the headteacher about a party". When making 'jelly', how much would each person eat?' 'What about ice-cream, there is a choice of flavours in one litre tubs, how much will be needed?' The paddling pool with a leak challenged pupils further as they devised strategies about the time required to re-fill the pool, and estimated the amount of water it would need. Groups were arranged according to pupils' ability, and the work was matched especially well to the abilities of those pupils with special educational needs, and the more able. The teacher had excellent control of the pupils' behaviour and high expectations that they would not call out or talk over others. This was a very well planned lesson, with clear objectives and a variety of closely related tasks, which provided progression of learning in terms of building on what the pupils already knew. Pupils made excellent progress in this lesson as a result of the imaginative challenges that enabled them to apply their knowledge and understanding of capacity to problem solving. Pupils also used very well their numeracy skills to work out the sums. The teacher's excellent plenary brought all the ideas together in such a way that pupils of all abilities felt they had made a valuable contribution to the lesson.

24. Strengths of the teaching include the teaching of basic skills, teachers' subject knowledge and understanding, and the use of support staff to assist learning. The most significant weaknesses in the teaching are slow pace, occasional lack of subject knowledge, some time slippage at the start of lessons, and the use of assessment information to guide future lesson planning, especially in art and design, history and music.

25. Compared with the findings of the school's previous inspection, the match of work to pupils' abilities, and the pace of lessons show significant improvement. There are weaknesses in the timings of lessons, and marking is inconsistent across the school, although good practice is evident in some classes. In a few lessons, behaviour management and low demands result in pupils making slower progress than they might.

26. The quality of teaching for pupils with special educational needs is good. Teachers and learning support assistants work effectively together to ensure that lesson activities match the targets on pupils' individual education plans. Targets are clearly expressed and provide realistic stages of development. As a result, pupils make satisfactory progress, both in their grasp of basic skills, and in their confidence and positive attitudes to work. In most numeracy and literacy lessons, learning support assistants provide good support in the whole class sessions, as well as in small group work, and they often work with individual pupils. Support assistants work well, and sometimes very well with their pupils across a range of subjects and all are very actively involved in the lessons.

27. Pupils with English as an additional language learn well. They are helped to feel secure in the school environment, and care is taken to aid their understanding in lessons. The special support and teaching provided to aid their acquisition of English are of good quality and well integrated with their classroom learning. Class teachers take account of their stages of English acquisition when planning their work, and when involving them in activities or discussions. Particular attention is given to ensuring their understanding. An example of this was when a teacher paused in her discussion of a fairy story to explain to two recently arrived pupils that there are now no wolves roaming at large in the United Kingdom, in case they were afraid.

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

28. Overall, the quality and range of the curriculum provided by the school is satisfactory and offers all the pupils a satisfactory range of worthwhile learning opportunities, including the Foundation Stage children in the Reception class. It includes all subjects of the National Curriculum, together with religious education, and French is taught in Year 6. The curriculum meets all statutory requirements except for information and communication technology at Key Stage 2, where some aspects are not covered. The time allocated to subjects is generally appropriate and the overall teaching time meets national recommendations. Provision is good for pupils' personal development. Health, sex education and the use and misuse of medicines and drugs are taught as part of the personal, social and health education and science curriculum, and within the context of caring relationships. Pupils are provided with accurate information, which promotes positive attitudes to a healthy lifestyle. There are 13 pupils who have English as an additional language and six of these are at an early stage of learning English. Sixteen percent of pupils are identified as having special educational needs. This is below average and they are provided with good support. Appropriate policies and schemes of work are in place, although the history scheme of work is unsatisfactory, and there is an acceptable amount of time given to all subjects. The provision for homework is satisfactory across the school and is appropriate to pupils' ages.

29. Long-term and medium-term planning is sound and provides for the coverage of all programmes of study. Weekly plans are sufficiently detailed, focusing on key objectives which groups of pupils are to learn. This is an improvement on the findings of the previous inspection, where planning was identified as a key issue for the school. The headteacher and subject co-ordinators monitor planning of the curriculum. The literacy and numeracy strategies have been successfully implemented. They have been appropriately resourced, and are having a good impact on helping to raise standards throughout the school. However, the National Numeracy Strategy is having a greater impact on standards than the Literacy Strategy.

30. Curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in the classes where teaching assistants work with individual pupils or with small groups. Individual education plans are well organised and targets are clear and achievable. These targets focus on both literacy and numeracy, and many education plans also include targets for personal and social development. Support is also available across a range of subjects but not in all. The needs of the pupils with statements of special educational need are met well, and annual reviews provide a good focus for further improvement.

31. Aspects of pupils' own home cultures are integrated into appropriate study topics whenever possible. The school is starting a collection of bilingual texts, and books in pupils' own language, for pupils with English as an additional language. Some of these pupils are able to read and write in their own language as well as in English, and this is encouraged by the specialist staff who tutor them.

32. Extra-curricular provision is satisfactory given the many problems the school has had during the rebuilding. Boys and girls have opportunities to play the recorder, play football, hockey, kwik cricket and netball, and cookery in the autumn and spring terms. Pupils are able to take part in various sporting activities with other schools, and they are often successful. The curriculum is enhanced through a sound range of visits made by pupils such as Dungeness Nature Reserve, Dover Castle and the British museum. A day trip to France is planned for Year 6. Visitors to the school have included the Ghurkha Band, 'What 4' from the Baptist Church and 'Education Thru Art'.

33. The equal opportunities policy is good. It clearly outlines expectations, which include equal opportunities for all pupils. Any concerns can be reported either to the headteacher or directly to the chairman of the governing body. The school has also prepared a policy for mutual respect for all pupils with expectations of the whole school community. The aim is to establish tolerance and an understanding of the needs of others. Minority groups receive appropriate extra support. The school

identifies pupils with individual needs and makes good provision for them. A policy to identify and support the more able pupils and those who are gifted or talented, is being developed, money has been allocated to facilitate this. The integration of all faiths and cultures and of the transient population is good. The inspection team is satisfied that no pupil is disadvantaged and that all pupils benefit according to need from what the school provides.

34. The school's links with the community are good and effectively broaden the pupils' opportunities. Pupils take part in local activities and sporting events, such as the 'Lucy Cup'. They have won an art competition and were invited on a cruise ship, and have designed a Christmas card for the local 'Metropolis' centre. There are good links with outside agencies for pupils with special educational needs. The range of visits and visitors does not include any other cultures or faiths. The school's links with partner institutions are good.

35. Pupils attend services in the local Church, including festivals such as Christmas, Easter and Harvest, when gifts are taken to the local elderly. The school was officially re-dedicated by the Archbishop of Canterbury. Friends who attended were very appreciative of this occasion. A local supermarket invites pupils into the bakery where they can see people at their work. They also visit the local library. A grandmother comes into school to hear pupils read. A local hospice benefited from generous fund raising and a young girl with heart disease was also supported. The school has been involved with the Business Education Partnership, which supports particular projects, and has received a grant of £2,000 towards library books from a local charity.

36. The provision for pupils' spiritual, moral, social and cultural development is good overall. This is broadly the same as at the last inspection. There is a clear policy for spirituality and the provision is sound. It is enhanced through religious education, where pupils learn about the many world religions. There are opportunities for singing and prayer in acts of worship. Pupils say grace before lunch and have a prayer at the end of the day. The focus of assemblies is mainly Christian and pupils sing joyfully as they leave the hall. "Shalom" is an obvious favourite. Pupils are encouraged to develop an appreciation of, and to wonder at, the natural world during lessons such as science but opportunities are not often planned for in other subjects.

37. The good provision for pupils' moral development is founded on the high expectations that staff have for them. Staff are good role models for their pupils and are generally consistent in the way that they show respect for both pupils and adults. The school has a positive approach to the management of behaviour through its 'assertive discipline' policy. They are making pupils aware of what is acceptable and helping them to develop an appropriate idea of what is right and wrong. Moral issues are taught well and pupils are well behaved in and around the school. Sporting activities provide opportunities for pupils to develop a healthy sense of competitiveness, an awareness of rules and pride in their team's achievements.

38. The school makes good provision for pupils' social development. It creates a strong sense of identity as a caring community in which everyone is supported well. Responsibilities are given to pupils as monitors, house captains, and lunch helpers. Pupils draw up classroom rules and all classes display a statement of mutual respect. These encourage pupils to support each other and live harmoniously in the school community. The planned introduction of a school council is intended to further assist the promotion of the skills of citizenship

39. There is sound provision for cultural development. It draws on examples from many cultural traditions and recognises Britain as having a diverse cultural background. Pupils are given opportunities to visit theatres, museums and galleries and to take part in performances both in school and as part of the local community. There are opportunities through the curriculum to learn about the cultural and faith traditions of Britain's multicultural population, but few opportunities are given for visits or visitors from other faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides good care for its pupils within a firm, consistent atmosphere where all children can feel happy and secure. The staff know children and their families well and a family liaison officer has been appointed to further this understanding. She is working with individual pupils and their families and has already proved her value. Pupils are supervised by a sufficient number of adults at play and at lunchtimes. Outside agencies, for example, the education welfare officer and school nurse, give good support to the school. Although the number of visits and visitors has been curtailed during the extended building works, there have been some and plans are in place for more this term. All these enhance pupils' learning opportunities.

41. The child protection policy is good with clear guidelines and good examples of what to look out for. The headteacher is the named person and staff know the procedures. The policy for health and safety is good with comprehensive information clearly laid out. There is a health and safety governor and a risk assessment is carried out. Substances are stored safely. This is a large open site with no evidence of litter or graffiti and constant attention is given to pupils' security.

42. The behaviour policy contains a clear set of aims, which fully support good behaviour. There are many rewards and few sanctions. Rewards include stickers, a courtesy cup for each class which is awarded each week and a celebration assembly at which good behaviour and efforts are recognised. Pupils who misbehave have their names put in a book and eventually lose some privilege. Parents are involved if necessary. The procedures to prevent bullying are in place, but the pupils play and work well together and do not leave anyone out.

43. Two members of staff have first aid training and there is first aid equipment around the school. There is no medical room but the special educational needs office is used if a child is unwell. However, this arrangement is unsatisfactory. An accident book is kept and parents are notified in case of head injury. Fire drills take place each half term and fire, physical education and electrical equipment is checked regularly.

44. The school has a policy for personal social and health education, which is taught across the curriculum, through 'circle time', science and in assemblies. There are sex and drugs awareness documents and visitors, for example the school nurse, are invited into school to support this provision. Although citizenship is taught, the policy document has not been updated to recognise this. The family liaison officer is undertaking training to play an active role in the provision of 'circle time'. Individual records of pupils' personal progress and development are kept, which are regularly tracked and used to inform target setting.

