

INSPECTION REPORT

SHELDWICH PRIMARY SCHOOL

Faversham

LEA area: Kent

Unique reference number: 118349

Headteacher: Ms K Barham

Reporting inspector: Mrs A Johns
18579

Dates of inspection: 9 - 12 June 2003

Inspection number: 247877

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lees Court Road Sheldwich Faversham Kent
Postcode:	ME13 OLU
Telephone number:	01795 532779
Fax number:	01795 532682
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Milham
Date of previous inspection:	26 - 29 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18579	Mrs Anne Johns	Registered inspector	Science The Foundation Stage History Geography English as an additional language Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
12289	Mrs Sue Burgess	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development.
18283	Ms Sandy Brown	Team inspector	English Art Design and technology Physical education Special educational needs	
12764	Ms Wendy Thomas	Team inspector	Mathematics Information and communication technology Religious education Music	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle Division of Parkman
The Brow
35, Trewartha Park
Weston Super Mare
North Somerset
BS23 2RT

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 207 pupils aged four to eleven on roll and is about the same size as most other primary schools. The school is popular with parents and numbers have increased since the previous inspection. Pupils attend the school from a wide area. The school is organised into seven one-age classes, with slightly more girls than boys on roll. Pupils are taught in ability sets across the age groups for mathematics. Children join the school at the beginning of the academic year in which they are five. All pupils are full-time. Most children have had some pre-school experience. Attainment on entry is above average but there is a broad intake incorporating a wide range of abilities and backgrounds.

The percentage of pupils known to be eligible for free school meals is below average. There are seven pupils who are bilingual. The level of mobility is about average. The percentage of pupils with special educational needs is below average; the percentage of pupils with a Statement of Special Educational Need is broadly average. The headteacher was appointed as substantive headteacher in February 2002 after being deputy headteacher from September 1999 and then acting headteacher. This followed an unsettled period in the school. There have been several staff changes since the previous inspection but there is now a settled and enthusiastic staff team. The school is involved with several initiatives including Quality Mark and Investors in People and has recently been awarded the National School Achievement Award for raising standards.

HOW GOOD THE SCHOOL IS

Sheldwich Primary School is an effective school with many very good features. The good teaching and very good relationships support the pupils' learning very well. Very good leadership by the headteacher ensures most pupils achieve well in a stimulating environment where each individual is valued. Current standards in Year 6 are well above average in mathematics and science and above average in English. Most pupils make good progress through the school. The school provides good value for money.

What the school does well

- In Year 6 standards in mathematics and science are well above average and above average in English.
- There is very good teaching and provision in the reception class. Many children achieve standards which are well above expectations for their age.
- The headteacher provides very effective leadership and is very well supported by the deputy headteacher, staff, governors and parents. There is a strong staff team with a clear commitment to further improvement. There are very strong links with parents.
- The provision for spiritual, moral, social and cultural development is very good. The school has a very positive, caring ethos. The provision for personal, social and health education is very good.
- Outside accommodation is excellent and is very well used.

What could be improved

- Standards in information and communication technology (ICT) and spelling.
- The pace of some lessons is too slow and time is not always used effectively. The review of learning at the end of lessons is not always effective.
- There is not enough regular and focused teaching of basic reading and writing skills for pupils with special educational needs and those who find learning these skills more difficult.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in January 1998, there has been very good improvement overall. Standards have improved in English, mathematics and science. In art, standards were considered to be below average but they are now judged to be above average. In religious education, standards were below expectations but are now in line with standards expected. Standards remain below expectations in information and communication technology (ICT) at the end of Year 6 but they are improving because of increased subject knowledge and more resources in ICT. Insufficient music was observed to make a firm judgement on standards. Assessment procedures are now good. Provision for spiritual, moral, social and cultural development has much improved and is very good. The outdoor area for reception children has been vastly improved. The school has made good progress in relation to the previous key issues.

