

INSPECTION REPORT

IWADE COMMUNITY PRIMARY SCHOOL

Iwade, Sittingbourne

LEA area: Kent

Unique reference number: 118340

Headteacher: Mrs A Burnige

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 2 – 5 June 2003

Inspection number: 247875

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Iwade Sittingbourne Kent
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Putnam
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	June Punnett	Registered inspector	Mathematics	Characteristics of the school Results and achievements. Teaching How well is the school led and managed? What should the school do to further improve?
			Music	
			Art and design	
			Religious education	
			English as an additional language	
			Special educational needs	
11414	Ann Bennett	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
32327	Sue Alton	Team inspector	English	
			History	
			Geography	
			Physical education	
22831	Clive Lewis	Team inspector	Science	How good are curricular and other opportunities?
			Foundation Stage	
			Information and communication technology	
			Design and technology	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7-11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12-14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14-16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16-18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18-19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19-21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21-22
PART C: SCHOOL DATA AND INDICATORS	23-27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28-44

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Iwade Community Primary School educates boys and girls aged between four and 11. It serves a rapidly growing village community north west of Sittingbourne in Kent. During the term of the inspection, there were 40 children in the Foundation Stage. In total, there are 216 full-time pupils. There are more pupils on roll than at the time of the last inspection, and with the new houses being built in the village the roll is likely to continue rising. Across the school there are 32 more boys than girls on roll. About 18 per cent of the pupils are entitled to free school meals, which is broadly in line with the national average. Approximately 22 per cent of pupils are identified as having special educational needs, including three with Statements of Special Educational Need. This is similar to the national average. During the last school year, 19 pupils entered the school other than at the usual time of first admission, and 12 left it at times which were not those of the normal transfer for most pupils. This degree of mobility is not unusual. There are no pupils who speak English as an additional language at the school. Children enter the school with well below average levels of attainment, especially in communication, language and literacy and mathematical development.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is satisfactory. It was last inspected in November, 1997. Since that time there have been many staff changes, including three headteachers in the last three years. The headteacher and staff have worked hard to put missing policies and schemes of work in place. The management of pupils' behaviour is good. The overall quality of teaching is satisfactory across the school. This judgement takes account of the lessons seen, a good proportion of which were good, and the previous work in pupils' books. The leadership and management by the headteacher and her senior staff are satisfactory. The school gives satisfactory value for money.

What the school does well

- The provision for pupils' personal and social development is good.
- Pupils' behaviour and enthusiasm for school are good, and enable them to make the most of their educational opportunities.
- The teaching assistants' contributions to lessons enhance teaching and learning.
- The provision for pupils with Statements of Special Educational Need is good.

What could be improved

- Standards in English, mathematics, science and the other foundation subjects, so that they reach the national averages.
- The consistency of approach in assessing how pupils make progress, including the marking of work.
- The planning of lessons for pupils of all abilities, including those with special educational needs and higher-attaining pupils.
- Parental involvement in helping to raise pupils' standards and the quality of reports to parents from the school.
- The use of information and communication technology in all curriculum areas.

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 November, 1997. The school's improvement since the last inspection is satisfactory in many aspects, but unsatisfactory in dealing with the key issue regarding aspects of mathematics, science and design and technology. Although many improvements have taken place during the past two years under the leadership of the new headteacher, the quality of teaching is not as good as it was previously, and standards are lower across the school. However, children's attainment on entry to the school is not as high as it was, and since last September there has been a 50 per cent change in teaching staff. The quality of teaching is satisfactory overall. The school is unlikely to reach the targets it has set for pupils to reach Level 4 and above in English and mathematics in the end of Key Stage 2 tests in 2003. The permanent staff has a clear commitment to raise standards. The headteacher has a good vision for the development of the school, which has been effectively communicated to the senior management team and governors. The school has a satisfactory capacity 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
	2000	2001	2002	2002
English	E*	E*	C	C
Mathematics	E*	E*	C	C
Science	E*	E*	D	D

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

The information shows that standards in English and mathematics were average in 2002 when compared with all and similar schools. Standards were below average in science when compared with all and similar schools. Boys achieve less well in English and mathematics than girls. In 2002, the school improved its results in all three subjects. During the inspection, the work seen in English, mathematics and science was below average. This judgement reflects the lower attainment of pupils on entry to the school. The work seen in information and communication technology (ICT), design and technology, geography and religious education was below expectations. In art and design and physical education, standards of work meet expectations. Achievement in swimming is satisfactory. In history and music there was insufficient evidence to make a judgement.

The inspection findings are that the current Year 2 pupils are attaining below average standards in speaking and listening, reading, writing, mathematics and science. In ICT, design and technology and geography, standards are below expectations. Standards in art and design and religious education are in line with those expected for pupils' ages. There was insufficient evidence to reach judgements about standards in history, music and physical education. Performance improved slightly in reading and mathematics in the 2002 national tests. Children in the Foundation Stage are unlikely to achieve the 'Early Learning Goals' in all aspects of their work in mathematics, creative development, their personal,

social and emotional development, communication, language and literacy, physical development and in their knowledge and understanding of the world.

Pupils with special educational needs make sound progress in their learning and achieve standards that reflect their potential. Higher-attaining pupils make satisfactory progress in some classes. All pupils make satisfactory progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy their work and apply themselves well to it.
Behaviour, in and out of classrooms	Good. Pupils are courteous and friendly and work well together.
Personal development and relationships	Good. Pupils respect one another and often help each other. Good relationships between pupils and all adults who work in the school are a key factor in the good ethos of the school.
Attendance	Satisfactory. Attendance has improved recently. Pupils mostly attend regularly and on time.

TEACHING AND LEARNING

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

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.

Teaching is satisfactory overall, including in the Foundation Stage. This judgement takes account of the work seen, as well as the quality of teaching in lessons. The teaching of English is satisfactory in Year 1 and Year 2, and good in lessons seen in Years 3 to 6. Mathematics is satisfactorily taught in Years 1 and 2, and well in lessons seen in Years 3 to 6. The quality of teaching of literacy is unsatisfactory in Year 2, but satisfactory in all other year groups. The teaching of numeracy is satisfactory across the school. Teachers have a sound understanding of most subjects they teach and use it well to extend the learning of most pupils. In Years 3 to 6, teachers' subject knowledge and understanding is better. Overall, teachers manage pupils' behaviour well so pupils can listen and learn. Relationships are good so pupils feel confident and this helps them to learn well. Pupils with special educational needs are taught well and receive sensitive support from their classroom assistants, enabling them to contribute to lessons. There are some inconsistencies in teaching between year groups, which the monitoring of teaching has not tackled successfully. The main inconsistency is in behaviour management and low expectations of what pupils are capable of achieving.

The quality of the pupils' learning and progress reflects the quality of teaching and is satisfactory across the school. Strengths in learning include the enthusiasm and interest with which pupils take part in lessons and answer questions when they are motivated by the teaching. The major weaknesses in the pupils' learning reflect weaker teaching in some

lessons, these include the quality of marking, which does not always help pupils to improve their work, and low teacher expectations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum that includes sex and drugs education. The provision for children in the Foundation Stage is satisfactory. The provision for extra-curricular activities is also satisfactory.
Provision for pupils with special educational needs	Satisfactory overall, with good provision for pupils with Statements of Special Educational Need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for pupils' personal and social development is good and contributes to their overall good behaviour.
How well the school cares for its pupils	Satisfactory. The staff know the pupils well, and ensure they are well looked after.

Parents support the school and its work but the information they receive from the school about their children's progress is unsatisfactory. Systems for assessing the progress pupils make are securely in place in English and mathematics, but less so in other subjects. Assessment information is not used well to ensure that pupils make the progress they should in all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. A good ethos of care permeates the school. The leadership is satisfactory in raising standards, although the role of curriculum co-ordinators is not yet having sufficient impact on standards in many subjects.
How well the governors fulfil their responsibilities	Governors involve themselves well in the life of the school, and are developing satisfactory systems for reviewing its work. Many governors are new to the school.
The school's evaluation of its performance	Satisfactory. Much information is now available, and the school is beginning to track pupils' progress through the school in some subjects. The school does not yet make full use of assessment information in all subjects.
The strategic use of resources	Satisfactory. Funds are targeted satisfactorily at priorities.

The school improvement plan is satisfactory. The accommodation is satisfactory overall, although the Year 2 pupils are housed in very inadequate accommodation in a demountable building. There are plans to extend the number of classrooms. Resources are adequate,

although there are too few library books. The school has a staff with a range of experience and expertise. The principles of best value are applied satisfactorily.

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 way their children enjoy school. • The behaviour in the school. • The school's expectations of their children's work. • Huge improvements since the appointment of a new headteacher. • The relationships between staff, parents and pupils. • After-school clubs. • The dedication of all staff to the school. 	<ul style="list-style-type: none"> • The numbers of supply teachers who take classes. They would like fewer taking the Year 6 class. • The consistency of homework. • The lack of a parents' notice board.