45. There is no policy for attendance but parents understand the expectations, which are outlined in the school prospectus and are satisfactory. Registers are kept according to requirements. In an effort to improve attendance, the family liaison officer is to work with the secretary to monitor registers each week and follow up problems. No record of lateness is kept.

46. Procedures for introducing pupils to the Reception class are good. They involve home visits and visits to the school, including to story-time, by the child and the parents. There are good links with the four local secondary schools; pupils visit the schools and records are passed on. The standards of care are good and this has a very positive effect on pupils' attainment. There is little difference from the previous inspection when standards of care were also found to be good and the health and safety concerns have been rectified. Parents say that pupils are happy that the school has a good name. The team finds the school to be effective with good features.

47. Assessment procedures are good and inform planning well in English and mathematics. Record keeping and assessments in other subjects are being developed to follow the examples contained in national guidelines. In addition to the statutory assessments, the school is currently using national test materials and standardised tests to make annual assessments. The information is used appropriately to identify pupils who are experiencing difficulties and to set targets. The school now analyses

assessment data from national tests to identify strengths and weaknesses in learning and to determine the action needed. There is close monitoring of pupils' academic progress, which is tracked comprehensively as they go through the school. The issues from the previous report have been addressed but the marking policy is still not consistently applied. It is consistently carried out but does not always give indications of how pupils could improve their work.

48. Pupils with English as an additional language are assessed for their levels of English acquisition on entry to the school. Regular ongoing assessment of their development in English is carried out informally by the specialist staff. More formal assessments are carried out term by term using a locally provided scheme of stages for schools in the county. This assessment is used effectively to structure the future steps of pupils' learning of English, and influences planning for them in the usual range of subjects. As well as being assessed in their acquisition of English, pupils with English as an additional language are also assessed in the same way as all other pupils in all aspects of the curriculum. Unless pupils are at a minimal level of acquisition of English, they also undergo the national standard assessments at the appropriate ages. The school supports pupils with English as an additional language well. Class teachers are aware of their needs and give them encouragement and help.

49. The care and support of pupils with special educational needs are good, and the school ensures that all pupils are included well into everything. There is a policy for helping the more able pupils, but the identification of specific pupils is not complete. Teachers and learning support assistants know the pupils they work with well, and the school ensures that pupils with special educational needs have good opportunities to take part in all school activities. Although some parents feel that pupils' special educational needs are not picked up early enough, the findings of this inspection do not agree. There are good procedures for the early identification of pupils with special educational needs, and the co-ordinator works with class teachers to ensure that any concerns are dealt with promptly. Through the school's good procedures for tracking pupils' progress and well-organised individual education plans, effective arrangements are made for the regular review of their progress. Pupils' records are well maintained and organised and provide a clear picture of pupils' progress. The school has productive and regular liaison with outside agencies, which are involved, as appropriate, in pupils' termly and annual reviews.

50. Children in the Foundation Stage are well cared for, and it is evident they feel comfortable in their surroundings. Assessment and record keeping procedures are satisfactory. On-going observations of the children at work and play, within each area of learning, are well established. Consequently, the teacher is gaining a good overview of children's progress. This information, together with contributions from parents and pre-school providers, provides a clear assessment of what the child can do and knows. This information helps to guide teachers when planning a suitable curriculum. Sound systems exist to monitor progress in reading which are well supported by the parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school's partnership with parents is good and it believes that this partnership is the key to pupils fulfilling their potential. The school works hard to ensure that parents feel welcome in the school and are actively involved in their children's learning. This has a significant effect on the standards which they achieve.

52. Some parents work in school on a regular basis and many more support the very successful parent teacher and friends' association. The group raises substantial funds, which make a valuable contribution to the opportunities for activities, including school visits, Christmas parties, the medals for sport and a jubilee medal, which is to be given to every child.

53. There is good information in the school prospectus and the governors' Annual Report to parents, which meet statutory requirements. There is a home school agreement which parents, children and the school sign. Parents who are governors are well informed, have a good understanding of their role and support the work of the school well.

54. Although twenty four per cent of the parents who responded to questionnaires felt that they would like more information about progress, the team is satisfied that the range and quality of information is good. Fifty per cent were unhappy with the range of extra curricular activities and, although these are judged to be satisfactory, they have suffered setbacks due to the building works. Twenty five per cent also questioned whether the school works closely with parents and the team is satisfied that the school does work closely with parents.

55. There are two parents' meetings and regular weekly newsletters. Annual reports are detailed and meet statutory requirements. They have some information on areas for development but these are not comprehensive. There is an opportunity for parents to respond. The school operates an open door policy and the headteacher holds a monthly 'surgery' for parents.

56. The school has tried unsuccessfully to find a translator of information for parents whose first language is not English. This excludes these parents from fully access to important information.

57. There is little difference from the previous report when partnership with parents was also good. Most parents in discussion and at the meeting were very satisfied with the school's efforts. A few had concerns and already steps have been taken to try to address them. There has undoubtedly been a great deal of upheaval, with extensive building works and some staff changes and some parents have felt unease about this. The team is satisfied that the school is doing all it can to move forward and to engage fully these parents.

58. The school involves parents of pupils who have special educational needs very well, and sees the links with them as a very important part of this provision. They receive copies of individual education plans and are invited to consultations about their children's progress each term. Their views are sought and recorded for annual reviews of statements, and there are very good opportunities to become involved with pupils' education at home mostly through individual education plans. This may include hearing reading, or helping by discussing some aspects of school work. There are good home-school links through the special books provided for this, and parents and teachers communicate well in this way.

59. Liaison between the school and the parents of pupils with English as an additional language is provided by the specialist staff, who are able to converse with parents in their own languages, and who can translate at interviews, discussions and consultations. Documents are verbally translated and interpreted as needed, but the school does not yet have available the standard documents such as the school brochure or the governors' Annual Report to parents in their own languages. The specialist teacher for Nepalese families has devised an excellent bilingual sick note format.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The quality of the school's leadership and management is good overall. At the time of the last inspection, no clear judgement was made. The leadership of the school ensures clear educational direction. The school has a good ethos. The school aims to provide a secure, happy environment that builds on success at an individual level. It meets this objective. The governing body fulfils its responsibilities well. There are strengths in the way that the staff work together as a team, and have a shared commitment to improvement. The school is well placed to improve in the future.

61. The headteacher is well supported by all members of staff. The recently appointed deputy is already making a good contribution to the leadership and management of the school, working closely with the headteacher and sharing a common purpose. She provides good support to the staff and leads by example as an excellent classroom practitioner. The headteacher, deputy, and members of the senior management team monitor teaching, and provide feedback in a systematic way to teachers. This has helped to improve the quality of teaching in some classes. The core subject co-ordinators (English, mathematics and science), and those for religious education and information and

communication technology find out about standards in their subjects through talking with pupils, looking at their work, and through observing lessons. The other subject leaders do not evaluate the quality of teaching in their subjects. The school's performance management procedures are well established. Staff have found this process useful, and all have appropriate targets set for them. Together with the governors, the headteacher intends that targets should be sharper to take account of the direct link to pay.

62. There is a shared sense of responsibility in the school. Staff want to do the best for the pupils they teach. All support staff share the same philosophy and work collaboratively to achieve their agreed values and aims. The school has good links with the local secondary schools, and these help pupils at the time of transfer. The governors' intention for the school to work in partnership with parents is successful. The school actively promotes equal opportunities through its daily life. This is a caring school underpinned by valuing and respecting each individual's contribution.

63. The school improvement plan outlines clear developments. Each curriculum area is identified for review every three years. A timetable exists for the headteacher and members of the senior management team to monitor the quality of teaching annually. Assessment is well developed in English, mathematics, science, and information and communication technology, and is a developing area in all other subjects. The school has responded positively to the issues raised in the last inspection, most of which have been tackled effectively. The development plan shows that it is continuing to address the issue of standards of teaching and learning, and provision for pupils with English as an additional language, and the more able.

64. The school has a number of methods to promote the inclusion of all its pupils in the opportunities that it provides, and tracks individual pupils to monitor their performance. A proportion of pupils come from minority ethnic groups, but the school has not established sufficiently rigorous procedures to monitor their performance in comparison with other groups of pupils. This is due partly to the fact that these pupils are rarely at the school long enough for such information to be meaningful. The effectiveness of co-ordinators in the identification of what needs to be developed in different subjects is satisfactory.

65. The management of the provision for children in the Foundation Stage is satisfactory. The teacher responsible is the Reception class teacher and, consequently, has a clear overview of the provision. She has a good knowledge and understanding of the needs of young children and provides positive leadership. The quality of relationships in the Foundation Stage is good. The outdoor facilities are used satisfactorily to promote children's physical skills. Learning resources are satisfactory, and are used effectively to support children's learning indoors and outdoors.

66. A knowledgeable and experienced chairperson leads the governors who give enthusiastic support to the school, and to the staff. They are aware of the school's strengths and weaknesses, and visit to monitor their areas of responsibility. They are keen to raise standards. The governors are keen to ensure that the school continues to offer fully inclusive activities for all its pupils. This they do successfully.

67. The co-ordination of special educational needs is very good. The co-ordinator has only two mornings in school each week, but this is to increase to three mornings soon. In post for about a year, she has worked hard to implement the new Code of Practice and to keep staff and parents very well informed. Various good initiatives have been put in place, such as the provision for the more able pupils, and stronger links with home and parents for all pupils on the register of special educational needs. The co-ordinator ensures that she sees every teacher and support assistant for every pupil on the register to discuss each pupil's needs in some detail. The school's tracking system is used to monitor pupils' progress well. There is a designated governor for pupils with who has been newly appointed. Funds allocated for pupils with special educational needs are used to good effect and the school makes a significant contribution from its own resources.

68. The school makes generally good provision for the support of pupils with English as an additional language. Teachers in the school in senior management roles supervise the work of the specialist staff for the support of pupils with English as an additional language. There is also good liaison with all class teachers, enabling the special support to be well integrated with other aspects of the pupils' learning. The school has produced a good policy for the support of pupils with English as an additional language, and has also developed, in conjunction with another local school, a useful handbook for staff that includes a helpful booklist to guide teachers in providing appropriate support. All teachers on the staff have received recent in-service training for the support and teaching of pupils for whom English is an additional language.

69. The school has sufficient teaching staff to implement the National Curriculum and religious education. The school makes good provision for student and new teachers. The deputy headteacher provides very good support for new members of staff at the school.

70. Many of the classroom assistants have undertaken appropriate training. They are allocated to classes to support all pupils, especially those with special educational needs. Assistants are gainfully used during the teachers' explanatory sessions at the beginning of lessons. Overall, they make a good contribution to the teaching in the classrooms. The governors intend that all classes will have a full-time classroom assistant.