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	C	A	A	B
Mathematics	C	A	A	C
Science	C	D	B	C

Key

well above average A

above average B

average C

below average D

well below average E

In English and mathematics the results for eleven-year-olds in the national tests in 2002 were well above average and in science they were above average. When compared with similar schools, standards in English were above average and in mathematics and science they were average. There is an improvement in results over time. In the national tests for seven-year-olds, standards in reading, mathematics and science were average. In writing they were below average. In comparison with similar schools in relation to free school meals, standards were well below average in writing, mathematics and science; in reading they were average. On entry to the reception class, the attainment of this cohort of pupils was broadly average.

Current standards in Year 6 are well above average in mathematics and science. They are above average in English, except in spelling, where standards are below those expected. They are in line with expectations in history, geography, design and technology and physical education. In religious education, standards in Year 2 and Year 6 are in line with standards as set out in the Locally Agreed Syllabus. Statutory requirements are met. Standards in ICT are below expectations by the end of Year 6. Standards have improved because pupils have more 'hands-on experience', but there are still gaps in the pupils' knowledge and skill. Insufficient music was observed to make a firm judgement. Standards in art by the end of Year 2 and Year 6 are above average.

In the reception class, many children are in line to achieve standards well above those expected by the time that they enter Year 1. In Year 2, current standards are average in English. Standards in mathematics are well above average; in science they are average. In other subjects they are broadly in line with expectations. The school has set realistic but challenging targets for its pupils. Pupils identified as having special educational needs make satisfactory progress, overall. Pupils who are bilingual make good progress in class and in individual or group sessions.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their work and are enthusiastic about coming to school.
Behaviour, in and out of classrooms	Behaviour in and around the school is generally good.
Personal development and relationships	Relationships are very good. Through the very good range of opportunities pupils develop independence and show a high level of respect for the values, feelings and beliefs of others.
Attendance	Attendance is satisfactory.

The very good attitudes and relationships have a positive impact on standards.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall, with very good teaching in the reception class in all areas of learning with one excellent lesson. There were some examples of very good teaching in Years 3 to 6. In Years 1 to 2 the teaching was satisfactory overall with some good teaching. The teaching of English, literacy skills and science is good in Years 3 to 6 and satisfactory in Years 1 and 2. The teaching of mathematics and numeracy skills is good throughout the school, with a significant amount of very good teaching. Teaching in other subjects was at least satisfactory, overall. No teaching was observed in design and technology.

The most successful teaching and learning was when teachers had high expectations of what the pupils could achieve and were confident about the subject they were teaching. Lessons had a brisk pace with a useful final session, which reinforced the learning well. In less effective lessons, including a very small minority of unsatisfactory lessons, the pace was slower, pupils' attention waned and behaviour deteriorated. Time was not always used effectively, for example, in some lessons too long was spent listening to the teacher. The pupils lost concentration; consequently they made less progress in their learning.

The teaching of pupils with special educational needs is satisfactory. Support staff work well with class teachers to provide effective support in lessons. However, there is insufficient regular, direct and focused teaching of basic literacy skills for the pupils identified as having special educational needs and others who find learning these skills more difficult. This hampers the progress that these pupils make in English. In all other aspects the school meets the needs of all pupils well. Pupils who are bilingual receive effective weekly support and are also appropriately supported in class. The overall quality of pupils' learning is closely related to the teaching; it is very good in reception, satisfactory in Years 1 to 2 and good in Years 3 to 6. More able pupils are sufficiently challenged by the work provided for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a very good range of exciting activities both in and out of school, which enhance the pupils' education. The Foundation Stage curriculum is well balanced and it provides the children with a very effective start to school life.
Provision for pupils with special educational needs	Satisfactory. Pupils receive effective support from support staff in lessons. There is insufficient regular, specific teaching of basic literacy skills for pupils with special educational needs.
Provision for pupils with English as an additional language	Bilingual pupils receive good individual support and are well supported in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision in assemblies, in lessons and through the use of the school grounds. Pupils have a very clear understanding of right from wrong. Cultural provision is enriched through a wide range of experiences including visitors to school.
How well the school cares for its pupils	Very well. Pupils receive a high level of pastoral care. Each individual is valued in the supportive school environment. Assessment of pupils' work is good.