Parents are fairly positive about the school. The inspection team agrees with parents about most of their positive comments. However, the inspection team considers that expectations of work are too low in some classes. The inspection team agrees with parents that it would be beneficial to the pupils if the school re-thought their approach to curriculum co-ordinator release time, to better ensure stability for the pupils. The team found nothing unusual about the consistency in homework. The school has noted parents' concern about the lack of a notice board.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children who enter the Foundation Stage have well below average attainment, although there are variations from year to year. The quality of teaching and learning is satisfactory overall and the children make satisfactory progress overall. Even so, their standards are still below average. By the end of the Reception year, most children are unlikely 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. There are differences between the two Reception classes. Children are well aware of the need to behave well and most manage to do so in the classroom, outdoors in the playground and during whole school assemblies. 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, are well supported and make appropriate progress in relation to their prior attainment.
2. In the end of Year 2 tests, in 2002, when compared with all schools, standards were well below average in writing, and very low in reading and mathematics. When compared with similar schools they were very low in writing and mathematics, and well below average in reading. The science assessments made by teachers in 2002 were well below average in comparison to the national average. In 2002, standards in reading, writing and mathematics were better than the 2001 comparative national results. The trend in standards in these tests and assessments since 1999 showed a sharp decline in 2001. Over time, girls have performed less well in reading, writing and mathematics tests than boys.
3. On the evidence of inspection, pupils by the end of Year 2 achieve below average standards in speaking and listening, reading, writing, mathematics and science, and have satisfactory literacy and numeracy skills. Standards in information and communication technology (ICT) are below expectations. In art and design and religious education standards are in line with expectations. In design and technology and geography, standards are below expectations. There was insufficient evidence to reach a judgement about standards in history, music and physical education. Compared with the findings of the school's last inspection, standards are lower in English, and similar in mathematics and science, although higher than in 2001. This is a different group of pupils, and pupils' attainment on entry is not as high as it was previously. Pupils' attainment in art and design and religious education is similar to that in the last report. In ICT, standards are lower than in 1999.
4. By the end of Year 6, in English, mathematics and science, pupils achieved better test results in 2002 than in the 2001 national tests. In English and mathematics, standards in the 2002 national tests were average when compared with all and similar schools. In science, standards in the 2002 national tests were below average when compared with all and similar schools. Boys performed less well than girls in all three subjects. Over time, the school's average National Curriculum points for all three subjects are broadly in line with the national trend. The school's targets for 2002 were not met in either English or mathematics, and it is unlikely that the 2003 targets will be met in these subjects.

5. On inspection evidence, by the end of Year 6, pupils attain below average standards in English, mathematics and science. These reflect the abilities of the current Year 6 group of pupils where one third of the class are on the special needs register. Speaking and listening skills are good by the end of Year 6. Standards in reading are better than those found in writing. In ICT, standards are below expectations, because control, monitoring and modelling had only just begun to be taught, due to the previous lack of equipment. In art and design and physical education, standards are in line with expectations. In design and technology, geography and religious education, standards are below expectations. There was insufficient evidence to reach a judgement about standards in history and music. Compared with the last inspection, standards have been maintained in art and design and religious education. Standards are not as high as previously In English, mathematics, science, geography, design and technology and religious education. The most significant factor affecting standards by the end of Year 6 is the wider range of special educational needs in the current Year 6 class, and the instability of teaching staff earlier during these pupils' time in school.
6. Pupils with special educational needs make satisfactory progress and reach appropriate standards for their previous attainment. The sound knowledge which teachers and learning support assistants have of their pupils helps pupils to feel confident and secure. Pupils' progress is more marked in literacy and numeracy, because they receive support that is better matched to their needs. There is an outline assessment sheet aimed at identifying more able pupils, but identification is not yet complete.

Pupils' attitudes, values and personal development

7. Pupils enjoy coming to school, and they are keen to get involved in classroom activities. They now go straight to classrooms, instead of lining up on the playground, and the day begins promptly. Their attitudes and behaviour in class are affected particularly by their relationship with their teacher, the lesson pace and whether they have a writing task. The youngest children in the Reception classes also enjoy coming to school. The majority of pupils are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in whole-school assemblies, in introductions to lessons, and when involved in a task. Most acknowledge the need for help, seek help appropriately and understand the need for agreed values and codes of behaviour.
8. Pupils respond particularly well to good quality, imaginative teaching, which raises their enthusiasm. There is often a buzz of activity in a classroom. At the end of a Year 1 numeracy lesson, the pupils could hardly contain their excitement as the teacher and classroom assistant engaged in role-play using a puppet stealing lollipops to recap what they had learnt about subtraction. Pupils have a very positive attitude towards mathematics in Year 5 and volunteer answers because they know their teacher respects their response. Good relationships with their teacher encouraged Year 6 pupils to improve in physical education as they followed his suggestions. Pupils behave well in most lessons, but become restless and chatty when the pace is too slow or discipline not managed well enough. Pupils are most comfortable and obliging when their teacher has consistently high expectations of good behaviour. Pupils' attitudes are not good enough for learning when there are less than satisfactory relationships with their teacher, a slow pace, and a writing task.
9. In assembly, pupils sit attentively and behave well. At lunchtime they play well together outside, because they have plenty of space and freedom. The dining hall is somewhat noisy, but this is also an acoustic problem. There was no evidence of any kind of antisocial behaviour during the inspection. There have been three exclusions in the last

year, involving two pupils, and one was made permanent. These helped to reinforce the headteacher's standards of acceptable behaviour.

10. Relationships between pupils are good. They co-operate well in class, and share equipment. As one younger girl explained: 'Miss has taught us to share, and good manners'. There are many opportunities for pupils to take small responsibilities during the school day, and these help them to develop well socially. They help to serve lunches, tidy the library, act as playleaders and do small tasks in their classroom. Moral messages may not always be understood and applied: one of two pupils talking with an inspector in the playground was encouraging the other to tell a lie. When relationships between the class and teacher are good, pupils are able to talk about more personal things, and to consider emotions like sadness, and this encourages their personal development.
11. Attendance in the current school year is satisfactory. It has improved since last year, when it was lower than national averages, but not since the time of the last inspection. Term time holidays cause a significant amount of absence. There is very little reported unauthorised absence, although the school needs to make sure it reinforces its responsibility to authorise absence. Attendance figures are properly reported to parents as required. There is some lateness in the mornings, which the school is monitoring.

HOW WELL ARE PUPILS TAUGHT?

12. The last inspection found teaching to be effective in the Reception class and in both key stages. There were several identified weaknesses. Homework was not consistently set and assessments were not used to inform future teaching and learning. Some subjects were lacking policies and schemes of work, and there was no developed policy for children aged under five. In Years 1 and 2, the quality of teaching is satisfactory overall, as at the last inspection. Taking into account the work seen in pupils' books, the quality of teaching is satisfactory across the school and in a small minority of lessons, was very good. During the inspection a good proportion of the teaching seen was good, but, this was not reflected in the analysis of work which showed weak marking and low expectations of presentation and standards. Unsatisfactory or poor teaching was seen in one Reception class personal and social education session, in Year 2 lessons in geography and physical education, and in geography in Year 6 when taught by a supply teacher. The teaching of English is satisfactory in Year 1 and 2, and good in Years 3 to 6: much work has gone into improving the teaching of writing and this remains an appropriate focus of the school's improvement plan. In mathematics, teaching in lessons is good in Years 1, 3, 5 and 6, and satisfactory in Years 2 and 4. Literacy and numeracy are taught well, especially in Years 5 and 6. However, it is unsatisfactory in Year 2.
13. The teaching of pupils with special educational needs is satisfactory overall. However, teachers' planning does not always take into account the differing needs of individual pupils. For example, teachers' lesson plans do not pay sufficient attention to the targets on the individual education plans. Teachers make good use of adult support in their classes, and organise the groups so that the less able have support. Teachers work well with learning support assistants, who make a good contribution to the teaching and learning during lessons. Learning objectives are mainly based on targets and strategies for literacy, numeracy and behaviour, but there is little mention of other subjects of the curriculum. The resources are satisfactory, although not always directed for pupils with special educational needs and there is a lack of specialised key-pads for pupils to use in ICT sessions. The assessment of pupils' progress does not always relate specifically to targets set out in individual education plans.

14. The progress of higher-attaining pupils is satisfactory although opportunities are missed to extend these pupils fully in some lessons. The work in pupils' books showed that when set the same task, lower attainers do not always finish it and so are at a disadvantage when asked to recall their previous learning. Some teachers are more skilled than others in setting appropriate work, so there is inconsistency across year groups, which the monitoring of teaching has not yet tackled. Assessment of pupils' progress in subjects other than English and mathematics is under developed, and is already identified by the school for further development. As at the time of the previous inspection, assessment is not fully utilised to help teachers plan their next lesson.
15. Overall, the teaching in the school is satisfactory. It ranges from poor to very good across the school. Most teachers have a sound understanding of the subjects they teach except that teachers generally lack confidence in teaching ICT and are still receiving their government training in the subject. The use of the computer as a tool for learning is under developed in all subjects. Teachers' expectations in English and mathematics are too low in Year 2. In many subjects, teachers use specialist language well, so pupils learn its meaning and discuss their ideas with precision. The teaching of literacy is satisfactory in Years 2 and 4, and good in Years 1, 3, 5 and 6. Phonics skills are taught thoroughly across the school. Teachers provide too few opportunities for pupils to practise their writing skills to overcome pupils' slowness in writing. Presentation of work is an issue for many young writers. Numeracy is taught satisfactorily in Years 2 and 4, and well in Years 1, 3, 5 and 6. Teachers have a secure knowledge of the National Numeracy Strategy, and apply it well. Good mental 'warm-up' sessions encourage pupils to answer questions.
16. The teaching of the Foundation Stage is satisfactory overall. The adults work closely as a team and their interaction gives a good model for children's personal development. The adults have appropriate expectations of the children's work and behaviour, so children behave well and most work hard to attain individual goals. Provision for all areas of learning is satisfactory.
17. Relationships in most classrooms are good and the majority of teachers manage the behaviour of pupils well. This ensures that all pupils have good opportunities to listen and learn, and enables those who take longer to answer questions to gain in confidence. Where the teaching is less secure, pupils' behaviour deteriorates and this detracts from the teaching of other more motivated pupils in the class. Resources are used well to develop pupils' knowledge, skills and understanding and to motivate pupils.
18. There are some weaknesses in teaching, but these are individual rather than consistent across the school. A common factor is the lack of consistency in the quality of marking and poor presentation. There are good examples in the upper juniors, but these are not uniform across the school. The setting of work to match the needs of pupils in Year 2 lacks precise targeting, and this means that the higher-attaining pupils do not achieve as well as they might. In a few lessons, the pace is slow or the introduction goes on for too long, so pupils lose interest. The accommodation is one restricting factor for the Year 2 pupils, as this limits their opportunities for independent learning. In English and mathematics the school has just introduced achievement targets, which will give pupils good opportunities to keep track of their own progress.
19. The headteacher has gathered information about teaching, which feeds the school improvement plan. However, this information needs to be shared with the staff so that a shared vision for standards and expectations can be developed. Good improvements have come about during the past two years. A small group of parents raised concerns

about the consistency in setting homework. This inspection finds that homework arrangements at Iwade are similar to those in other schools and generally satisfactory.