71. Since the last inspection, a significant number of changes have been made in the accommodation. During the past 18 months, extensive building works have taken place, and this has meant serious disruption to the daily workings of the school. The library, and use of the hall for physical education lessons are not yet back in service. Some of the classrooms are small, especially that designated for the Year 6 pupils. Although the Reception class size meets government regulations regarding size, it is too small to provide children with the necessary environment that promotes their attainment towards the Early Learning Goals. The new outdoor play area for the under fives has no direct access from the classroom, and this limits its usage. The newly re-furnished hall, because of its narrowness, is not able to accommodate safely a full class of 30 pupils for physical education lessons. Overall, the accommodation is satisfactory, and has benefited from new classrooms and a front entrance area.

72. Resources are satisfactory overall, and are used well to support pupils' learning. The ratio of pupils to computers meets national recommendations. A satisfactory range of good quality resources is available in all subjects, and is used well. The geography co-ordinator intends to expand the number of classroom atlases, and software in the subject. Library books, although adequate, are not sufficiently up-to-date or plentiful enough.

73. The school compares its performance against other similar schools, looks for good value in its purchases of goods and services, and consults its parent body. Governors have a clear set of general guidelines for financial decision making, indicating that they are good at managing spending. However, they do not always ask sufficiently challenging questions or evaluate the impact of their decisions on standards.

74. The bursar has a very good grasp of financial matters. She ensures that funds are used for their designated purposes. Overall, the management of the day-to-day finances is very good. The school was last audited ten years ago. The governing body meets its strategic responsibilities well in managing the school, and planning for the use of resources. There is a good working relationship with the management of the school. The strategic role of governors is good.

75. Statutory requirements are met in all areas, with the exception of the information and communication technology curriculum at Key Stage 2. The average costs per pupil are above average, but the quality of the school's leadership and management, the good teaching, the good links with parents and the good provision for pupils' moral and social education means that the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to build on the improvements already achieved, the headteacher, staff and governors should:

- (1) **Provide a full range of activities to ensure coverage of all the National Curriculum requirements in information and communication technology in Years 3 to 6.** (paragraphs 75, 148,)
- (2) **Implement the plans to develop the use of information and communication technology in all curriculum areas.**
(paragraphs 112,124,127,135,138,139,144,148,153,167)
- (3) **Improve the consistency of marking across the school so that it indicates clearly to pupils where their mistakes are, and tells them how to improve their work.**
(paragraphs 25,47,106,113)
- (4) **Further develop assessment practices in music, history and art and design.**
(paragraphs 20,24,47,131,153,167)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that written information is available to all parents in the school community. (paragraphs 56,59)
- Further develop opportunities for pupils to gain first-hand experience of other cultures and faiths. (paragraphs 39,154,168)
- Review the history scheme of work at the earliest opportunity. (paragraphs 28,144)
- Re-instate the previous high level of extra-curricular activities. (paragraphs 32,54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

49

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	5	17	20	0	0	0
Percentage	14	10	35	41	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	206
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

Unauthorised absence

	%
School data	6.0
National comparative data	5.6

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	15
	Girls	14	14	14
	Total	26	28	29
Percentage of pupils at NC level 2 or above	School	87(83)	93(83)	97(83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	14	14	14
	Total	28	29	28
Percentage of pupils at NC level 2 or above	School	93(83)	97(83)	93(87)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	16	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	6
	Girls	13	10	12
	Total	16	15	18
Percentage of pupils at NC level 4 or above	School	64(86)	60(67)	72 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4	Boys	7	5	6
	Girls	13	12	12

and above				
	Total	20	17	18
Percentage of pupils at NC level 4 or above	School	80(71)	68(86)	72(95)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	0
White	161
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24.5:1
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	194

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001/02
	£
Total income	459383
Total expenditure	453357
Expenditure per pupil	2325
Balance brought forward from previous year	41210
Balance carried forward to next year	47236

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	8	0	0
My child is making good progress in school.	49	43	4	3	0
Behaviour in the school is good.	30	56	12	0	2
My child gets the right amount of work to do at home.	28	52	12	6	2
The teaching is good.	51	36	12	1	0
I am kept well informed about how my child is getting on.	30	46	15	9	0
I would feel comfortable about approaching the school with questions or a problem.	55	38	8	0	0
The school expects my child to work hard and achieve his or her best.	51	42	2	1	3
The school works closely with parents.	27	49	16	9	0
The school is well led and managed.	36	38	15	2	9
The school is helping my child become mature and responsible.	33	56	9	1	1
The school provides an interesting range of activities outside lessons.	11	30	25	25	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. In the last inspection, the provision for children in the Foundation Stage was not specifically judged. Children enter the Reception class to start their education in the autumn and spring terms before their fifth birthday. The Local Education Authority's baseline assessment shows that the children have broadly average levels of ability on entry. The quality of teaching and learning is good overall and children broaden and consolidate their knowledge in all areas of learning. By the time they leave the Reception class the majority of the children achieve satisfactorily and are on course to meet the Early Learning Goals in all areas of learning. These include their personal, social and emotional development, communication, language and literacy, creative development, mathematical and physical development, and their knowledge and understanding of the world. Children with special educational needs, and those with English as an additional language make sound progress with support.

Personal, social and emotional development.

78. Children make good progress as a result of the good teaching. By the time they leave the Reception class most children are well on course to meet the Early Learning Goals in this area of learning. Before entry, children have an opportunity join the class for morning story time, and this enables newcomers to become familiar with their surroundings. The good admission procedures ensure that plenty of time is given to parents and their children. Consequently, the children quickly settle in their new surroundings and begin to explore the variety of activities on offer. Children are given good opportunities to play and work together and, with the good support of all adults, they learn to take care of their own needs and become increasingly independent. Children are constantly encouraged to feel confident about what they can achieve. As a result, they respond well, make choices and develop mature attitudes to learning. Their behaviour is mostly good and even those who find it difficult to socialise soon develop a clear sense of right and wrong.

79. Children show great enthusiasm for learning and display good levels of interest and involvement in the experiences provided for them. By the time children leave the Reception class, they work together well, share resources fairly and take turns appropriately when using the equipment. Occasionally, some children do not share well, such as when playing with balls in the outside play area. At times, children need reminding to help put the equipment away. They settle quickly to the more structured activities, such as literacy and numeracy and show ability to concentrate for appropriate periods of time. Most children attend to their personal hygiene appropriately and dress and undress themselves independently before and after physical education lessons.

80. Personal and social development is strongly promoted in all areas of learning and the planning is thorough. All adults working with the children in the Foundation Stage provide good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. Staff also promote children's personal independence effectively. The Reception teacher ensures that most children know what is expected of them and encourages them to become responsible for tidying up.

Communication, language and literacy.

81. Most children communicate well by speaking clearly and listening and responding with enjoyment. As a result of the good teaching, by the time children end the Reception year, many are on course to meet the recommended Early Learning Goals for communication and make good progress. In their

language and literacy development, most children are on course to reach the expected standards. Staff provide many good opportunities for children to communicate with each other and adults.

82. Children make a good start to reading by having regular opportunities to share books with adults and listen to stories. They enjoy listening to stories and become confident in using language to describe the main story events. For example, after listening enthralled to the story of 'Mr Grumpy', children were able to suggest their own words for the story. They also reflected on the moral aspect of the story when hearing that 'the goat kicked', a child said, 'we don't like kicking'. Good teaching helps to promote early literacy skills and many children begin to recognise frequent words in their reading books. They show an awareness of rhyme, hear and say the initial sounds in words and know which letters represent some of the sounds. All children readily share books with adults and talk enthusiastically about their favourite books.

83. Elements of the Literacy Framework are introduced gradually, and are well used to meet the needs of the children. An effective range of strategies used by the teacher develops children's understanding of letter sounds well and many learn to use their knowledge to help them read and spell simple words, such as, 'song', 'along' and 'wrong'. Children are provided with many opportunities to develop an awareness of writing for different purposes whatever their stage of development. Supplies of paper, pencils and crayons are readily available for children to use. Children learn to write under the teachers' script and to use a sentence book to help them with their writing. The more able children confidently have a go at writing and use their phonic knowledge to make phonetically plausible attempts at words. The more able children make good attempts at writing sentences using joined-up writing. For example, after studying 'Mrs Armitage on Wheels', a rising five-year-old wrote, 'Mrs Armitage had untidy hair and she wore a green hat'. Even those children who find learning more difficult, ascribe meanings to the marks they make and attempt to write random letter strings as a means of recording.

Mathematical development.

84. Children's mathematical abilities are average when they start in school. The good teaching and learning successfully promote the children's mathematical achievement and, consequently, most children are on course to attain the Early learning Goals by the end of the Reception year. Children make satisfactory progress in this area of learning. Children are provided with a wide range of practical experiences, such as, sorting activities, number games and puzzles to extend their mathematical skills. All adults make good use of opportunities to talk mathematically as children play. For example, while building with bricks, the children were asked 'What shape is this?' and 'How many sides does it have?' They learn to use language such as 'biggest', 'middle-size' and 'smallest' when building with the bricks. Every opportunity is used to promote the children's confidence in using numbers.

85. Good teaching and learning prepares children well for their future learning in Key Stage 1. Most children recognise and count numbers to five and some recognise numbers to ten and count beyond 20 when for instance counting on the number square. For example, the more able children know that 50 'is halfway to 100' and 'is even' and is the 'number of the Queen's Jubilee'. The more able children are also familiar with the terms, 'add' and 'take away' and, in practical activities and games, confidently have a go at carrying out simple calculations with numbers up to ten. The teacher emphasises numbers well when taking the register when she asks the children, 'If we have 30 children in our class, and one is away, how many are here today?' Most children recognise colours, name a triangle, circle, rectangle and square and begin to describe their properties, such as a triangle having three sides and three points. The more able children recognise and name a cylinder, cone, cube and sphere. They can also tell that a cube 'has six faces and eight corners'. When devising their own descriptions of shapes, children suggested a range of ideas from, 'Sort of like, it has a little bit of flat sides, one of the blue ones', to 'Two round faces and curved in the middle'. These were descriptions

of a cylinder. When subsequently making play dough shapes, a child at the early stages of English acquisition said, 'I'll make a cylinder, no maybe a sphere'.

86. Mathematical development is well promoted through the use of number games and songs. The good teaching ensures that the children develop their mathematical ideas through well-planned play situations. For example, the class shop, and the 'secret number' that has to be entered before going into the play house. This week it was 419. The more formal activities for mathematics are introduced carefully to children through the framework for teaching numeracy. The work is well planned and children are encouraged to develop their mathematical ideas through practical experiences such as number games, building with bricks and making shape pictures on the computer. Number songs such as 'The monster song' are used well to reinforce counting to ten and back. The children do some mathematics homework such as, 'take three away from each set'. This helps to consolidate learning, and builds on children's progress.