The school works very well with parents and the local community, which has a positive impact on the pupils' learning. Parents provide very strong support. Personal, health, social and emotional development is a strength of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is very good leadership and management. The headteacher has an excellent vision for the future of the school. Regular monitoring of teaching and learning with useful feedback has had a positive impact on improvement in standards and teaching. Subject leaders provide good support and are developing their roles well.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are well informed about the school through their own first-hand experience and through the informative headteacher reports. They fulfil their role of critical friend well.
The school's evaluation of its performance	Very good. The school makes very careful analysis of data in order to identify what it does well and where improvement is needed.
The strategic use of resources	The school makes good use of strategic resources. The principles of best value are applied satisfactorily.

The school has a deficit budget, which has been greatly reduced through high quality financial administration. The outdoor accommodation has been developed and is excellent. It is very well used throughout the school. Resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school has a very positive caring ethos.• Behaviour and relationships are good.• Parents feel valued and welcomed in school.• The teaching is good.	<ul style="list-style-type: none">• The school could provide more after-school activities.• More lunchtime staff are required.• Classes are becoming too big.• Children should not have homework in holidays.

The inspection team agrees with the positive views of parents. The range of activities, which the school provides, exceeds that found in many schools of this size. The school is reviewing the use of homework in holidays. The team agrees that more lunchtime staff are required as soon as possible. Currently the headteacher and other staff work at lunchtime to ensure there is an adequate level of supervision. The school is popular with parents and the number on role has increased, which means that in some classes for older pupils' space is limited, especially for practical activities. Class size is similar to that in many schools and the school tries to alleviate the situation by providing extra support where possible.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has made good progress in improving standards since the previous inspection. Trends over the past few years indicate variation in results but an upward trend overall, with more pupils achieving higher than expected levels. This is broadly in line with the national trend. The pupils have had some disruption due to staff changes, which has had an impact on standards, but there is now a settled and enthusiastic staff team in place. The school set challenging targets in English and mathematics in 2002; the majority of pupils met their targets.
2. In the national tests in English in 2002 for Year 6, the results were well above the national average and above those in similar schools. The percentage of pupils achieving higher levels was above average in English. In Year 2, the results in reading were in line with the national average but below average when compared with similar schools. Results in writing in Year 2 were below the national average and well below when compared with similar schools. The percentage of pupils achieving higher levels in reading was high. In writing it was above average, but there was also a significant percentage of pupils achieving lower levels.
3. In the national tests in mathematics in 2002 in Year 6, results were well above the national average and average when compared with similar schools. In Year 2, results were in line with the national average and well below average when compared with similar schools. The percentage of pupils achieving higher levels was above average in Year 6 and average in Year 2.
4. The results in the 2002 national tests in science were above the national average in Year 6 and in line with similar schools. In Year 2 results were in line with the national average but well below average when compared with similar schools.
5. There are very good procedures for tracking national test results and pupils' progress through the school. This is very carefully analysed to show where improvement is needed and is having a positive impact on raising standards. This is an improvement since the previous inspection. During the inspection no differences in performance were observed between boys and girls in any subjects. Teachers ensure that both groups are given equal attention.
6. Standards have improved in mathematics since the previous inspection, as they are now judged to be well above average in Year 2 and Year 6. Standards in English have been maintained since the previous inspection. They are average in Year 2 and above average in Year 6. In the previous inspection standards in religious education, design and technology, art, music and information and communication technology (ICT) were judged to be below expectations. Standards in religious education have improved and are in line with the locally agreed syllabus. Statutory requirements are met. In design and technology standards are in line with expectations. There has been good improvement in art and design; standards are now above those expected by the end of Year 2 and Year 6. In history and geography standards are in line with expectations. Standards in ICT are in line with expectations at the end of Year 2 but remain below expectations by Year 6. However, standards are improving because staff have more confidence in teaching the subject. Resources have much improved and pupils now

have much more 'hands-on experience'. Insufficient music was observed to make a firm judgement on standards.