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

20. The school provides a satisfactorily broad and balanced curriculum with an appropriate range of worthwhile learning opportunities, which meet the interests, aptitudes and special needs of most of its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. There are appropriate, largely government recommended schemes of work in place for all curriculum subjects, supported in a number of cases by appropriate published schemes. The school's religious education curriculum is based on the locally agreed syllabus with support from the government recommended scheme. These schemes of work provide satisfactory continuity and progression in learning and appropriate guidance to teachers. Teaching and planning in the Foundation Stage are based on the Early Learning Goals for the Foundation Stage. The school has, belatedly, implemented the government's recommended National Literacy and Numeracy strategies and planning and teaching in lessons confirm that teachers take appropriate account of the recommendations for lesson format and lesson content.
21. The provision overall for pupils with special educational needs is satisfactory. The provision and support for pupils with Statements of Special Educational Need is good. All pupils are well included in school activities and pupils have access to a range of health professionals and facilities, such as the use of a hydrotherapy pool. All pupils have individual education plans, although they vary in quality and preciseness. Planning to meet the needs of pupils with special educational needs in lessons is inconsistent.
22. The curriculum provides appropriate equality of access and opportunity for pupils to learn and make progress. The school has begun to analyse its test data and, as a result, has identified some gender variations in the end of key stage test results. During the inspection there was no significant variation in attainment and progress between boys and girls. Teachers' planning and provision enable satisfactory equality of access and opportunity for their pupils. There is a positive school ethos which reflects the commitment to equality of opportunity and inclusion for all pupils.
23. A satisfactory range of well-supported extra-curricular activities, including physical education clubs, takes place during lunchtimes and after school during the year. Activities provided include drama, science, percussion and stitching. A broadly satisfactory programme of additional educational visits is organised and residential camps are provided for the older pupils to further enhance learning and personal and social skills.
24. The school makes good provision for pupils' personal, social and health education through class and whole school assemblies and the science and religious education curriculum. An appropriate programme of sex education and drugs prevention education is provided for older pupils and a scheme of work for personal, social, health and citizenship education is in place throughout the school.
25. The programme of visits and visitors makes a satisfactory contribution to pupils' understanding of the responsibilities of being a member of the community. The school has satisfactory links with the local community and a range of visitors from the local community bring their expertise to the school. The school has good relationships with its partner institutions. Nursery children visit the school before attending and Year 6

pupils visit the schools to which they will be moving at the end of Year 6. Tutors from the secondary schools visit the school and talk to teachers and pupils.

26. The school makes satisfactory provision overall for pupils' spiritual, moral, social and cultural (SMSC) development. This is less good than standards found in the previous inspection, when the school's provision for spiritual, moral, social and cultural development was characterised as 'very good'.
27. The school's provision for pupils' spiritual development is satisfactory. Through classroom 'circle times', the religious education syllabus and linked assembly themes such as 'Celebrations', the school provides pupils with knowledge and insight into values and beliefs and enables them to reflect on their experiences. The weekly 'Celebration' assembly effectively encourages a whole-school climate in which pupils respect each other and the different talents each have. The school complies with statutory requirements for a daily act of collective worship.
28. The school makes satisfactory provision for pupils' moral development. The principles distinguishing right from wrong are promoted appropriately and consistently throughout the life of the school. All forms of equality, racial, social, religious and academic, are promoted consistently by all school staff, who provide appropriate role-models.
29. Provision for pupils' social development is good. In the best cases, pupils are encouraged to work co-operatively and to take responsibility for their work and for others, and the success of this is evident in the way pupils behave in lessons and at playtimes. They are encouraged to develop empathy for less fortunate children through support of charitable causes and are responsible for day-to-day school routines, such as taking registers to the office, tidying the library and keeping the school tidy. These responsibilities increase appropriately as pupils get older with the brightly-bonneted 'Playtime Crew' taking responsibility for looking after younger children during break times. Through elections for, and active participation in, the School Council and the personal, social, health and citizenship curriculum, pupils are encouraged to relate well to each other and to show mutual respect for others' needs, interests and feelings.
30. The school's provision for pupils' cultural development is satisfactory. Pupils are taught to appreciate their own cultural traditions and are given appropriate opportunities to develop an understanding of the diversity of other cultures. Cultural development is encouraged through multi-cultural reading and 'Big Books' in literacy lessons, music from other cultures in assemblies, studies of contrasting communities in geography and the study of other religions in religious education lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school takes satisfactory care of its pupils. Teachers know them well, and keep individual records of their predicted grades in national tests, based on their previous attainment. Pupils benefit from a consistent group of adults working with them because each class has its own classroom assistant and midday supervisor. The school provides a good level of all-round care for pupils with Statements of Special Educational Need. The headteacher has a good awareness of child protection issues, and has planned specific training for all those working with children. The midday supervisors are also being trained for their roles, and this is good practice.
32. Pupils who are injured or unwell at school are looked after satisfactorily. Incidents that have a health and safety implication are carefully noted. The school is alert to matters that impinge on pupils' health and safety, including internet security, but no risk

assessments have taken place, monitoring has no external perspective and governors are not sufficiently involved. Concerns from the last inspection report have been dealt with satisfactorily.

33. The school has been able to raise its attendance figures this year. The recording system is in transition, and when fully computerised and properly interrogated, will be a useful tool. Parents are not routinely contacted on the first day of absence.
34. There are effective reward systems for good behaviour, to an individual, a class and a team. The procedures for dealing with serious discipline issues are effective and fair. There are some inconsistencies in managing behaviour at classroom level, especially evident in the Year 2 class. The school makes sure that all parents receive copies of the policies.
35. At the time of the last inspection, assessment included statutory tests and informal assessment. Informal assessment was considered to be a strength of the school. Overall procedures were less well developed and applied, and target setting was limited. Work was always marked, usually with ticks but targets were rarely set for future improvements. The school has other testing materials as well as the statutory tests. Information from these is at the early stages of being used for target setting and tracking of individuals, groups and cohorts. Pupils have a range of targets which include group literacy and numeracy targets. End of Year 2 and Year 6 targets and targets for pupils with special educational needs are set. A group of teachers are becoming involved in tracking and are working with the headteacher on how to use information on progress and tests results as a tool for raising attainment.
36. Marking is unsatisfactory. Many pieces of work are unmarked and much marking consists only of a tick. In the best examples of marking, pupils' work is assessed against the learning intention, with suggestions for improvement. However, as yet, pupils are not being given time to respond to these comments.
37. Some teachers are beginning to use different strategies for assessment and marking. For example, in Year 1, pupils were being taught the correct use of question marks. The teacher made a statement or asked a question and asked pupils to hold up a card with a question mark or full stop. The teaching assistant and teacher could immediately assess who had grasped the concept, give feedback and explain further as necessary.
38. Peer marking is underdeveloped as is self-evaluation. However, good examples of peer assessment were seen in Year 5 and Year 6 where pupils discussed and assessed the performance of their peers and made comments to the teachers who developed them further. Their views were valued by their peers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents support the school and its work, and many are pleased with the improvements they have seen. Parents are reluctant to turn out to formal meetings: there were none at the last annual governors' meeting and only seven attended the pre-inspection meeting. However, just over a third completed the pre-inspection questionnaire, which showed strong support for the school's work in helping their children to behave well and enjoy their time in school. Those responding felt the school was approachable and the teaching good. The inspection evidence shows that the quality of teaching overall is satisfactory.

40. Parents were concerned about the amount of homework provided, and almost a quarter did not feel the school works closely enough with them. This is an area to work on. The school tries hard to communicate with parents, but is not effective enough in managing the flow of information. The good things that happen in the school are not being shared with parents. Parents need to play their part, because none attended the jubilee display last year. The Friends Association has an important social and fundraising role, and its events are well attended.
41. Written reports are full of detail about what the child knows, understands and can do, but do not clearly tell parents the two important things: how their child is getting on and how they could improve. Parents do not get a statement about their child's achievement, either measured against national standards or their own capabilities. Armed with this, and with guidance on how to improve, parents would be able to give more support at home. They are already giving more support for reading at home than at the last inspection. One parent commented that they represent an 'untapped resource' for the school. Parents' committed support is essential in order to raise standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Overall, the leadership and management of the school provided by the headteacher, deputy headteacher and other key staff are judged satisfactory because partnerships are still being developed. The key issues for action from the last inspection report have been addressed adequately in most areas, and partially in ensuring that the using and applying aspect of mathematics and experiment and investigation in science are developed. Assessment practice in subjects other than English and mathematics is inconsistent, including marking. Since the 1997 inspection, standards fell back sharply in 2000, but have risen again in English, mathematics and science, as shown by the 2002 national test results for eleven-year-olds.
43. The headteacher is supported well by the deputy headteacher and there is evidence of a strong partnership developing that makes full use of the deputy's talents and skills. There is still room to develop further the role of teachers with curriculum responsibilities. They lack some understanding about their leadership responsibilities in raising standards in their subject areas, and this weakness is yet to be addressed by the school through in-service training. The monitoring, evaluation and development of teaching by the headteacher are ineffective, and the quality of marking is weak across the school. Additionally, the monitoring of teaching has not successfully tackled the weaknesses of behaviour management in the Year 2 class.
44. There are sound procedures in place for the induction of new and newly qualified teachers to the school. The school has taken appropriate steps to ensure that performance management procedures are in place to support staff development.
45. The school has satisfactory links with the playgroup and local secondary schools. The school works hard to promote equality of opportunity. The development plan is outlined in detail for one year, and broadly for three years. The last inspection found the development plan not to be costed: this is no longer the case.
46. The school complies with the 'Code of Practice' for special educational needs. Further co-ordination is required to clarify the range, scope and functions of the teaching staff, to ensure that their planned work relates closely to the targets laid down in the pupils' individual education plans. Support from classroom assistants for these pupils is good, especially for pupils with Statements of Special Educational Need. Pupils of most

abilities are included well in all lessons and school activities. The inclusion of higher-attaining pupils is variable. Resources are satisfactory and are usually provided in the classrooms where most lessons take place for the majority of pupils with special educational needs. Specialised resources to use with computers are not yet fully in place.