Knowledge and understanding of the world.

87. Many children have an appropriate level of general knowledge on starting school. They make satisfactory progress in all aspects of this area of learning and most children are on course to meet the recommended expectations by the end of the Reception year. This is largely due to the good quality teaching and range of learning experiences. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. Most children use and understand the language of time, such as 'then' and 'now' and develop an understanding of the past as they look at their own personal history. Children draw simple maps of their visit to the church. A good range of construction toys and materials is provided for the children to explore and use their skills to make models. Children show good 'making' skills and develop a good sense of how things join together.

88. By the end of the Reception year, children use a variety of simple tools and techniques to shape, assemble and join materials effectively to make models of such things as toy vehicles. When building the vehicles, children used a variety of materials, and then tested to see which surface they travelled further on, the table or the floor. They have an increasing understanding of modern technology. When using the computer, children make good progress and become increasingly confident in using the mouse to click on and move items on the screen. Careful attention is given to introducing children to a range of ideas about Christianity, through listening to stories and visiting the church. However, there are too few opportunities to provide experiences that reflect a variety of cultures. The good range of planned activities always starts from what they know and enables them to extend their experience and knowledge of the world.

Physical development.

89. Teaching and learning are satisfactory in this area of learning, and children make sound progress. This area is in the process of being developed to include a secure area and suitable clambering equipment. Staff make good use of the space, and the time outdoors is planned as part of the child initiated activities time. Adults make good use of the time available to develop children's physical skills, when the weather is good. They also use the playground for physical education lessons. In these lessons, the quality of teaching is satisfactory and children learn to move with increasing control and co-ordination. In the lesson observed, the children showed increasing control over a ball by patting it with their hands and tapping it with their feet. This skill was developed satisfactorily as the children were put into pairs to throw and catch a ball. This resulted in varying degrees of success which, with practice, a number of them managed to achieve. However, the balls were too hard and too big for little children, and they bounced so hard that some children had bumped noses. Using the playground was another hazard for the teacher, as the traffic noise meant that few children could hear the teacher's instructions. Staff successfully develop children's confidence and teach them to become independent when changing their clothes before and after a lesson.

90. Good opportunities are provided for the children to develop their finer manipulative skills. For example, in cutting and sticking paper and card, modelling with scrap materials, fixing jigsaw pieces together and using brushes for painting. They are also provided with an appropriate range of malleable materials, such as play dough. Consequently, the children demonstrate increasing confidence and control in the use of tools such as scissors, paintbrushes and glue spatulas. Most children make marks with a variety of materials and show increasing dexterity and control in drawing and writing.

Creative development

91. A satisfactory range of activities with well focused support and encouragement mean that children make satisfactory gains in learning overall in developing their creative skills and are on course to meet the nationally recommended levels of attainment by the end of the Reception year. The quality of teaching and learning is satisfactory and activities are satisfactorily resourced and organised. Role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. Children engage in role-play in the home corner based on their own first-hand experiences, such as dressing up to go to a wedding, feeding the baby and phoning their friends. The staff do their best, but, at times the space restricts the opportunities for the number of children in the class to move around freely and incorporate their ideas fully into role-play activities. As a result of the building works, opportunities to extend children's imaginative play to outdoors are not yet fully developed. Many children enjoy playing with the 'small world' toys to act out their own stories and create interesting models using a wide range of construction equipment.

92. In their artwork, children use paint imaginatively, print with different objects, such as their hands, fingers and sponges. They have many opportunities to experiment with colour and texture, although occasionally templates produced by adults do not give children the opportunity to develop their own creativity. All children learn a range of songs by heart, including many with actions. Children learn to distinguish between singing loud and soft, clap simple repeated rhythms and use their own names as base to tap out a rhythm. There is insufficient daily access to musical instruments in the classroom. Satisfactory opportunities are provided for children to experience music from different cultures from their own.

ENGLISH

93. Overall, standards in English are average in both Year 2 and in Year 6. These are similar standards to those found in the previous inspection. The school's results in national tests in recent years are variable. However, whilst standards have generally centred round average levels in Year 2, in Year 6, they have varied considerably from well above average to well below average. Results were well below the national average in the last year, 2001. Thus there is considerable improvement in the standards attained by the current Year 6 when compared with the results from the previous year. There are some good features of attainment in English, notably in speaking and listening and in some aspects of writing. The variability in results for Year 6 over time is due to more than one factor. A strong element involved is the high mobility to be found in this school: half of the pupils in the current Year 6 have changed since the group entered the school, and some of these have changed even within the current academic year. This affects the interpretation of assessment data, and reduces its validity where comparisons are to be made. In addition, the numbers in the school have increased substantially recently, altering the composition of the school roll.

94. When compared with the performance of similar schools, the Year 6 results for last year remain well below average. In the national tests for English in 2001, the school did not achieve its own target in the subject: 64 per cent of pupils in Year 6 then achieved Level 4 or higher, against the national average of 75 per cent. Targets are, in fact, set 18 months before the actual assessment is made, so that the factors of enlargements of roll and high mobility affect the target setting itself. In the current year, the school has realistic expectations of achieving a result at, or even, slightly above, the national average.

95. Pupils enter school with average levels of attainment overall, and make progress that is generally satisfactory in Years 1 to 6, with some acceleration as pupils near the top of the school. Pupils with special educational needs make sound progress towards their individual targets. Pupils with English as an additional language make good progress both in their acquisition of English, and their use of it in their learning across the curriculum. Differences in performance between boys and girls tend to vary from year to year, but are not significant.

96. In Year 2, standards of speaking and listening are average overall, but whilst listening is average, speaking is often good. Pupils speak clearly and confidently, and are able freely and appropriately to express their own ideas, ask questions, and take part in discussions. Most speak fluently and use a good range of vocabulary in answering questions. In a discussion about dinosaurs in Year 1, most pupils expressed suitable ideas and knowledge clearly, and enjoyed taking part and listening to the contributions of others.

97. Although pupils in Years 3, 4 and 5 attain average standards of speaking and listening overall, there is an improvement towards the top of the school and, by Year 6, standards in speaking and listening are good. Pupils present small reports from their work to the class with confidence, and enter into discussions thoughtfully and well. They usually listen carefully and are interested in the opinions of others. Pupils contributed well and in a mature manner in a classroom discussion in a history lesson, about the advantages and disadvantages of different types of evidence. They displayed an understanding of the range of evidence and of its application in the interpretation of history. Pupils from Year 6 are also involved in preparing a musical show, based on Shakespeare's play "A Midsummer Night's Dream", and a lively rehearsal of some excerpts showed good involvement in drama, and good levels of speaking when presenting to an audience.

98. Overall, the reading skills of pupils in Year 2 are average. Pupils generally read confidently and with enthusiasm, and are able to enjoy their books. Word recognition is usually accurate, and pupils are able to use their knowledge of letters and sounds to tackle new words. They are beginning to develop fluency, and are encouraged to read aloud with expression. Teachers choose texts well to engage interest in the literacy sessions.

99. In Year 6, standards in reading are average, overall. Most pupils read their books fluently, confidently, accurately and with good expression. They generally enjoy reading and make effective use of non-fiction texts to support their learning across the curriculum, as well as having their own personal preferences among the fiction books they have available. Pupils understand what they have read, and can discuss ideas, events and characters in a story. More able pupils are beginning to make inferences and deductions when studying a text. However, more able pupils do not always read a sufficiently challenging range of books. Whilst books such as the Harry Potter series, or those by Roald Dahl, can be taxing, pupils do not tackle works such as Tolkien's 'Lord of the Rings', C.S. Lewis's 'Narnia' series and other children's classics in order to form a good foundation for extending their literary range. Due to the recent construction of the new building, and the consequent adjustments to the use of the premises, the library has unfortunately not been operative for some time, and has only just reopened immediately before this inspection. This has reduced the opportunities for pupils' independent research considerably, and has also hindered the usual level of development in library skills. These aspects of reading are now starting to be addressed once again. By Year 6, however, pupils know about accessing information through the use of indexes, and can obtain data from Internet sources.

100. In Year 2, standards in writing are average. Work completed by pupils during the year shows that they have a growing awareness of the organisation of stories, poems and reports, and of grammatical structure. They are moving from the use of simple sentence to the introduction of some more complex sentences in their compositions. Spelling is appropriate for their age and stage. More able pupils can write at an appropriate length for their age, and show some imagination in their ideas and their vocabulary, although some of the less able only write short pieces. Pupils are taught to join their handwriting as early as in the Reception class, and this is in advance of the current national

expectations. It is variable in Year 1, with some pupils producing a neat hand whilst others obviously find tidy writing difficult. In Year 1, pupils are making good progress in spelling, and are achieving some good standards for their age.

101. In Year 6, although overall standards in writing are average, they are moving towards levels of above average performance in some aspects of written work. This is due to good teaching in the subject across the year groups of Years 3 to 6, and especially at the top of the school. Teachers pay specific attention to the range of texts tackled, and to the structural analysis of texts in the teaching of the older pupils. They provide pupils with many opportunities for developing style, fluency, imagination, organisation and adaptation to the purpose for the writing. Pupils' writing is often extensive, lively in content and rich in vocabulary, with good use of adjectives, adverbs, verb variety and metaphor or simile. Almost all pupils are able to use complex sentence structure, and to paragraph their work appropriately. Spelling is sound for ages and capabilities of pupils, and most handwriting is neat and tidy. Pupils are equally competent in writing both fiction and non-fiction texts, and select appropriate vocabulary for a number of different genres. They set out direct speech appropriately in their imaginative stories, and translate direct speech to reported speech aptly when making a report, such as a newspaper column. A class collection of stories of Greek myths from Year 5 showed lively imaginative and individual narratives, which were well structured and paragraphed, with good use of descriptive vocabulary.

102. Standards of literacy across the curriculum are the same as those found in English. The development of literary skills is satisfactory by Year 2. It remains satisfactory overall by Year 6 but shows some features of improvement in writing, and good standards in speaking and listening. There is appropriate use of information and communication technology to enhance literacy, and to develop word processing and editing skills.

103. The quality of teaching in the subject is satisfactory in Years 1 and 2, and good in Years 3 to 6. This is better than that reported in the last inspection, when teaching was judged as sound overall. It is outstanding at the top of the school. Learning in the subject is improving, as a result of this good teaching. Whilst learning over time is of an average standard across the year's work from a scrutiny of pupils' written work, their responses and learning in lessons seen during the inspection were generally good overall, and especially so by Year 6. Despite this picture, teaching and learning are not totally consistent across the school, and there are inconsistencies and variations from year group to year group. Expectations of pupils are usually high. Teachers' planning is clear and detailed, and shows an appropriate match of work to pupils' capabilities. It is informed by ongoing informal assessments and evaluations as well as by the more formal tests. There is care in taking into account the wide-ranging needs and abilities of pupils within classes with high mobility of pupils as well as those for whom English is an additional language. In Years 5 and 6, there is a good balance between the teaching of reading, comprehension and writing skills, and the mechanics of grammar, spelling and punctuation. Pupils study a wide range of texts including myths and legends, and a variety of authors from Shakespeare to J.K. Rowling.