7. Most pupils enter school with attainment which is above that found nationally, although there is a broad range of ability. This differs in each cohort, for example, in the current Year 2, baseline assessment indicates that attainment was broadly average on entry to the school. Most pupils have had some pre-school experience. Children in the reception class make very good progress and many are in line to achieve well above the standards expected in communication, language and literacy, mathematical development and personal, social and emotional development. Standards in creative development, knowledge and understanding of the world and physical development are above those expected for this age. Standards have improved since the previous inspection because the quality of teaching and learning is very good. Excellent use is made of the outdoor area, which has been developed very well and has a very positive impact on pupils' learning.
8. Standards of work achieved in English, according to current inspection findings, are average in Year 2. Taking into account the attainment on entry of pupils in this cohort, which was broadly average, most pupils make sound progress, overall. In reading and writing, standards have improved since the national tests in 2002. In Year 6, current standards in English are above average, with most pupils making good progress, which is a similar picture to the results in the 2002 national tests. Standards in reading are above average in Year 2 and Year 6; many pupils read fluently and regularly enjoy a good range of books. Current standards in writing are average in Year 2 and above average in Year 6. In Year 2 pupils are not always consistent in their use of capital letters and full stops. Although several pupils in Year 2 achieve above average standards, and most are in line with expectations in writing, there is a significant number who are below expectations in their writing. Although these pupils receive effective support from support staff, there is insufficient regular, structured teaching of basic literacy skills to fully support their learning, which impedes their progress. In Year 6 pupils produce interesting writing for a range of purposes. There is a significant number of pupils working at the higher level; they adapt their style of writing to suit different purposes and use imaginative language in stories which grasps the reader's attention. Spelling is an area of weakness, overall, because too many pupils throughout the school make elementary spelling mistakes. Many pupils lack a clear understanding of strategies to help them with their spelling.
9. Current standards in mathematics at the end of Year 2 and Year 6 are well above average. This shows improvement from the 2002 national tests in Year 2. In lessons pupils work in ability sets and lessons have a brisk pace which has had a positive impact on raising standards. In Year 2 pupils are confident at using number facts and respond quickly to mental arithmetic questions. In Year 6 standards are similar to the national test results in 2002. Pupils have a good understanding of place value and accurately divide whole numbers by 10 or 100. Pupils throughout the school enjoy the challenge of mathematics and they make good progress.
10. On the basis of evidence gathered during the inspection, standards in science by the end of Year 2 are broadly average. In Year 6, standards are well above average. With regard to the national tests in 2002, this is similar in Year 2 but indicates improvement in Year 6. Pupils conduct experiments with increasing precision and apply their previous knowledge well. They draw conclusions, which are consistent with the evidence. Throughout the school pupils are keen to find out more and enjoy investigating and exploring.

11. In most lessons during the inspection the progress was good because the majority of teaching was good and teachers had high expectations of what pupils could achieve. Higher attaining pupils are sufficiently challenged. The regular and consistent monitoring, with useful feedback, has had a positive impact on standards in the school. The progress made by pupils identified as having special educational needs is satisfactory, overall. Pupils in Year 2 have made slower progress over time, but the more stable staffing situation, and more thorough assessment is now having a positive impact on their learning. Higher attaining pupils achieve well, overall. Bilingual pupils make good progress because of the effective support which they receive.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning are generally good and often very good. Ninety four per cent of parents who replied to the pre-inspection questionnaire confirmed that their children like school. Pupils are interested in their work, enjoy reading and generally sustain their concentration during lessons. In the reception class, pupils have very positive attitudes to their work and their behaviour is often excellent. Throughout the school, pupils are supportive of each other when working in groups and pairs. For example, partners in Year 4 share their ideas for a haiku poem in an English lesson, a Year 5 and 6 mathematics group co-operate well to evaluate each other's work on graphs and Year 5 pupils collaborate together to perform a mime. Pupils also work very well independently when required. For example, in Year 6 pupils work sensibly in the school grounds, recording texture and contrast in their sketch books.
13. Behaviour during lessons, in assemblies, at break times and around the school is good. Pupils are used to school routines and respond readily to instructions. They generally play amicably together at break times and clearly enjoy the large outdoor space available. Lunchtimes in the hall, although sometimes noisy, are orderly and sociable. Bullying is not an issue in the school. Pupils with special educational needs have positive attitudes and are well accepted by others. The vast majority of their behaviour is good and pupils are managed well by their class teachers and support staff.
14. Relationships between staff and pupils and between pupils themselves are very good. Pupils are polite and confident with adults and are happy to talk about their work or their feelings about school. In conversations with inspectors, it was clear that pupils are proud of their school and that they appreciate all the school has to offer them. Pupils consider the feelings of others through 'buddy systems' and the playground 'friendship stop', which ensures that no one feels left out at break times.
15. Personal development is very good and is enhanced by the increased responsibilities that pupils undertake as they progress through the school. Pupils of all ages willingly help with classroom routines and the School Council representatives, from every class, take their duties seriously. All classes benefit from the increased self-confidence created by the opportunity to participate in regular class sessions where they share their thoughts and feelings. Pupils also appreciate the fact that their views are routinely sought and often acted upon. They show respect and consideration for others including those from minority ethnic backgrounds.
16. Personal development is also enhanced by a very good number of well-supported extra-curricular activities, by interesting educational trips including a residential week, and by the diversity of visitors invited into school to complement the curriculum.
17. Attendance is slightly above the national average but shows a slight decline since the last inspection. Unauthorised absence is broadly in line with the national average.