47. The governing body fulfils most of its responsibilities, apart from not fully meeting the requirements for information given to parents in the governors' annual report. The reports to parents about their children's progress meet requirements. There are new members of the governing body, and governors are working to achieve a coherent working pattern. The governors have an appropriate committee structure that assists them to manage their work effectively. They have a sound understanding of the strengths and weaknesses of the school. They are establishing focused visits and committees, so that governors can be suitably informed about the school. They are beginning to work effectively as 'critical friends'. Relationships with the school are good.
48. Overall, the school monitors its performance satisfactorily. The headteacher has a sound knowledge of the school, is addressing the school's weaknesses and setting appropriate targets for school improvement and curricular planning. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are appropriately used to promote the pupils' learning. The governors oversee all aspects of the school's income and expenditure. The recent audit of the school's finances identified some areas for improvement, and these have been suitably addressed. The day-to-day management of finance is satisfactory. In order to ensure best value for money, three quotations are obtained when significant expenditure is planned. The school utilises ICT for administration, although not yet in all areas such as assessment. Criteria to determine how well the money used is spent are not yet established, but the governors have a finance policy in place. The strategic role of governors is satisfactory.
49. The staff, who are involved with children in the Foundation Stage are suitably qualified and experienced. Overall, staffing requirements are met and there are sufficient well-qualified teachers to allow the curriculum to be taught effectively, although some teachers lack confidence in teaching the full range of ICT. The support staff are well qualified although there is a lack of training for some learning support assistants supporting pupils with Statements of Special Educational Need. The support staff make a strong contribution to the quality of teaching and learning at the school.
50. Accommodation in the school as a whole is satisfactory although there are some significant weaknesses. Overall, the accommodation allows the curriculum to be taught effectively. The Year 2 classroom is in a demountable building that is quite unsuitable in size and condition. However, the governors and school intend to improve and expand the accommodation and it is planned that seven new classrooms will be built and operating by September 2004. This will take account of the many new houses being built in the village. The school has no ICT suite and the library is housed in what would pass for a large cupboard. The recently built Reception and Year 1 classrooms, and staff room represent 2003 standards of accommodation.
51. Learning resources are satisfactory overall, and provide adequately for the curriculum. In the core subjects of English and mathematics they have been improved to provide for literacy and numeracy teaching. There are a number of outdated and worn copies of books in the library, and the books in classrooms would benefit from being improved and increased. The present range of computers exceeds government recommendations.

52. Statutory requirements are met in most areas, with the exception of the information given by governors to parents in their annual report. The quality of provision for pupils' personal and social education is good; the quality of teaching is satisfactory with many examples of good lessons seen, and the quality of the school's leadership and management is satisfactory overall. The headteacher provides good leadership. Pupils' attitudes and behaviour are good across the school. The cost per pupil is just above the lower quartile. These factors mean that the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise attainment, and ensure that all pupils achieve as highly as they should, the headteacher, governors and staff should:
- (1) Ensure that the leadership of the school concentrates on raising standards across the school so that they reach national averages by:
- using monitoring and evaluation more rigorously to improve the overall quality of teaching and learning and to raise standards especially in English, mathematics and science;
 - giving clearer guidance to teachers about how to raise standards;
 - raising teachers' expectations of what pupils are capable of achieving in all areas but especially in writing across the school.
- (Paragraphs 2-5, 12-15, 43, 65, 72-76, 81, 82, 86, 96, 102, 114)

- (2) Improve the consistency of the assessment of pupils' progress by:
 - improving the quality of marking across the school;
 - developing the use of assessment to better inform lesson planning.(Paragraphs 12-15, 18, 36, 38)
- (3) Ensure that teachers' curricular planning provides for pupils of all abilities, including those with special educational needs and higher-attaining pupils.
(Paragraphs 6, 13, 14, 46, 85)
- (4) Develop parental involvement in helping to raise pupils' standards, and improve the quality of reports to parents about the progress of their children.
(Paragraphs 33, 40, 41)
- (5) Speedily develop the use of ICT in all curriculum areas.
(Paragraphs 73, 85, 89, 94, 99, 115, 120)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that the governors' annual report to parents meets statutory requirements.
(Paragraphs 48, 53)
- Rapidly improve the co-ordination of English and geography.
(Paragraphs 80, 105)
- Improve the book provision in the school's library and classrooms.
(Paragraphs 51, 77, 78)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	24	15	3	1	0
Percentage	0	10	50	31	6	2	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	216
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	48

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
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
	2002	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	11
	Girls	15	12	11
	Total	24	20	22
Percentage of pupils at NC level 2 or above	School	80 (40)	67 (44)	73 (68)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	13	12	12
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	73 (56)	77 (68)	77 (48)
	National	85 (85)	89 (89)	89 (89)

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
	2002	8	15	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	10	12	12
	Total	16	18	18
Percentage of pupils at NC level 4 or above	School	70 (39)	78 (35)	78 (57)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	10	11	11
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	65 (50)	70 (36)	70 (41)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
216	2	1
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	22.04
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	241

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	452810
Total expenditure	449863
Expenditure per pupil	2216
Balance brought forward from previous year	24837
Balance carried forward to next year	27784

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
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	216
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	28	7	0	0
My child is making good progress in school.	55	33	9	1	1
Behaviour in the school is good.	41	57	0	0	3
My child gets the right amount of work to do at home.	41	38	12	10	0
The teaching is good.	41	49	3	3	4
I am kept well informed about how my child is getting on.	39	39	14	4	3
I would feel comfortable about approaching the school with questions or a problem.	60	34	4	1	0
The school expects my child to work hard and achieve his or her best.	49	43	4	0	3
The school works closely with parents.	38	39	17	6	0
The school is well led and managed.	39	39	12	1	9
The school is helping my child become mature and responsible.	49	45	3	1	1
The school provides an interesting range of activities outside lessons.	39	38	12	7	4

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

54. At the time of inspection, in the middle of the summer term, a minority of children in the two Reception classes had been in school since the beginning of the school year in September. The majority of children had joined the school later, at the start of the spring term in January, and had been attending school for only a term and a half. By the time of inspection, most children had reached their fifth birthday. Most children attend pre-school or nursery prior to joining the Reception classes and the Foundation Stage teachers have developed good links with the local nurseries. Although it is not now statutorily required, the school has continued to undertake local education authority 'baseline' assessments of basic skills within the first half term of children entering the school. The staff will undertake new national 'profiles' due to be completed for the first time at the end of this current school year. These 'Kent Baseline Assessment' results indicate that although attainment varies widely, the overall attainment on entry of the current cohort of children is, as it has been in previous years, well below average. This is particularly so in the area of communication, language and literacy where attainment on entry in reading is 39 per cent below the county average, in writing is 49 per cent below average, and in mathematical development where attainment on entry is 40 per cent below average. Inspection findings confirm that although most children make good progress during their time in the Reception classes, a significant minority of children have not attained expected standards in the Early Learning Goals by the age of five. Overall attainment on entry to Year 1 is below expectations.
55. Teaching in the Foundation Stage ranges from very good to unsatisfactory and is satisfactory overall. Although the two teachers base all lessons on the Early Learning Goals for the Foundation Stage, incorporating information about children's basic skills gained from the detailed ongoing assessment undertaken on a daily basis, the quality of planning and teaching in one class is significantly better than in the other. The Foundation Stage co-ordinator is a well-experienced teacher with appropriate 'Early Years' training and has a good knowledge of the needs of young children and the requirements of the Early Learning Goals and Stepping Stones for Learning. As a result, learning is very carefully planned under the six areas of learning with the focus very much on developing personal and social skills during the first few weeks in school. In the best cases, teachers and other adults make good use of appropriate vocabulary and questioning with the result that a good learning atmosphere is generated and children remain interested and attentive. Teachers and learning support assistants work together well as a team and other helpers, including volunteer parents, work well in co-operation with the teachers, supporting and encouraging the children well. However, in one lesson observed, this was not the case and children were given a very limited and inappropriate range of poorly paced activities with the result that they became restless.
56. Provision for children with special educational needs, is satisfactory. The two teachers identify children who give 'cause for concern' at an early stage. In the best cases the teachers have very good relationships with the children; they value and encourage talk, explain clearly, challenge through skilled questioning and listen to the children's responses, with the result that the children quickly gain confidence and make good progress. The teachers resource and organise an interesting and exciting variety of activities with a clear purpose, both indoors and out, which leads to a developing level of confidence and growing independence. Accommodation for the Foundation Stage is good overall. There is good provision for outdoor activities via a secure and well

resourced outside side area adjacent to the classrooms used regularly for play with large wheeled toys and climbing equipment and other teacher and child-initiated activities.

Personal, social and emotional development

57. Children's personal, social and emotional development is below expectations on arrival in the Foundation Stage but they quickly become confident in their surroundings, moving to their chosen task or activity independently. By the end of the Foundation year, children's attainment is broadly in line with that expected nationally. The majority are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in whole-school assemblies, in introductions to lessons, and when involved in a task. Most acknowledge the need for help, seek help appropriately and understand the need for agreed values and codes of behaviour. This was evident during a 'Circle Time' activity when children were discussing class rules, being friends, being polite, saying 'please' and 'thank you', and voting on whether they felt that the class should have 'Be Happy' on their list of class rules. The majority respond positively and confidently to a range of experiences, forming relationships, taking turns, sharing and co-operating well, and paying an appropriate amount of attention to the task given to them, although a minority lack confidence in offering ideas or answering questions. Most children develop appropriate relationships with their peers and with adults, approach activities enthusiastically and positively and behave well both within the classroom and around the school. In the best cases, the Foundation Stage team organises an interesting and exciting variety of activities with a clear purpose, which leads to a steadily growing level of confidence and independence.