104. The school had formerly identified writing as an area for development within English, and has focused heavily on this aspect in the last year, particularly at the top of the school. One recent initiative has been the appointment of a "Phono-graphix" teacher, to provide booster teaching for pupils needing extra help in their spelling and phonics, and to aid and advise staff in this aspect of literacy. This is now beginning to show results in the spelling and the handwriting in Year 1. Increased impetus in Years 5 and 6, has been the result of focuses there upon the employment of structure and vocabulary in writing. Pupils are taught how to use the draft and redraft pattern of creating a text, as well as to do "one-chance" pieces of writing. All pupils have individual and very specific short term written targets for their progress in reading and writing; these are decided with pupils who are fully aware of them and make efforts to respond to them.

105. Whilst literature is promoted satisfactorily in the classrooms, with collections of fiction and topic-based non-fiction books, the lack of a usable library for some time has impeded the usual high profile the school gives to pupils' interest in books. The library is now operative once more, and the stock of books is adequate, but the school is planning to extend the collection now there is room to store the books. At present, there is no appropriate coded or numbered categorisation of the book stock. There is room in the library for individuals to pursue their research, and there is also a computer facility for the use of CD ROM. The room is also sited handily for Year 6, where pupils are likely to need it most, but it is distant from all the other classrooms. Currently, there is some inconsistency in the take-home policy for reading books and books. Whilst some pupils take home books to read, a substantial number do not enjoy this facility.

106. Pupils' work is assessed informally from day-to-day, but work is assessed more formally every half-term or term. Pieces of writing are kept for each pupil, and there are year group portfolios, as well as a school portfolio of graded pieces of work that can be used as guidance for teachers in assessing pupils' work. Reading is also tested, and pupils in Years 3, 4 and 5 do the optional national tests available for those year groups, involving both reading and writing. The marking of work is generally useful in helping children to progress, although there is still some inconsistency here across the school. Assessment outcomes are used appropriately in evaluating both yearly and half-termly planning, and data from tests and assessments are clearly and thoroughly analysed. Pupils' progress is individually tracked through the school, and is used to plot individual and group targets. The use of assessment for informing planning is good.

107. Curriculum leadership in English is very good indeed, has a clear direction, and is informed by a very good level of knowledge and understanding in the subject. Monitoring of all teachers takes place in English, together with sampling of pupils' work, and both verbal and written feedback of a good quality is given. Documentation in the subject is good, with appropriate policies and guidelines for the three aspects of the subject. The school has formulated an action plan for the subject, which is reviewed annually. Classroom assistants are experienced, have received sound training, and make a valuable contribution to pupils' progress. Resources are adequate and are now being extended. The curriculum is enriched through appropriate events and like book weeks, visiting speakers, storytellers, and drama events.

MATHEMATICS

108. Pupils in Years 2 attain average standards in numeracy and all other areas of the mathematics curriculum as they did at the previous inspection and in the 2001 national tests. As a result of high quality teaching and learning in Year 6, pupils make rapid progress and, at the end of Year 6, standards are above average. This finding shows an improvement since the previous inspection when standards were judged to be average. It is a good improvement on last year's national test results, which were below average. No significant differences were seen in the performance of boys and girls during the inspection nor was anything of great significance found by the school, following further analysis of their data. Pupils with special educational needs and those with English as an additional language make good progress across the school.

109. The quality of teaching and learning is satisfactory across the school and leads to steady progress by pupils. This is similar to the previous inspection when it was "sound and sometimes good". Outstanding teaching was seen in Year 5 and 6. In Year 1, pupils made number sentences with more than two numbers and were beginning to recognise the use of symbols to stand for unknown numbers. In Year 2, the teacher planned an interesting lesson where pupils worked out the cost of body parts to make a bug. They made steady progress in solving these problems involving money. Previous work shows almost all work at an appropriate level with extension work for those capable of higher attainment. They work on place value, show understanding of halves and quarters. They show sound skills of doubling and halving, extend their knowledge of two and three-dimensional shapes, and tell the time using both digital and analogue clocks. Pupils collect a variety of data and represent this in

chart and graph forms for investigations, such as whether children with bigger hands can hold more cubes. In Year 3, the teacher gave sound opportunities for pupils to practise their skills of rounding numbers and introduced the topic on symmetry. She placed too great an emphasis, however, on visualising and imagining a line of symmetry when pupils really needed to use the mirrors to see the line of reflection. In Year 4, the teacher soundly taught the relationship between multiplication and division. Pupils quickly grasped the concept and completed worksheets to consolidate the knowledge. Although these were of differing numerical difficulty, the objective of the lesson was the same for all.

110. In Years 5 and 6, the work is consistently good and pupils make more rapid progress. In the lessons observed, the quality of teaching and learning was outstanding. In both lessons, work was very well planned for all ability groups and teachers managed the lessons extremely well. Both were very keen and their lively manner motivated the pupils very well. The lessons had a very brisk pace and were challenging for all. In Year 6, pupils worked hard on pricing various holidays and those capable of higher attainment worked out a range of percentage discounts. In Year 5, pupils responded extremely well to the challenge and converted units of capacity in a problem solving activity. The excellent summing up of the lesson showed just how much they had learned. The teachers showed excellent relationships with the pupils and ensured a very good working environment, where pupils were attentive, well behaved and extremely keen to learn. An analysis of work shows that pupils in Year 6 make good progress and work at levels relevant to their age or abilities. They use efficient written methods for computation, such as short multiplication and division, and above average pupils are able to do long multiplication and division. Pupils work at a good level with fractions and percentages and they use this knowledge to work out every day problems. They show a good level of understanding of regular shapes and their properties and find the areas of parallelograms. They use and apply their knowledge of decimals and they measure accurately for length, capacity and temperature.

111. Teachers are secure with the National Numeracy Strategy and they apply it well. Across the school, they show good management of the whole class and groups, and pupils with special educational needs and English as an additional language are well supported. Pupils feel secure, are confident to explain their mathematical reasoning and are keen to answer mental questions. Teachers explain what pupils are going to learn. They provide good mental warm-up and pupils are keen to answer. When pupils are engaged in the activities, they concentrate and work well.

112. Mathematics is appropriately used across the curriculum. In science, pupils use accurately a range of measurements, collect data from their investigations and display them in a range of graphs. Measuring skills are appropriate in technology. There are time lines in history and sound use of mathematical skills in map work in geography. There is limited evidence of the use of computers to support both the development of mathematical skills and to extend their knowledge and skills in information and communication technology. In Year 1, pupils have produced pictograms for hair and eye colour on the computer, and in Year 6, there is further evidence of data handling.

113. The co-ordinator was absent during the inspection but the subject has been well managed. Assessment of work and analysis of other assessment data are now well used to identify areas for development and set pupils' targets. The provision of training has been good and has led to the increased confidence of teachers. Marking is still inconsistent. It is mainly ticks and praise but is not always evaluative.

SCIENCE

114. In Year 2, standards overall are above average. The percentage of pupils reaching level 2 or above is close to the national average, but well above average for those reaching level 3. This gives the overall judgement of above average, which shows good improvement since the last inspection report, where standards were 'sound, with some good features'. One of the weaknesses reported at the last inspection was the lack of investigative work. This has been addressed well, and pupils in both Year 1 and Year 2 carry out experiments and tests successfully.

115. In the 2001 National Curriculum teachers' assessments, pupils reached levels close to the national average for level 2, and were well above average for level 3. This matches the findings of this inspection. Pupils make good progress, including those who have special educational needs, and those with English as an additional language. There are no significant differences in the attainment of boys and girls.

116. In Year 6, pupils' attainment is average. This is broadly the same as the findings of the last inspection and indicates that standards have been maintained. However, analysis of the 2001 National Curriculum tests results shows that pupils were well below the national average in science. The raising of standards from the 2001 well below average to the present level, which is broadly the national average, represents good improvement. The reason for this is that the quality of teaching for older pupils is very good, with some that is excellent, especially in Year 6. As a result, pupils are making good progress, including those who have special educational needs. Investigative science, found to be a weakness in the last inspection, is now good, with many examples in pupils' books showing experiments they have planned and carried out.

117. The quality of teaching and learning is very good in Years 1 and 2. The last report did not make any firm judgement about teaching. The judgements of this inspection are based on observation of lessons, analysis of pupils' work and discussions. This very good teaching promotes some very good learning, and pupils make good progress. Pupils enjoy science and are usually very active in lessons. This was exemplified well in a very good Year 2 lesson where pupils were seen identifying the parts of plants. Each group had six plants, some growing in soil and some pulled out so that pupils could see the dry roots. The room was a hive of activity and all pupils were totally absorbed in their work. They also took it in turns to go to a special research 'station' to use reference books for wild flowers and a sheet of demanding questions to look up. Pupils behaved very well and really enjoyed their investigations.

118. Year 1 have drawn simple circuits and listed some sources of light such as the sun or a candle. They understand some of the parts of the human body and can label a diagram with names such as chest, arm, elbow and leg. They know the five senses found in humans, and have drawn good diagrams of the human eye, properly labelled. They understand that some materials are hard like a frisbee, and some are opaque. When they examined items such as a pair of scissors, they identified the plastic and the metal parts. One good piece of work was when they carried out an investigation about the materials found in and around the playground. For example, they noted that the rails were metal, and bricks, wood and plastic were found and recorded.

119. Teachers plan investigations well so that pupils can find things out for themselves. For example, Year 2 wrote a diary about their day, including exercise and rest, and followed this with an investigation about food and what is healthy and what is bad for you. They have grown their own plants and record their findings about what happens with or without sunlight. They talk confidently about 'hypotheses', and understand the dispersal of seeds in several ways, such as sticking to an animal's fur or being blown by the wind.

120. Teachers ensure that they cover all the topics required by the National Curriculum and the challenge given to pupils is very good and results in above average attainment. Assessment is included in the scheme of work and is used well in teachers' planning.

121. Overall, teaching in Years 3 to 6 is very good. The good progress that pupils achieve by the time they are eleven, bringing results from well below average in 2001 to about the national average now, is due to some excellent teaching in Year 6. For example, in the Year 6 lesson seen, these pupils were engaged in an excellent challenge devised by the teacher. Pupils were divided into four groups and each group was given a few things to work with such as rope, cotton wool, a pulley, olive oil, or a battery and some tin foil. Each group had a briefing such as, to provide fresh water, keep food hot or cold, raise a load of gear up a cliff, and signal at night or in the day. These carefully thought out challenges involved several of the topics that they had already covered in science such as evaporation

to regain salt from a solution. They all discussed the challenges and thought about things like easing friction with the olive oil, or using the foil to complete an electrical circuit. They are designing their own experiments to solve these problems and the challenge lasts for several lessons. Pupils are learning excellent application of the knowledge they already have, and in addition they are revelling in being “young scientists” able to use their knowledge to solve exciting problems. They work very successfully in their groups of four or five, sharing ideas and making suggestions to each other.

122. Teachers ensure that the principles of fair tests are followed. For example, in Year 5 when pupils were investigating the timing of how long seeds took to germinate, they regulated the amount of soil used so that it was the same for each sowing. They used the same size of pot, and understood that variations might spoil the fair test. Year 4 understand some of the characteristics of liquids and solids and that some behave in similar ways. For example, they found that sand acts in the same way as a liquid when poured into a beaker. Year 3 had investigated forces that require push or pull, and they recognise materials that are translucent, opaque or absorbent.

123. Pupils make predictions before they begin experiments and record their findings well, comparing them with what they thought might happen. Predictions form part of every experiment and pupils are learning to compare their measurements and findings against these forecasts. For example in a very good Year 5 lesson, the teacher asked them to complete a whole table of predictions about how sound travels and what they are, before any practical work began. One pupil said that sounds are vibrations. He verified this by holding a musical triangle and could feel the vibrations when he played it.

124. Science is well supported by a good school policy, and the schemes of work are being augmented by some of the national guidelines. There is good coverage of all aspects of the subject. The co-ordinator is very new in the post but a good start has been made by analysing what the subject currently offers, and drawing up an action plan for the future. This includes, for example, analysing the results of the National Curriculum tests to discover areas that need more attention in the planning and revision programmes. Assessment is good and helps teachers to plan well. There has been no opportunity yet for the new co-ordinator to monitor teaching. Information and communication technology is being used very well in some years such as Years 2 and 6, but this is not apparent across all the age ranges.

125. By the time pupils leave the school, they are attaining at least at an average level. Due to the high quality of teaching in their final year science is an improving subject. There are several factors that make this remarkable. Many pupils in Year 6 have joined the school fairly recently, some within this, their final year. Several arrive from abroad who have English as an additional language. They sometimes find the national tests difficult because their command of the language is not developed enough. In addition, in some other classes between Years 3 and 5, there have been several changes of staff.

ART AND DESIGN

126. During the inspection, it was only possible to observe the teaching of art and design in Years 2 and 5 due to the school’s time-tabling and curricular organisation. Judgements are based on this evidence, discussions with pupils, analysis of art displays in the classrooms, and on the school’s planning and records. The judgement of this inspection is that pupils attain average standards by the ages of seven and eleven, which is not as good as the judgement made in the school’s previous inspection report in 1996.

127. From the analysis of pupils’ artwork and teachers’ planning, the quality of teaching and learning are judged to be satisfactory by the age of seven. The quality of teaching and learning is satisfactory by the end of Year 6. There was no judgement about the quality of teaching in the last inspection report. Pupils with special educational needs, and those with English as an additional language, make good progress in both key stages. Other pupils make satisfactory progress. Teachers

are sufficiently confident in their knowledge of the subject to ensure that pupils learn the basic skills of drawing, designing and painting well. There is some evidence of the teaching of different skills and techniques and a sufficient range of stimulating experiences to use a variety of materials and processes to improve pupils' expertise, as they progress through the school. For example, Year 6 pupils made a tapestry collage of 'The Creation'. The analysis of the available work shows a variation in the quality of teaching across the school, which is better towards the end of the juniors. The use of information and communication technology is not well developed in the subject.

128. Seven year olds make pencil observational drawings of different still life arrangements. Most are mainly outline drawings and lack detail, however, a few show good attention to detail, such as drawing the detail of 'netting' on a summer hat. Seven-year-old pupils enjoy mixing paint to create interesting colours as they swirl their brush across the paper. A good feature of pupils' work is the link it has with other subjects. For example, in geography, pupils use their drawing skills to create a map of a Mexican village. In their art and design lessons, pupils are studying the works of Monet. They create pictures in the style of Monet's garden at Giverny, and skilfully show reflections in the water, and impressions of the Japanese bridge.

129. By the age of eleven, pupils have visited the local churchyard several times, to take rubbings from the gravestones. They record well the conflict between man-made and natural materials. Pupils used oil pastels, pencils and watercolours to record their findings. When making hats, pupils work well in groups to design a hat for a famous person in history or literature. This resulted in creations for people such as, Marilyn Monroe, Harry Potter, Winnie the Pooh and Al Capone. Pupils showed good imagination when selecting appropriate materials for the task. Good links are made with history and art and design. Following a visit to the British Museum, pupils drew Greek artefacts in their sketch books using pencil, and showing tones and shades on their pots. They have used a Renoir picture of lunch on the river, to represent the sounds they hear in the picture. When working with clay, every pupil in the school made a tile to celebrate the millennium.

130. The analysis of examples of pupils' work, displays and discussions with pupils indicate that pupils have generally insufficient choices of different media and no enough experiences of a wide range of artwork. This restricts their understanding of art and their creative development. They have very few opportunities to create sculptures.

131. The co-ordinator has been absent for some considerable time. There is a satisfactory subject policy, and scheme of work in place, which provides a good structure for teaching and pupils' learning. They are based on national guidelines for art and design, but adapted to the needs of these pupils and staff. Resources are adequate, but there are insufficient resources on the work of famous artists, other than Western ones. A weakness in art and design is the lack of consistent assessment procedures to gauge pupils' progress and to raise standards. The improvement since the last inspection is unsatisfactory, as standards are not as good as they were. However, the school has been limited by the lack of facilities and resources for the past 18 months due to the extensive building works. Opportunities for displaying pupils' work are very restricted as, at present, the school cannot display work on the new walls.

DESIGN AND TECHNOLOGY

132. During the course of the inspection, only one lesson was observed. Evidence from an analysis of previous work, teachers' plans and discussions are sufficient to show that pupils attain average standards for designing and making for their ages across the school. At the last inspection standards were not clearly judged. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress in developing the design process.

133. Indications from previous work indicate that the quality of teaching and learning is satisfactory overall as it was at the previous inspection. It is evident that, by the end of Year 2, pupils understand that the making process begins with a plan. They use pictures to develop and communicate their

designs. They select from a range of materials, tools and techniques and learn to join various materials. Pupils know what they have done well and suggest how they could improve it. They have produced detailed plans following design criteria for vehicles, puppets and a windup toy. To improve their puppets, they learned how features bring puppets to life. In the Year 1 lesson, the quality of teaching and learning was good. The teacher reinforced rules for health and safety and pupils worked carefully and enthusiastically. She and the teaching assistant gave good support. They did not over direct but encouraged pupils to try for themselves whenever possible. Pupils concentrated well and showed appropriate cutting and joining skills for their age. Boys and girls talked enthusiastically about their models of houses for the future and there was a real buzz of activity.

134. Previous work in Year 6 showed that pupils had been well taught to design and make slippers. The teacher had given pupils the opportunity to think of the criteria they needed to consider when designing. They understood the task and produced working drawings. They annotated these drawings, showing features and materials. Their comments on appearance showed a sound understanding of the consumer's needs and they evaluated their product with a specific user in mind. In Year 4, pupils have used their scientific knowledge of electrical circuits and switches to design and make a range of torches. They have used tools with an appropriate degree of accuracy to cut and shape materials and assemble the components.

135. The school has introduced national guidelines, which ensure that skills are systematically built on, and assessment arrangements are now in place to record pupils' skills at the end of each unit. Pupils measure accurately to support numeracy but there is little use of information and communication technology in the subject. The co-ordinator manages the subject efficiently but has no opportunities to monitor teaching.

GEOGRAPHY

136. The teaching of geography was only observed in two classes during the inspection due to an alternate timetable with history in the rest of the school. Judgements are based on these observations, an analysis of pupils' work, classroom displays, discussions with pupils and the subject co-ordinator, and on the subject's long and medium term planning. The evidence indicates that pupils reach average standards in both key stages and that their progress and attainment are satisfactory by the ages of seven and eleven. This judgement is the same as with the findings of the previous inspection when standards were found to be average for the age in both key stages. Pupils with special educational needs, and those with English as an additional language, make good progress relevant to their ability and there are no differences in the attainment of boys and girls.

137. The quality of teaching and learning is satisfactory by the age of seven, which is a similar judgement to that of the school's last inspection. The previous weaknesses concerning the use of time and poor presentation have been satisfactorily addressed. Pupils' work books and folders show that six-year-olds have worked with a plan of the school and its surroundings and have numbered areas of the plan to form a key. Year 1 pupils have sent 'Barnaby Bear' on his travels to Dublin, with his suitcase. They have filled in their own model passport. Pupils have used their numeracy skills well to undertake a litter survey and record the results. To support their learning in history, they made a map to show Sir Francis Drake's route around the world. Seven-year-olds have progressed to a study of the local area and can distinguish between human and physical features in their locality. When comparing life in a Mexican village, pupils successfully identified the similarities and differences between the lifestyles. They were amazed to learn that children as young as eight are gainfully employed by a Mexican village family to make masks. 'If they don't sell them, they could use them to frighten burglars.' Overall, there is insufficient use of information and communication technology to support learning in the subject.

138. By the age of eleven, the quality of teaching and learning is also satisfactory. This is similar to the judgement of the last inspection. A teacher of eight-year-olds started with a useful introduction to the lesson by ascertaining pupils' knowledge and understanding of maps from a previous lesson. The

lesson was satisfactorily planned and contained a suitable range of maps of varying scales to use on the overhead projector. Pupils were encouraged to answer and explain which map they would use to find out certain facts such as, the name of the street that the school was in. About a third of the class found this task too difficult. This was because the initial whole class discussion was too long and some pupils' concentration and rate of learning began to slow down. Nine-year-olds carried out a study of Tobago. Pupils had worked on the culture of Tobago and compared the climate, weather and population compared with this country. Ten-year-olds pupils had carried out a considerable amount of work on coastlines and could identify aspects of the changing landscape due to coastal erosion. They had also produced a map illustrating how coastlines erode and how rivers transport and deposit materials and change the appearance of the landscape. Eleven year olds have visited the local farm and the stream for first-hand experiences and younger juniors spend some time studying Horn Street, where the school is located. Upper juniors use their literacy skills well while studying the mountains of the world. When looking at access to the national park of Snowdonia, and at leisure activities, a pupil wrote, ' You can meander in the lakes on a canoeing trip, or maybe you would like the relaxing yet exciting sport of fishing'. Although the computer is used insufficiently across the school to support learning in geography, when presenting their individual topic folders, older pupils show good use of the internet and computer graphics to make their topics come alive. Most pupils are able to use an atlas to recognise and identify the main mountain regions of the British Isles, Europe and the World. There is little evidence of research work being carried out by pupils, including the use of information and communication technology, apart from in Year 6.