Communication, language and literacy

58. In this area children's attainment is well below expectations for their age on entry to the school, with a particular weakness in speaking and listening skills, and attainment remains below expectations by the age of five. This has a significant effect on their progress and attainment in most areas of the curriculum as they move through the school. Most children are beginning to associate sounds with patterns, words and letters; they are able to recognise some letters and are able to pronounce them and point them out on the page. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing, writing over the teacher's writing, beginning correct letter formation and copying under their teacher's examples. Although most children have the confidence to speak in 'Circle Time' activities, a significant minority need sensitive encouragement to do so. Most are using simple grammatical structures and their self-confidence to speak to others about their wants and interests is emerging.
59. Children make a good start to reading in the first few weeks in school. All have book bags and regularly take home picture books – building up vocabulary needed for their first simple reading books. Parents are provided with a 'Home Reading' contact book and a personal contact book in which messages are sent from teacher to parent and vice-versa. Children develop a love of books; for example, during 'free choice' activities, children were observed choosing to enter the book corner and sit quietly looking at large picture books, 'reading' from front to back with obvious enjoyment. 'Listening stations' are equipped with story tapes and headphones for children to listen to stories as a free-choice activity. In lessons and activities observed, children undertaking a 'phonics' activity were offering words beginning with 'g' – 'green', 'gate', 'garden', but also 'ging' and only a minority of children were able to identify 'g' at the end of a word. Children concentrating on the letter 'd' said it was a 'b' when asked, they could not offer a word

beginning with 'd' but could give examples of words beginning with 'b' – for example, 'bird' and one girl offered 'bucker' – pointing to her shoe. In the best cases teachers have appropriately high expectations, good classroom management skills and a good rapport with the children leading to a high level of motivation and a good quality of learning.

Mathematical development

60. In this area children's attainment is well below expectations on arrival and remains below expected standards by the end of the Reception year. A significant proportion of the youngest children are unable to count from 1 to 5 and beyond; only a minority recognise the numerals 10 to 20 independently and are able to sequence them correctly. For example, with each child holding a card, those holding numbers 1 to 5 are asked to stand up; children holding numbers 11 and 13 stand up whilst a boy holding 3 does not move. They further develop their ability to write and recognise numerals through such activities as drawing numerals in sand, playing a range of mathematics games, working with two-dimensional and three-dimensional shapes to develop their understanding of pattern, shape and colour, and activities to reinforce the vocabulary of position. Through physical activities, as in the physical education lesson observed in the hall, children reinforce their concepts of two-dimensional shape, drawing squares and triangles in the air with their hands and arms, repeating associated mathematical vocabulary. The teaching of mathematical development is satisfactory overall but ranges from good to unsatisfactory. In the best cases, the teacher plans activities well and the quality of support from learning support assistants is good, activities are matched appropriately to children's ability and a good pace is maintained throughout the lessons. In the one lesson where teaching was judged to be unsatisfactory, activities were not well planned with reference to children's prior attainment and the pace of activities was set largely by the children who completed activities and wandered about the classroom waiting to be told what to do next.

Knowledge and understanding of the world

61. In this area of learning children's attainment is below expectations. Children work at the class computer typing their names into a word-processing program, matching animals and counting ice creams. They indulge in role-play activities together, playing in Jack's Castle and in the class shop, setting up the cash register with coins and a supply of paper to produce a shopping list. They select appropriate materials and develop building, constructing and joining skills through such activities as model building with construction kits, working with 'play dough' and sticking and gluing models made from 'found' materials. During the year, children experience a wide and interesting range of exciting activities. They explore the local environment, bringing in baby photos for a display designed to develop their understanding of chronology. Children went on a walk through the village to look at the new building work. However, when asked by their teacher what was the name of the nearest big town to Iwade, no child could offer a suggestion. Teaching in this area ranges from good to satisfactory; in the best instances an interesting and well-supported range of directed and self-selected activities indoors and out are provided that systematically move children on with their understanding.

Physical development

62. Children's attainment in this area is below expectations. In 'free choice' activities in the classrooms, children develop their manipulative skills using a wide range of small construction equipment such as 'Lego' with developing confidence. They develop their

pencil grip and control by a range of writing and colouring activities and by making models using malleable materials such as plasticine and play dough. Children develop their co-ordination skills outdoors, driving large-wheeled vehicles around the playground and working on apparatus in the school hall. In a physical education lesson observed in the hall, children demonstrated a wide range of ability, some reacting spontaneously and rather immaturely to the music and only a minority moving with the control and co-ordination more typical of the age group. Teaching in this lesson was good; the teacher demonstrated very good management skills, organised resources well, planned activities well with good cross-curricular links and moved activities along at a good pace with an appropriate blend of praise and direction.

Creative development

63. Children's attainment in this area of learning is satisfactory overall. They enjoy role-play and become involved and appropriately engaged in imaginative role-play games. They are given opportunities to explore a range of media and materials and produce an appropriate variety of art work – for example, making 'house' collages using pasta and pulses and painting repeating patterns on clay pots with care and patience. They sing songs such as 'Baa Baa Black Sheep' with enthusiasm and respond to the moods and tempo of music with appropriate body movements, joining in with appropriate actions. Teaching in this area of learning is satisfactory overall; creative activities are included in a well-organised range of activities with all resources readily at hand and available for the children to use.

ENGLISH

64. At the time of the last inspection, attainment in English had declined from the previous Year 2 and Year 6. However, English was judged to be broadly in line with national expectations based on observations and work scrutiny. In this inspection, standards in both Year 2 and Year 6 are judged to be below national expectations. This is partly owing to the higher number of pupils with special educational needs in the Year 6, and well below average attainment on entry to the school. Tentative results in Year 2 in 2003 show a decline to 48 per cent Level 2 and above (13 per cent Level 3) in reading and 52 per cent Level 2 and above in writing (3 per cent Level 3.) These standards are well below expectations in reading and very low in writing when compared with similar schools. Pupils who attain at the higher level in reading and writing are few in number and well below national levels. Boys perform slightly better than girls in both reading and writing in Year 2 tests, and in 2002 performed better than other boys nationally which was different from the National trend. However, by the end of Year 6 they are performing at a similar level in tests and close to national averages.
65. Teacher assessment in Year 6 for 2003 predicts an improvement from 69 per cent to 75 per cent, which is in line with national expectations. Ten per cent of pupils are expected to achieve Level 5, which is a decline on the previous year and below national expectations. However, test results are not available to validate this. Standards of work seen in Year 2 and Year 6 are below national expectations and do not reflect the test levels. No work was seen at the higher Level 3 or 5.
66. The reasons for these low standards can be explained by turbulence owing to frequent changes of teaching staff on the pupils' journey through the school. One third of the current Year 6 class is on the special educational needs register. Furthermore, although the current headteacher has established good systems of tracking and target setting to raise teacher expectations, they have yet to raise results.

67. The teaching of literacy is satisfactory overall, with some good and very good teaching seen. However, much of the work that pupils complete is unsatisfactory in relation to content, quantity, presentation, spelling, grammar and use of language. There are satisfactory examples in classes where marking has helped pupils to improve their work.
68. In Year 2 pupils speaking and listening are average. In lessons, they listen well to each other, but less well to their teacher during lessons. They enjoy stories and poems. Most pupils speak clearly and fairly fluently for their age. They are able to express their ideas, wants and needs. Most pupils are confident about speaking and enjoy class discussions. They are able to explain events and their descriptive vocabulary is developing. However, it was noticed that boys tend to dominate class discussions, and girls take a more passive role. Only one drama lesson was observed during the inspection. Here, the effective partnership between the teaching assistant and teacher in Year 1 led to a humorous question and answer game which extended pupils' speaking and listening skills, when describing an animal.
69. Pupils in Year 6 attain good standards in speaking and listening. In a geography lesson, they were able to articulate clearly their concerns about the changes to their village. Their arguments and reasoning were laid out well and supported by evidence. Pupils speak with confidence and listen with concentration in a range of situations. For example, they participated in a discussion about the story 'The Singing Bone' and could discuss why the views expressed in the story may not be acceptable now because parents cannot offer marriage as a prize for doing a good deed. They are able to work well in pairs and listen well to each other's suggestions for reviewing and evaluating their ideas and work and can take part in group discussions sensibly. Pupils in other year groups enjoy stories and discussions and usually listen well to each other and their teacher.
70. Pupils' reading skills in Year 2 are below average, with no pupils heard reading at the higher levels. Most pupils could read accurately, using phonic knowledge of initial letters and some blends to work out unfamiliar words. Lower-attaining pupils have average phonic knowledge and use picture cues to help them. However, expression is weak for all pupils, and few are able to interact with the text, discuss the story spontaneously or predict what might happen next. Pupils enjoy opportunities to read in a group with their teacher or classroom assistant. Pupils enjoy reading and read freely at home and at school. A greater focus on drama would help pupils with expression when reading. Pupils are given good support by their parents who encourage reading at home and complete reading records on a regular basis.
71. In Year 6, standards of reading are below average, with only one pupil heard to read at the higher level. Pupils enjoy reading and read a range of texts including popular fiction, non-fiction texts and classics such as 'Lord of the Rings'. They make their own choices of books and their teacher will make suggestions if he considers they need to read a wider selection. They are able to make use of non-fiction texts to support their learning across the curriculum. Lower-attaining pupils can read confidently and often fluently at their own levels, and have a variety of sound strategies with which they can tackle new words. They understand what they have read, and can discuss events and characters in the story. Some pupils can discuss inferences in the story and predict events and give examples from the text to support these ideas. Expression in reading is a weakness overall. Even when pupils are given time to prepare, they lack the strategies of expression such as, using dramatic tone to engage an audience. Most pupils can use indexes and have basic library skills. However, the school library is very limited in resources to support the use of reference materials such as encyclopaedias.