139. The co-ordination of geography is satisfactory and a useful and comprehensive scheme of work has been produced based on the requirements of the National Curriculum. Field visits are incorporated into the scheme of work and the local area is used well. These studies include visits to the near locality, and to places such as Dungeness. The co-ordinator has analysed pupils' work and teachers' planning from workbooks, folders and classroom displays but has had no opportunity to monitor teaching of the subject. Teacher's short term planning is sound in the subject, and some use is made of assessment information in planning lessons. Resources are satisfactory and include an adequate collection of aerial photographs, although classroom atlases are in short supply. The co-ordinator has already identified the development of information and communication technology in the subject as an area for improvement.

HISTORY

140. During the inspection, it was only possible to observe the teaching of history in Years 2, 4 and 6, and judgements are based on this evidence. Together with an analysis of pupils' work across the school, discussions with pupils about their work, and an examination of the school's planning in this subject, indications are that average standards are achieved in Year 2. However, by Year 6, standards are above average. Attainment is at least satisfactory in all year groups and is good by Year 6. This is an improvement since the last inspection when standards throughout were satisfactory. Pupils with special educational needs make average progress generally, and those with English as an additional language make good progress. There are no significant differences between the attainment of boys and girls.

141. The quality of teaching and learning in Year 2 is sound. In a Year 2 lesson, pupils were able to discern and discuss differences between a seaside holiday at the turn of the previous century and now, a hundred years later. Using secondary sources of books, pictures and video, they noticed differences of clothing, pastimes and entertainment, and means of transport. They remembered some details they had discovered in a previous lesson and added more information to these facts. They eagerly enjoyed contributing to the class findings of differences between their lives and those of Victorian children. The teacher's planning for this lesson showed good attention to specific vocabulary to be introduced, and an appropriate emphasis on chronology. Involvement of pupils was also well planned and allowed pupils the opportunity to ask as well as answer questions. An analysis of work

across the year showed that pupils were learning about the lives of people such as Florence Nightingale, Mary Seacole, and Louis Braille, and also were able to make links with the past through topical events, such as Remembrance Day.

142. The quality of teaching and learning Years 3 to 6 is good overall. It is satisfactory in Years 3, 4 and 5 and excellent in Year 6. While examination of work across the year in all groups shows most work to be at an average level, pupils' involvement, knowledge and understanding in later work and in the lesson observed in Year 6 was very good. This shows improvement from the reported levels of teaching and learning in the previous report, when all teaching and learning were satisfactory. In the Year 6 lesson observed, pupils were learning to compare different kinds of evidence and discussing their respective strengths and weaknesses. They were examining the outcomes from studying artefacts, books, pictures and videos, and assessing the value of visits to sites of historical interest. This involved studying methods of historical enquiry, and modes of the communication of information. They were also drawing on their experiences of learning about the Victorians, Aztecs, Egyptians and Greeks, and from their recent visit to the British Museum. Pupils' work in this lesson was good, and contributions to discussions were mature and thoughtful. They were able to use their knowledge and understanding of historical facts to begin to evaluate both primary and secondary sources of information and to identify those that are particularly useful for particular tasks.

143. The analysis of work across Years 3, 4, 5 and 6 showed appropriate coverage of historical topics, including work on Romans, Vikings, Egyptians, Tudors, Victorians and Britain during World War II. Opportunities are used well to develop pupils' literacy skills in the subject, not only in the writing of narrative, but in independent research, and in presenting texts and reports. However, throughout the work the development of skills was not always obvious or consistently tackled. However, there was a good focus on identifying evidence in a Year 4 lesson about the Egyptians and their burial rites, together with their beliefs about the after-life. A Year 5 music lesson showed good integration of subjects, when songs from the World War II era were placed in the context of the London blitz, and details of rationing were provided for pupils to draw on when making up their own new verses for "The Quartermaster's Store".

144. The subject co-ordinator is an experienced teacher who is well organised and knowledgeable about the subject. However, she has not held this brief for long, and in addition received the post of English co-ordinator at the same time, having previously been operating as the mathematics co-ordinator. As priority has been given to the development of English this has not been thoroughly reviewed. In the previous inspection, it was reported that the policy and the scheme of work required updating. Now the policy is clear and sufficient, and is up-to-date. However, the scheme of work is brief, and merely details the historical topics to be undertaken in the various year groups. This makes it unsatisfactory, and, therefore, this aspect of the school's planning remains at the same level as before. Assessment using national guidance is carried out at regular intervals and this is satisfactory. Outcomes are used from ongoing informal assessment to influence termly planning and lesson planning. This is an improvement from the situation on assessment reported in the last inspection. The use of information and communication technology is under developed in the subject.

145. The co-ordinator monitors teaching from time to time, samples the work done by pupils in the different year groups and provides feedback for the teachers. Resources are generally sound, and make use of outreach services provided locally. Pupils' experiences in the subject include visits, such as those recently undertaken to the British Museum, Dover castle and museum, and locally for a local history study. Pupils also benefit from local traditions such as Canada Day at Shornecliffe Barracks, where school children take part in a festival of remembrance for the Canadian soldiers, who were killed in action in World War I. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through their understanding of the legacy of ancient civilisations to modern society and through discussions about the morality of actions carried out in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Standards are average in Year 2 but are overall below average in Year 6. Standards in handling and communicating information are sound but pupils have had insufficient opportunities to use computers and develop appropriate knowledge and skills in all aspects of the programme of study. The subject does not fulfil National Curriculum requirements in Years 3 to 6. At the previous inspection, standards were judged to be in line with the national expectation at both key stages, but the aspects found weak at this inspection were not specifically judged. Pupils make satisfactory progress in Years 1 and 2, and unsatisfactory progress in Years 3 to 6. Pupils with special educational needs, and those with English as an additional language make sound progress with support. The ratio of computers to pupils is now at the level of the national average and the new computer suite is beginning to have an impact on raising standards. The room, however, is very small for a whole class. Equipment for controlling and monitoring is on order and these aspects are planned for development next year.

147. Although only a few lessons were observed, indications from these and other evidence are that the quality of teaching and learning in the aspects covered is satisfactory across the school. This was also the finding of the previous inspection. Teachers are becoming more confident users of computers but training needs to teach the full range of the curriculum remain. In a Year 1 lesson, the teacher used a range of technological toys and machines to show that they have to be controlled. She introduced a robotic toy and taught the pupils to program forward and backward movements. Pupils quickly learnt how to clear the memory and work out the distances needed to travel. By the end of Year 2, pupils have been soundly taught to produce text and pictures and to handle and display simple data. They plan and command to make things happen and can talk about their experiences inside and outside school.

148. By the end of Year 6, pupils can handle text and data appropriately for their ages. They use a variety of fonts, colours and sizes. There is a pleasing example of this where pupils have produced a high quality brochure "Welcome to St. Martin's". They cut and paste their work and can draft and redraft to screen. They can access CD-ROM information and the Internet for research in other subjects and do this confidently. They are able to use electronic mail. Standards of attainment are low in controlling, monitoring and modelling as the school lacks some basic resources such as equipment for control and for sensing. Pupils have had few opportunities to control events in a predetermined way, sense physical data, and explore patterns and relationships with the aid of computer simulations or models. Pupils make limited use of computers in other subjects. They use word processing across the curriculum to a limited extent to present their work and handle and display data in mathematics. The school provides a digital camera to support work across the curriculum. In some classes, the Internet is used well for research. In the Year 6 lesson seen, teaching and learning were good. The teacher used a word processing package to support work in English. She provided a good range of prepared texts for pupils to redraft by correcting spellings, punctuation and replacing adjectives. Pupils used the appropriate tools confidently. In a Year 3, lesson the teacher gave clear instructions for receiving and sending an e-mail. The pupils were attentive and well behaved and showed good perseverance when problems with the Internet connection were encountered.

149. The co-ordinator provides sound leadership and recognises the weaknesses. During the three days of the inspection, the computer suite was often not in use. The subject enhances pupils' personal and social development as they work well in pairs, share tasks, take turns and sensibly discuss which options they will choose.

MUSIC

150. During this inspection it was not possible to see any music lessons in Years 1 and 2. As music is not generally a subject recorded in writing at this stage, there is insufficient evidence to form a judgement about standards, and the quality of both teaching and learning in this part of the school. Lessons were seen in Years 3, 5 and 6, and whilst standards in all lessons were at least average, the lesson seen in Year 6 showed that standards by the top of the school are above average. This is similar to the findings of the last report, where standards were good. Pupils with special educational

needs make sound progress for their previous learning and their capabilities, while those with English as an additional language make good progress in music. Pupils of all ages sing with enthusiasm, good volume, pitch and melody, and older pupils are able to take parts and sing rounds or music in two parts, producing a harmonious effect. They are able to create and develop simple rhythms and untuned accompaniments for melodies, gradually learning to compose simple musical phrases and pieces that they can practise, record in notation and perform. Notation is appropriately developed first by the use of informal graphic symbols and later by the introduction of conventional notation.

151. The quality of teaching and learning in the subject is good overall across Years 3, 4, 5 and 6. It is always at least satisfactory and, by Year 6, learning is good because of very good teaching. Teachers generally have good knowledge and understanding of the areas of the subject appropriate for the ages they teach, and planning is clear and effective. Expectations are well matched to pupils' capabilities, and challenge is particularly well set in the work presented to Year 6. Choices of music for listening to or working with are often imaginative and well selected. In a Year 3 lesson, pupils explored different combinations of sound and rhythm elements and were able to practise and improve them to form pleasing repeated patterns that could make an ostinato accompaniment to the chosen taped music, or with their own singing. Using body percussion or untuned instruments, they enjoyed their improvisations and showed a good sense of rhythm. In a Year 5 lesson, pupils were studying several songs from the World War II era, which may have been sung as popular community singing in the air raid shelters at the time. Singing along to a taped programme included "We'll meet again..." and "The Quartermaster's Store". Teaching in this lesson added to the fun and the musical information imparted to pupils, and the programme was used creatively, with pauses where the teacher wished to explain or add to pupils' learning. Group work followed in which pupils collaboratively wrote new verses for "The Quartermaster's Store", using the same word rhythms. Finally, they shared their lyrics, singing them to the melody and the match of rhythm and cadence produced was appropriate to the melody of the song.