72. Pupils' writing is below national expectations in the Year 2 class, and expectations by the teacher are low. The higher-attaining pupils are able to write a few simple sentences using simple vocabulary and punctuation. Although pupils use phonic skills in reading, these skills are not applied to their writing. Pupils' recording skills are slow. The introduction of cursive writing has made a difference for some pupils, but presentation and speed of recording are poor overall. Spelling is weak and pupils do not make use of wider vocabulary from stories and poems and learning in other subjects. Descriptive writing is limited with little use of adjectives or imagery. Pupils are given insufficient opportunities for extending writing or to draft and redraft. Insufficient use is made of opportunities to write in other subject areas other than for brief research activities.
73. In Year 6, standards in writing are below average for this age group. Pupils are unable to transfer their thoughts to paper and they record ideas slowly. Descriptive writing is unsatisfactory and, although pupils can describe characters and events using imagery and ideas from poems and stories they have heard, this is not usually evident in their written work. There is little evidence that pupils have been taught grammar and only very simple punctuation is used correctly. Less able pupils are generally expected to complete the same work as other pupils at a different level. However, the expectations of what they should achieve are rarely explained. An explanation for the unsatisfactory work and standards in Year 6 may be that a supply teacher has taught pupils for half the week for much of the year. It also reflects the number of pupils with special educational needs in the current Year 6 class. There are few examples of other subject areas being used in literacy, particularly ICT. Book making opportunities have been limited.
74. Spelling is weak, in most classes simple spelling and grammatical errors are not identified for correction or future teaching, and expectations are low. However, in Year 3 pupils learn their spellings at home (different spellings for different abilities), practise them during the week and are tested and assessed with the use of a simple whiteboard technique.
75. The content of writing in all year groups is below national expectations and descriptive writing overall is weak with little use of adjectives or imagery. An exception to this was the Year 5 work on Victorian childhood where pupils wrote diaries and accounts empathising with children from different social classes.
76. In all classes except Year 2, standards in literacy are the same as those found in English, and development of literacy skills across the curriculum is also the same. Literacy skills are below average standards in all classes. A basic problem is caused by slowness in writing and spelling, which impedes the setting down of ideas and the flow of thought and understanding. Teachers' expectations are very low from the standards of work seen. ICT is not used to its full potential to support the teaching of literacy and to improve presentation. An exception to this was in a Year 3 literacy lesson. Pupils drafted diary entries and a letter to a friend on the computer following on from work on 'Dear Greenpeace'. The pupils worked in partnership, were enthusiastic about their work and could lay out a letter correctly, review and revise their work, save, print and log off.
77. In Year 2, the teaching of literacy is unsatisfactory. In other classes, it is satisfactory and often good or very good. Teachers' planning is appropriate and takes account of pupils' differing needs and abilities. However, opportunities to write across the curriculum and for extended pieces of work are limited. Teachers' expectations of outcomes during the lesson are often low. Marking is unsatisfactory and is insufficiently

focused on improving learning. In some cases, pupils' work is not marked at all. Overall, teachers' knowledge of pupils' attainment against the National Curriculum is limited. For example, pupils identified as higher-attaining are often of average ability when compared nationally. A new tracking and target system has been introduced by the headteacher and test results are being analysed by a small group of teachers. The school is beginning to use this data to track progress of individuals and groups, set targets for future attainment and to raise expectations. Targets are set for groups of pupils, but any individual targets are not yet shared systematically with pupils.

78. Resources for the subject are unsatisfactory and the library is a particular weakness. There are too few books and many are old and out of date. Some categories are under represented. The library area is too small for the number of pupils. The library monitors are responsible and enjoy their duties.
79. The co-ordination of English is unsatisfactory. The co-ordinator has been in post since September and although she has received time to audit English provision, there have been very few improvements. She has identified a need to improve resources for boys and purchased story sacks, which at present remain in Year 2. She has organised book fairs and a book week with visiting authors. The improvement plan for literacy does not focus specifically on raising attainment and the strategies to achieve this, including monitoring, tracking of pupil progress and staff training.

MATHEMATICS

80. At the time of the last inspection, standards were judged as average by the end of Year 2 and Year 6. This inspection judges standards to be below average by the end of Year 2 and Year 6. This reflects the overall lower attainment on entry to the school and the third of pupils in the current Year 6 class on the special needs register. The 2002 national tests showed an improvement compared with the 2001 results. The school is unlikely to meet its 2003 targets for mathematics, because the proportion of pupils likely to attain the higher Level 5 is half of what was achieved in 2002. The majority of pupils, including those with special educational needs, make sound progress across the school.
81. The quality of teaching and learning is satisfactory in Years 1 and 2 and leads to steady progress by the majority of pupils. Previous work shows most pupils work at an appropriate level. During a lesson the higher-attaining pupils were very keen to take part in the mental activity session. About a third of the class volunteered the answer to questions such as, '14+26' and '21+26'. Lower-attaining pupils experienced difficulty when adding two domino cards to make 10 whereas the higher ability pupils were adding three and four domino cards together accurately. Pupils' work on place value, and in previous work showed a limited understanding of halves and quarters. They show sound skills of doubling and halving, and extend their knowledge of two-dimensional and three-dimensional shapes. They satisfactorily collect a variety of data and represent this in chart and graph forms for investigations. Not all previous work is dated and there is a preponderance of worksheets. In Year 1, pupils' recording is accurate for about half the class. When errors are made, pupils have little concept of the correct size of an answer. For example, an error was '5-2=6' and pupils had very little idea that their counting was wrong.
82. In Years 3 to 6, the previous work seen was satisfactory but was let down by poor presentation and unhelpful marking in some classes. In the lessons observed the quality of teaching and learning was good in three out of four lessons. In lessons, work was well planned for all ability groups and teachers managed the lessons well.

Teachers were keen and their approach motivated the pupils well. The Year 6 lesson had a brisk pace and was challenging for all. The higher-attaining pupils worked hard on finding strategies for adding two numbers, such as $648+468$, at speed. The teacher's brisk pace ensured that all pupils stayed well on task. The lesson planning catered for different activities for pupils of differing ability. For example, the lower-ability group were given good support by the classroom assistant. The good summing up of the lesson showed just how much they had learned. The teacher had good relationships with the pupils and ensured a good working environment, where pupils were attentive, well behaved and keen to learn. A scrutiny of work shows pupils in Year 6 make sound progress and work at levels relevant to their abilities. They use efficient written methods for computation, such as short multiplication and division, and higher-attaining pupils are able to do long multiplication and division. Pupils work at a sound level with fractions and percentages and they use this knowledge to work out everyday problems. They show a good level of understanding of regular shapes and their properties and find the lines of symmetry on a variety of shapes. They use and apply their knowledge of decimals and they measure reasonably accurately for length, capacity and temperature. Higher-attaining pupils accurately convert kilometres to miles and vice-versa. They also show some understanding of using letters to represent numbers in mathematical functions. For example, ' $4+x=7$ ' therefore ' $x=3$ '. In Years 3 and 4, pupils show sound understanding of mathematical operations to 100, they have some understanding of Venn diagrams and a good understanding of place value. However, work is often let down by being undated, poorly marked with little helpful feedback and being messy in presentation.

83. Teachers are secure with the National Numeracy Strategy and they apply it well. In Years 3 to 6 and in Year 1, teachers show good management of the whole class and groups, and pupils with special educational needs are well supported. Pupils of all abilities are included well in lessons, especially the mental '*warm-up*' sessions. 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 well-matched activities they concentrate and work well.
84. 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 the development of mathematical skills and to extend pupils' knowledge and skills in ICT
85. The subject is satisfactorily managed. The co-ordinator has worked hard to raise standards across the school, and this work is beginning to influence standards in the subject. Assessment of work and analysis of other assessment data is satisfactorily used to identify areas for development and to set pupils' targets. The analysis of results informs teachers' planning, although there is room to improve the range of activities for the most able and least able in classes. Individual education plans for pupils with special educational needs are not always taken account of in teachers' lesson planning. Marking is still inconsistent. However, in some classes it is good, and helps pupils to improve their work. There is room to improve the use of ICT as a tool for learning in all lessons. Resources are adequate and accessible.

SCIENCE

86. Attainment in science is below expectations by the end of Years 2 and 6. This is not as good as the attainment level found in the previous inspection. Although pupils are now

making satisfactory progress as they move through the school owing to recent significant improvements to the curriculum, these changes have not been in place for sufficient time to fully overcome the gaps in pupils' knowledge. However, the changes put in place, with science lessons now time-tabled on a weekly basis and, in most cases, more attention being given to investigative science in Years 1 to 6, have clearly had a positive improvement on the quality of both teaching and learning in science throughout the school. A scrutiny of work undertaken during the school year indicates that pupils in most classes have undertaken a range of appropriate science activities covering all attainment targets, studying life processes and living things, materials and physical processes. However, a close analysis of pupils' work books and frequently undated and poorly presented worksheets, undertaken during the current school year suggests that, despite sterling work by the subject co-ordinator, opportunities for scientific enquiry still vary significantly between classes. Teachers' expectations are not yet consistently high enough throughout the school. The use of books to record work were introduced only a few weeks prior to the inspection.

87. Year 1 pupils, on a walk around the school, were listening to sounds around them carefully and identifying what happens when a sound source comes closer or moves away. In Year 2, pupils following-up a sunflower planting activity prior to half-term were observing the growth of their seeds and considering evidence and evaluating it, comparing their sunflower plans with photographic evidence. They described simple features of living things and communicated their findings by talking and drawing, but at a level below that normally expected at the end of Year 2. Year 3 pupils sorting foods by type offer strawberry, potatoes, apples, tomatoes and cherries as 'food plants', 'MacDonalds' as a 'type of food' and 'healthy and unhealthy' as a way of categorising and sorting foods. They were considering evidence and evaluating, producing simple comparisons and identifying simple patterns and relationships, many at a level more often expected of Year 2 pupils. Year 4 pupils on an 'organism hunt' in the school field understand that, beside mini-beasts, the category 'organisms' also includes plants as well as humans and bacteria. They use simple equipment appropriately and carry out systematic observations. Pupils demonstrate an appropriate understanding of the importance of collecting data to answering questions. During the school year, pupils in Year 5 have studied electricity and looked at ways of keeping healthy. In Year 6, pupils planned a suitable electrical circuit to use as a pressure switch. They needed considerable support in drawing a circuit design with electrical symbols. For example, one group designed a circuit with no leads attached to the battery. Although a minority independently achieved the objectives for the lesson, a significant proportion needed considerable support and guidance and worked at a level below expectations for their age.
88. The quality of learning in all lessons observed ranged from good to satisfactory and was satisfactory overall in Years 1 to 6. In the best lessons, pupils made good progress as a result of well-planned and well-paced lessons with opportunities for practical, 'hands-on' activities. Pupils' attitudes and behaviour similarly ranged from good to satisfactory and were satisfactory overall. Most pupils enjoyed their science lessons, worked together appropriately and tried their best. Teachers gave clear explanations and generally were confident in their subject knowledge. They plan lessons well, with clear links to the National Curriculum and good links with other curriculum areas such as English and mathematics. In the lessons observed, teachers had appropriately high expectations of pupils' work and behaviour and provided appropriate work and support for the range of abilities within their classes.
89. The subject-co-ordinator has developed a good overview of science in the school and has analysed test results to pinpoint areas of weakness. Following advice from the

local education authority science advisory service, worksheets and folders were abandoned during the school year to be replaced by exercise books. The use of books allows a clearer, linear, picture of science work undertaken during each year and allows the science co-ordinator more easily to collect samples of pupils' work across the school for analysis and to support teachers where necessary. ICT is under developed in science. Significant improvements have been made in both the quality and quantity of resources for science and there is now a satisfactory range of resources for the subject.

ART AND DESIGN

90. Only two lessons were observed in Years 1 and 2, and due to time-tabling factors, only one in Years 3 to 6. Teachers' planning, individual pupils' portfolios of artwork across the school, and displays in classrooms and communal areas of the school were analysed. From this evidence, standards are judged to meet expectations by the end of Year 2 and Year 6. This represents similar standards to the last inspection. Pupils achieve satisfactorily in this subject, take pleasure in their work, and make sound progress in art and design through the school. Pupils with special educational needs achieve satisfactorily against the individual targets set for them.
91. The quality of teaching and learning in the subject is satisfactory overall in Years 1 and 2, where pupils learn to handle media such as paint, textiles and collage materials. Pupils have the opportunity to do their own free and individual painting, such as in the pencil 'self-portraits' produced by Year 1. When copying a model of a wooden, African head, Year 1 pupils effectively used play dough and a simple tool to carve features. In Year 2, inspired by a work by Lisa Milroy, pupils designed satisfactory patterns for their intended clay tile designs.
92. The quality of teaching and learning in the one lesson seen in Years 3 to 6 was good on account of the teacher's good pace and expectations of behaviour and work. Whilst appraising a modern interpretation of a racing cyclist, pupils identified the cyclist as a 'movement in time'. When working effectively in pairs, pupils produced imaginative 'movement' pictures of each other in various poses. Most pupils began their work using Lowry style matchstick people, building on those to form ovals, leading onto body shapes and clothes. Pupils showed a keen interest and ability in this work and displayed good listening and observational skills. An analysis of pupils' work across all year groups indicates that the teaching of a range of skills in art and design enables pupils to make sound progress in their learning and to achieve satisfactory standards in what they produce. Pupils from Year 1 to 6 keep sketchbooks, which are used satisfactorily to keep records of observational drawings and details of designs, as well as features of interest in terms of forthcoming work. They use these in designing and planning their art assignments, particularly in a more structured and purposeful way in Years 3 to 6.
93. Previous work in Year 3 included water-colours in the style of David Hockney and Year 4 pupils produced basic coil pots to support their history topic on the Anglo-Saxons. Recent work in Year 5 included observational drawings, a study of the Bayeux tapestry and Islamic patterns. In Year 6, previous work included the making of an anti-litter poster using ICT, drawings in the style of Escher and the use of Buddhist art to inspire pupils' own artistic interpretations.
94. The current art and design policy is under review by the headteacher. The 'old' policy states that methods of assessments will be identified when teachers plan; this is not the case. Teachers' planning is satisfactory, and there is end-of-year reporting to parents

of pupils' performance and progress. There is room to further develop the policy, especially in the area of assessment and the use of ICT to support learning. The commercial scheme of work supports teaching and learning well.

95. The co-ordinator for art and design has already carried out some monitoring of lessons, as well as surveying planning. The co-ordination of art and design is satisfactory. The school has recently had a visiting artist who conducted a sculpture workshop, using clay, The bricks created will form the base of a time capsule, used as a centrepiece in the village square of the new housing development. Last year all pupils in Years 3 to 6 engraved and baked a brick for this project. The headteacher runs a lunchtime club for pupils interested in curve stitching, and pleasing designs are produced. There are no opportunities to visit art galleries as part of special enrichment experiences. Displays around the school are of a satisfactory quality, and enhance the communal areas of the school in an interesting way. Resources are adequate for both the practical and the knowledge-based strands of the subject.

DESIGN AND TECHNOLOGY

96. Only two design and technology lessons were observed during the inspection, a Year 3 and a Year 4 lesson. No lessons were seen in Years 1 and 2 and as a result, no judgements can be made on the quality of teaching and learning or the pupils' attitudes and behaviour in these year groups. Additional evidence was obtained, however, from a survey of the samples of work on display throughout the school, design work in some pupils' books, photographs of pupils at work during the year and from discussions with teachers and with pupils. This indicates that the attainment of pupils by the end of Year 2 and Year 6 is below national expectations. This is not as good as the standards found in the previous report. The scrutiny of work shows that in some classes there remains an insufficient focus on appropriate 'design' activities planned to provide pupils with experience of recording their ideas, planning their work and evaluating the outcome, and the general standard of artefacts produced, particularly in Years 3 to 6, is low. Although a new whole-school curriculum and scheme of work have been introduced and improvements made in both subject co-ordination and teaching during this school year, insufficient time has elapsed for these changes to have a significant impact on attainment.
97. During the current school year, Year 1 pupils have designed a home for 'Stuart Little', made photo frames, investigated and disassembled toy vehicles and designed Christmas wrapping paper using ICT. In an observed lesson, pupils were investigating, recognising and naming a variety of fruit and designing a fruit salad using pictures and words to show what they wanted to do. Pupils in Year 2 have made masks, using different methods to strengthen paper, made Gingerbread Men and designed and made a boat which would move as fast as possible across water. In a Year 3 lesson, pupils investigating skills and methods for making photo frames used lollipop sticks. They chose tools, materials and techniques appropriately to make their product, developing their ideas after considering their users and use, and considering how materials can be combined to create more useful properties. Year 4 pupils have investigated levers and linkages during the school year and used them to design and make moving pages of nursery rhymes. In a Year 5 lesson, pupils investigated which materials would allow electricity to flow as a preparation for a task to design a lamp incorporating a switch. Some pupils knew that metal 'conducts' electricity, most could explain that cables are plastic-coated to 'insulate' the bare wires and the majority demonstrated a satisfactory understanding of how electrical circuits could be utilised to provide working results. During the school year, Year 6 pupils have made papier-mache faces and 'Jinks' frames of a below average standard.

98. Although teaching in the three lessons observed was good, the scrutiny of work undertaken during the year and particularly the lack of evidence in some classes, suggests that teaching overall is only broadly satisfactory. In the lessons observed, however, the teachers explained health and safety issues clearly, demonstrated good subject knowledge, used, and expected pupils to use, the appropriate terminology and provided well for pupils with special educational needs, with the result that pupils were well motivated and made good progress. Pupils' attitudes and behaviour were very good in two of the three lessons observed and were very good overall. Pupils were very attentive to the teacher, handing out and sharing equipment responsibly and concentrated on their work without the need for constant intervention from the teachers.
99. The co-ordinator for the subject has had responsibility for the subject during the current school year and in that time has made good progress in developing an overview of the subject. Although she admits there is still 'some way to go', she has a determination to improve the 'profile' of the subject, and, hence, standards in the school. ICT is under-used to support pupils' learning in design and technology.

GEOGRAPHY

100. During the last inspection, only a small number of lessons were observed. Evidence showed attainment to be sound by the end of Year 2 and Year 6. During this inspection, an analysis of lessons and work samples show attainment to be below national

expectations overall. This is mainly due to low teacher expectations and is not as good as the standards found in the last inspection.

101. Teaching and learning in geography are unsatisfactory overall with few opportunities to study geography in other lessons and limited opportunities for first-hand experience outside the immediate locality. A good environmental lesson in Year 3 encouraged pupils to assess the area outside their classroom and suggest improvements. They designed paintings to transform an old sandpit into a raised flowerbed and researched suitable plants for the area. Support assistants worked in partnership to ensure all pupils were actively involved and to guide them in the techniques needed for painting on walls. Earlier work had included measuring the class waste and recording its recycling using graphs, which are now part of an attractive interactive classroom display.
102. In poorer lessons, the written work is often the same for all pupils. Insufficient consideration is given to the needs of pupils with different abilities. In a Year 6 lesson, pupils were animated in a discussion on the issues related to their village in terms of new developments and lack of a supermarket and petrol station. They were able to discuss and put forward a persuasive argument. However, the impact of this was lost, because the focus of the lesson was writing a news article. The length of the lesson and the confused learning intention meant that the writing did not reflect the enthusiasm and good reasoning of the discussions.
103. The geography curriculum includes the travels of Barnaby Bear, going on holiday, a study of the Isle of Struay, environmental issues, map work, and a study comparing a village in India with Iwade. Assessment in geography is unsatisfactory and is limited to occasional marking of pupils' work. In the best examples, pupils are asked questions or given suggestions for future development, but this is rare.
104. Resources for geography are satisfactory and include maps, atlases and a digital camera. Good use is made of the school environment and links have been made with local building companies. As yet, visits outside the immediate environment are limited apart from a Year 6 residential trip, and this is an area for development.
105. The co-ordination of geography is unsatisfactory. The temporary co-ordinator has only been in post since September 2002. He has been training the new co-ordinator who will take over in September 2003. He has audited resources and is in the process of writing an action plan. Although he has monitored teachers' plans this has had little impact on teaching and learning because there have been limited opportunities for feedback. Lessons or pupils' work have not been monitored. This will be essential to ensure teacher expectations are raised and pupils of differing ability are challenged to achieve their best. The co-ordinator is keen to develop cross-curricular links.