152. In the Year 6 lesson, pupils were working in groups to produce accompaniments for the songs they will sing in the musical version of part of "A Midsummer Night's Dream". They were able to compose suitable accompaniments using rhythmic and melodic elements for the songs, reflecting well the mood of the music with the timbres of instruments chosen, and taking into account the cadences of the words as well. As they composed, scribes in each group recorded the phrases composed using conventional notation symbols. The achievement in notational skills is an improvement from the last inspection report. Pupils listened to each other's contributions and were able to evaluate critically what had been created. Final versions will be used in the main performances of the play. Pupils at this stage have a good understanding of the structure of music and can understand how the different parts will fit together.

153. There is currently no co-ordinator for music in the school, and the headteacher has to maintain this brief on a temporary basis until a new co-ordinator is appointed. The policy for the subject, together with the yearly planning in the scheme of work, are of very good quality. Examples of lessons and activities given in the policy are detailed and show how the allocation of themes can be utilised to support the development of musical skills. The development of notation throughout the school is well detailed. Useful advice on assessment is given in the policy document, but, despite a good format, assessment in the subject is weak and is generally unsatisfactory. Whilst some notes are made at the end of the year, from teachers' knowledge of pupils' progress, there has been no ongoing assessment during the year, and no specifically focused use of assessment information to influence forward planning. Monitoring of lessons or outcomes of lessons has not taken place, although monitoring of lesson plans has been done. There is insufficient use of information and communication technology in music.

154. Resources are barely adequate: there are insufficient tuned instruments, and few instruments of ethnic origin. There has been a problem of storage of equipment during the building phase for the

new buildings in this school and, now that is completed, the school plans to build resources to a better level. Music for listening to on tapes and CDs is adequate, but there is not a very representative range of world wide traditions, and this is often supplied by staff themselves. There is no choir, but there is a recorder group with 25 pupils learning the descant recorder. Some instrumental tuition is available in piano and wind instruments. Events have included listening to bagpipe music played by musicians from the Ghurkha Regiment, and taking part in a local schools' choral festival. Overall, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

155. Standards of attainment in physical education for pupils across Years 1 to 6 are average. Progress and achievement are satisfactory, including for those pupils who have special educational needs, and those with English as an additional language. No specific judgement was given in the last inspection report, but the indications now are that standards have been maintained. In some instances, standards are above average, such as the dance seen in Year 6. There are no significant differences between the standards achieved by girls and boys. Pupils in Years 3 to 6 have swimming lessons, and, by the time they leave the school, nearly all pupils can swim at least 25 metres. Many are much more advanced and engage in higher levels of water skills.

156. The quality of teaching and learning in Years 1 and 2 is generally good, with some that is satisfactory, and promotes standards that are appropriate for pupils' ages. In a good Year 1 dance lesson, pupils were interpreting music called "In the hall of the mountain king". Well led by the teacher, they moved expressively as the creatures they talked about, having listened first to the music. Some thought it sounded like a snowstorm, whilst others thought it reminded them of monsters. They caught the enthusiasm of the teacher well from the very beginning of the lesson when she led a very active aerobics style warm-up. Pupils enjoyed the lively music and followed the teacher's lead closely. They are working towards making a short sequence from their dance work and this lesson went a good way in the preparation for that. Year 2 pupils were seen moving and dancing to music from "Sleeping Beauty". The teacher and support assistant worked closely with them, and they made cutting movements through an imaginary forest and then galloped away to the faster music. They moved through the sequences until they finished with the stately "King and Queen" dance.

157. Teachers already note the need for safety in physical education and remind pupils of this. The new hall is narrow and great care has to be taken when a large class runs about. An area for future development, and planned in every class next school year, is to give particular emphasis to ensuring that all pupils at least go round in the same direction to minimise the chances of collisions.

158. Only two lessons were observed with older pupils and, overall, the quality of teaching and learning was good. In a good Year 5 lesson, pupils were outside practising skills with small balls, such as, throwing and catching. The teacher organised the lesson well and the support assistant joined in enthusiastically. Pupils behaved well and responded instantly to the teacher's whistle to stop. Some good coaching took place, and they evaluated their work and suggested improvements in their throwing such as releasing the ball when their arms are at about forty-five degrees from the ground. A well-devised group activity enabled pupils to put some of the coaching into practice as they threw the ball from person to person with one member of the group running round to try to beat the ball. Pupils are increasing their co-ordination skills as they move through the school and teachers provide appropriate lessons to foster this improvement, leading to games such as rounders, netball and football.

159. In an excellent Year 6 lesson on dance, pupils were seen devising sequences that they will use later in a school performance of "A Midsummer Night's Dream." They sang their own accompaniment and they have learned some lively steps. A very good initiative was the teacher's use of a short video film from "Pride and Prejudice" to show pupils how to do a stately dance, with little contact or regard for your partner. An air of 'aloofness' was required and pupils captured this very well after seeing the film. In groups, they worked out their own sequence, and then demonstrated for the whole class. The teacher led some excellent evaluation of these performances and everyone

worked very well. Pupils incorporated an atmosphere of mystery and magic picking up the words of their song “Moonlight and magic, who are we?” Overall it was very successful and pupils were given a whole range of experiences and activities. Good links were made with English and the Shakespeare text.

160. The subject is well led by a physical education specialist. There was no co-ordinator at the time of the last inspection. The policy is appropriate for the needs of the subject and several good guidelines about games are given for the benefit of other teachers. The national guidelines, together with the school’s own planning, make a good broad and balanced curriculum. Resources are good and teachers have the use of all that is necessary to plan and teach the lessons. Swimming is a strong part of the curriculum and includes more pupils than usual in the programme of instruction, which helps to make their achievement good in this area of the subject.

RELIGIOUS EDUCATION

161. Standards in religious education exceed the expectations of the locally agreed syllabus by the time pupils are aged seven and eleven. This is good improvement from the findings of the previous inspection, when the indications were that attainment and progress were sound'. Judgements in this inspection are based on observation of lessons, analysis of pupils' work, scrutiny of teachers' planning and discussions. All pupils make good progress as they move through the school. Pupils with special educational needs are involved in all class activities and make good progress towards their targets. Those pupils with English as an additional language also make good progress.

162. The quality of teaching and learning is good in Years 1 and 2, with some that is very good. Analysis of pupils' work shows that they have a grasp of some of the stories from the Bible, such as Noah and the ark, and the story of the lost sheep told by Jesus. Teachers have extended pupils' understanding of how religious beliefs affect people's lives, by teaching them about some key people. For example, pupils know stories about St. Martin, St. George, and Mother Teresa. All these younger pupils are familiar with the Christmas story, and teachers have added more than the usual amount of detail, such as the presentation of Jesus in the Temple after eight days.

163. Teachers plan well and include work on religions other than Christianity. For example, in a very good Year 2 lesson, pupils worked very well with the teacher in a practical activity about the Hindu naming ceremony and demonstrated an above average attainment. They used a doll and the pupils and the support assistant took various roles. They chanted the Om sound, and they knew that the sign is made with a golden "pen". The teacher used resources very well, and pupils used a gold ring to write in the rice covered brass tray. They remembered the names and forms of some of the Hindu gods such as Ganesh and Hanuman. All pupils were very well behaved and entirely focused on their work. They learnt very well as a result of some very good teaching methods, and the involvement of everyone by the teacher. Year 1 had thought about their favourite food at Harvest time and they have marked Mothers' day with cards. They studied the festival of Hanukkah in the Jewish faith.

164. The quality of teaching and learning in Years 3 to 6 is good overall with some that is very good. Analysis of pupils' work and the observation of a very good lesson show that pupils in Year 6 have an above average insight into some of the practices of the religions they study. For example, in the lesson seen, Year 6 pupils worked hard on the details about the Five Pillars of Islam. A very good inclusion was the teacher's involvement of a Muslim pupil, to verify the pronunciation and meaning of the Arabic words for the Five Pillars. However, the outstanding initiative was the application of all pupils' knowledge and understanding to form four pillars that relate to everyday life. They were given a choice for their modern “pillars” from relationships with family and friends, relationships with community, relationships with God, or personal qualities. In a session with the whole class, pupils suggested various words to express important aspects of each pillar. For example, in relationships with family and friends, they suggested love, understanding, communication and care as the most important aspects. Because the teacher had very high expectations and set an excellent challenge, pupils

responded very well and showed respect for each other's ideas and worked very well together. Pupils developed their own social awareness of personal qualities very well. For example, when discussing this personal qualities aspect, or "pillar" they thought of confidence, control, time and space for self and time with friends as being very important.

165. Teachers plan across a range of world religions and this was exemplified by a good lesson in Year 5 when pupils were examining the scrolls of the law in Judaism. They saw large photographs of the scrolls in use in a synagogue, and also a real but miniature scroll, complete with its own special covers. They understand some of the background to Jewish worship and can talk about the books sacred to Jews, and the parts of a synagogue such as the bimah, or platform, at the front. They know that there is a gallery set-aside for the women of the congregation and they understand about the everlasting light that is burning in the synagogue. The use of these objects and the knowledge, in some detail, about the interior of the synagogue captures pupils' interest well and they learn better, making more progress.

166. Pupils are encouraged to express their feelings. For example, Year 3 used discussions and writing, and one pupil wrote, "I feel bruised when people are horrible to me." Year 6 wrote about what others may think about people. One pupil said, "Mum always has time for me, and Dad is there when I need him." Year 4 wrote letters as if from Philemon to Paul and they wrote about baptism. They understand some of the symbolism in Christianity such as the fish sign used by early Christians. Pupils understand that Hindus believe in one God expressed in many forms and they know the names and characteristics of some of them such as Vishnu and Shiva. Year 3 study other faiths' stories such as the Sikh story about Guru Nanak and the cobra, and they understand the stories about Jesus' temptation in the desert. All pupils keep the festival of harvest, and each year notes a different aspect. For example, Year 3 thought about Jesus as the bread of life.

167. The subject is well led and resourced. The national guidelines are being added to the school's curriculum planning, and this makes a broader and more balanced programme. Resources have been increased since the last inspection and standards have risen noticeably. The co-ordinator monitors planning, pupils' books and some lessons. Assessment is earmarked for development but it is satisfactory now, and the broader curriculum carries its own opportunities for assessment. Information and communication technology is used but in very few cases.

168. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils visit the local church and also study the worship of several religions as well as that of Christianity. They understand that faith in any particular religion is likely to bring requirements for behaviour and a way of life, and they study this in Christianity, Islam, Judaism and Hinduism. Although they are given some opportunities to study some of the festivals and celebrations of religions, the local community, and that of the staff, are not used sufficiently to broaden pupils' experience of multicultural faiths and customs, such as dress, music or food.