HISTORY

106. At the time of the last inspection, standards in history were in line with national expectations. During this inspection, no history lessons were observed due to timetabling and therefore a judgement about standards and the quality of teaching and learning cannot be made. Pupils' work was analysed. Pupils have had opportunities to learn about the Ancient Greeks. Year 3 pupils have made Greek temples and researched their use. They have made Greek rolling ball puzzles which pupils are enthusiastic to demonstrate. In Year 6, pupils have learned simple facts about the Aztecs combining worksheets and research activities. They have made masks. Pupils in Year 5 have learned about the Victorians and have used their research to explore the lives of Victorian children. The work covers a good range of poetry, diary writing,

accounts, research, ICT and art. Their work shows empathy with the way poor children were treated and the attitude of rich children to poor at the time.

107. The curriculum also covers 'Egyptians', 'Invaders and Settlers' and developments in technology. As yet, little use is made of educational visits to enhance the subject. Resources and artefacts are limited. Assessment is underdeveloped and relies on marking which generally consists of ticks and only occasionally suggestions for improvement. Cross-curricular links in history are developing.
108. The co-ordination of history is satisfactory. However currently, the head teacher who has many other responsibilities undertakes this. She has identified the need for more first-hand experiences and is encouraging the staff to plan for this. Resources, including artefacts are to be purchased and organised into topic boxes.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards in the subject are below expectations by the end of Year 2 and by the end of Year 6. Attainment is well below expectations on entry to the school and pupils make insufficient progress in the subject as they move through the school. Low standards in the subject are due to a variety of historical reasons. In the past, insufficient time was given to the subject, and there was a lack of a comprehensive scheme of work. Resources were poor and a significant minority of teachers had weak subject knowledge owing to insufficient training and leading. These factors have led to inconsistent coverage of the attainment targets for the subject. However, the school has dealt with these issues with the purchase and installation of a range of new resources, installed only a few weeks prior to the inspection. Staff are receiving belated, but ongoing teacher training, the school has adopted a government recommended scheme of work and has appointed a well-qualified subject co-ordinator. Consequently pupils are now making appropriate progress in the subject and attainment levels are poised to improve considerably. No lessons were observed in Year 1 or Year 2, therefore it is not possible to make judgements about the quality of teaching and learning in those year groups.
110. During the past year, Year 1 pupils have undertaken basic word-processing activities, using the 'shift' key for capital letters and using the 'return' and 'enter' keys. Year 2 pupils have undertaken literacy based activities to develop their keyboard skills, writing, for example, computer rules such as 'Don't frow fings at the kopyoot'. Pupils have used a 'draw' program and a mathematics program to develop their number bonds and used clip-art stamps to produce pictures of, for example, soldiers. Pupils in Year 3 have used a database program to produce a pie graph of types of beaches and drawn and labelled two-dimensional shapes. In a Year 4 lesson, pupils entering data about their reading books into a ready prepared database form were successfully navigating through 'menus' to find the appropriate file, opening the file and entering data. This standard of work is more usually expected of Year 3 pupils. Pupils in Year 5 learning how to 'input' data into a spreadsheet understand the need to 'highlight' a 'cell' in order to 'make it active'. They are using ICT models and simulations to assist in finding things out, in this case the cost of food for a party. Pupils in Year 6 follow printed instructions on how to create a web-page and are using the 'mouse' confidently. They change font size and style and change the size of an image but are not yet at the stage of recognising features of good page design or of integrating elements of text, graphics or sound into their presentations.
111. Pupils' attitudes and behaviour in the lessons seen were satisfactory. Most pupils enjoy the opportunity to work at the computers and work individually or with their partners

appropriately, taking turns and sharing resources. The quality of pupils' learning in lessons seen was satisfactory; most pupils respond appropriately to the opportunities for 'hands on', practical experience. The lack of a dedicated 'ICT suite' means that pupils do not have the advantage of immediate 'hands-on' practice and have to wait for their turn on a 'rota' of computer use during the week following the teacher's introductory lesson. Teaching in the two lessons observed was satisfactory. The teachers gave very clear instructions and guidance to pupils, had high expectations for behaviour, supported pupils with special educational needs appropriately, used subject vocabulary consistently and ensured that pupils did the same.

112. The co-ordinator has made good progress in a short time. An appropriate whole-school scheme of work for the subject has been put in place and the co-ordinator has overseen significant improvements in the quantity and quality of equipment. All new computers are linked through a new 'server' and new software has been purchased. However, there is currently no system for assessment, and opportunities for control and modelling are limited due to lack of resources.

MUSIC

113. At the time of the last inspection, standards were judged to be in line with pupils' ages in Years 1 to 6. During this inspection there was insufficient evidence to make a secure judgement about standards across the school, or the quality of teaching and learning. A specialist teacher from the Kent Music School took the two recorder lessons seen. Year 5 and 6 pupils enjoyed their music making. The quality of teaching was good in both lessons owing to the brisk pace, the teacher's subject expertise and the good gains in pupils' learning. Pupils showed some ability to read musical notation and, although only four lessons had taken place, pupils have reached a sound level of performance during that time. At the time of the last inspection the standards found in recorder playing were higher. Lessons have only very recently been re-instated. During assemblies pupils sing enthusiastically and tunefully. Pupils with special educational needs achieve appropriate standards and take a full part in musical activities.
114. The subject is satisfactorily led by the co-ordinator. There is a sound policy for music and classes use a commercial scheme of work. Assessment and recording of pupils' progress are at an early stage of development. More opportunities for the co-ordinator to monitor teaching would help to raise standards in the subject and to give the subject a higher profile in the school's life.
115. The school has a satisfactory range of resources. The pupils would benefit from having more books about composers in the library, and whole school displays about the 'music of the week' would further enhance provision. The use of ICT is under-developed in the subject. There are no opportunities for pupils to sing in a school choir. Opportunities to celebrate the work of composers are missed when pupils enter and leave the hall for assembly. Although music is played, there are no references made to either the composer or style of work.

PHYSICAL EDUCATION

116. In the last inspection by the end of Year 2 and 6, pupils reached higher levels of attainment. Insufficient evidence was seen in this inspection to make a judgement about standards by the end of Year 2. Attainment by the end of Year 6 is in line with national expectations. In Year 6, pupils are well taught and have excellent attitudes to the subject. Pupils are encouraged to assess their own performance and that of others and are challenged to improve on their personal best. Support staff work in partnership with teachers and are well briefed to share in leading the lesson, demonstrating skills and supporting pupils. This partnership ensures that all pupils take part and make progress in the lesson. Relationships between pupils are particularly good. They support each other well and work co-operatively in activities. Lessons begin with warm-up exercises and end with a cool-down activity. Pupils are able to describe why this is necessary. In one very good lesson in Year 5, pupils took their own pulse rate as part of this activity. Resources for physical education are very good. The school has its own field marked out for athletics, a hard pitch, adventure playground and a hall. There is a wide range of equipment. Teachers have been involved in the 'Top Play, Top Sport' scheme.
117. The curriculum is varied and includes athletics, dance, and cricket. Pupils in Year 4 have swimming lessons taken by teachers at the school. By the end of Year 6, most pupils are able to swim 25 metres or more. Extra-curricular clubs include skipping, netball, football and games and have been coached by the local team. The Year 6 residential trip enhances the curriculum and the school takes part in local events and competitions.
118. The co-ordination of the subject is good. The teacher responsible is enthusiastic and has worked across the school, giving her a clear view of how to further improve the subject. She is revising the policy and scheme of work to focus more on cross-curricular links. 'Write Dance' has already been introduced in Reception and Year 1 to improve handwriting skills through focusing on movement in dance. Boys are particularly responsive to this programme. 'Brain Gym' is to be introduced. The co-ordinator monitors planning and provides support and guidance for all staff.

RELIGIOUS EDUCATION

119. Pupils' attainment in religious education meets the requirements set out in the locally Agreed Syllabus. There has been insufficient improvement since the last inspection, and although standards of work by the end of Year 2 meet expectations, standards by the end of Year 6 are below expectations. These standards are not as good as those found at the previous inspection. Resources have begun to improve, although they were not seen in use during the week of the inspection and there are few artefacts on display. When the new head teacher was appointed in 2001 there were no artefacts in the school. There are few visits or visitors from the different faith communities other than Christianity. The school's policy is identified for review.
120. The quality of teaching is satisfactory overall. In the lessons seen, teachers had satisfactory knowledge and understanding of the subject and planned effectively. Year 2 pupils were led into a discussion about the customs of a Hindu wedding. The teacher made good links with the Christian ceremony and pupils readily made the connections about similarities between the two faiths. Pupils' weak writing skills meant they experienced difficulty in recording their work. Year 3 pupils learn to identify everyday signs and symbols and explore their meaning. In Year 6, pupils begin to understand the

origins of the Buddhist religion. They listen attentively to the story of the birth of Buddha and show empathy with the story of 'Siddhartha and the Swan'. When asked to record their ideas many pupils go 'off task' and this results in little recorded work by the end of Year 6. Although no lessons were observed in Year 5, scrutiny of the previous work shows that religious concepts and ideas are well recorded and homework is set.

121. Teachers do not yet assess pupils against the attainment targets of the Agreed Syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher-attaining pupils and pupils with special educational needs. This is preventing the school from gaining full benefit from the sound teaching in individual lessons.
122. Work in religious education does not make an effective enough contribution to pupils' literacy skills. Pupils are not sufficiently encouraged to write independently, and work is not always recorded. This is especially evident in the Year 6 class. There are too few links between religious education and the literacy hour, and limited use is made of the library and computers in teaching the subject. The subject co-ordinator has yet to monitor the quality of teaching and learning. The co-ordination of the subject is barely satisfactory. The school misses opportunities to develop pupils' spiritual, moral, social and cultural development through religious education lessons.