Registration sessions are orderly and efficient; they are used well to enhance the pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching has improved since the previous inspection, particularly in the reception class where it is now very good, with some excellent teaching. Teaching in the school is good, overall. In Years 1 and 2 the teaching is satisfactory, with some good teaching. In a few lessons the strengths and areas for improvement were finely balanced. In these lessons teaching was not as effective and the pupils made less progress. In Years 3 to 6 the teaching was mainly good with some very good teaching but also a very small minority of lessons which were unsatisfactory. The school is successful in ensuring that all pupils are involved in lessons and other activities.
19. Teaching in English, literacy skills and science is good in Years 3 to 6 and satisfactory in Years 1 and 2. The teaching in mathematics and numeracy skills is good throughout the school, with a significant amount of very good teaching. Teaching in other subjects was at least good, overall. No teaching was observed in design and technology during the inspection. Teaching in ICT was satisfactory; although teachers have improved their confidence in teaching this subject, more knowledge and understanding is required in some aspects. This is also the case with teaching in music.
20. Most pupils make sound progress in Years 1 and 2 and good progress in Years 3 to 6 because of the effective class teaching. The quality of learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. In the reception class the quality of learning is very good. In a few lessons in Years 1 to 6 the progress slows; this is when subject knowledge is not so secure; the pace of the lessons is too slow and behaviour management is not so effective. The final plenary session is not so effective in some lessons, particularly in Years 1 and 2.
21. Teaching for pupils with special educational needs is satisfactory, overall. Support assistants are deployed effectively to work with individuals and small groups. They provide good levels of help where they are most needed, for example, sitting next to a pupil who finds it hard to concentrate during a lesson introduction. Their work to support pupils forms an integral part of the lesson especially during literacy and numeracy sessions. However, there is very little specialist teaching support available in English lessons, for example, to support individuals in 'shared reading tasks' or to provide regular, focused, small group teaching of basic literacy skills for lower-attaining pupils and pupils with special educational needs. This hampers the progress which these pupils make.
22. Teachers are well informed about the different levels of achievement of their pupils and set appropriate tasks with enough challenge. Gifted and talented pupils are identified and supported by the planning. Extension activities are provided for them. Learning support assistants are well informed and there is close liaison between class teachers and learning assistants. Teaching for bilingual pupils is good; they receive extra support and teaching as needed.
23. The teaching in the reception class is very good in communication, language and literacy, mathematical development and personal, social and emotional development. The children make very good progress in these areas. Teaching in the reception class has greatly improved since the previous inspection where there were concerns in a number of areas. Excellent use is made of the outdoor area to enhance and support learning. Teaching is at least good in creative development, knowledge and

understanding of the world and physical development. The teacher has a thorough understanding of the needs of young children and provides a stimulating curriculum with an important emphasis on purposeful play. The teacher and support staff ensure that children understand what is expected so they feel secure and confident. The high expectations of achievement and behaviour ensure that many children make very good progress in the lessons. There is an appropriate balance of direct teaching and self-chosen activities. There is very effective class management and planning is very thorough.

24. Factors which contributed to the most effective lessons in the inspection were:

- high expectations of achievement and behaviour
- effective pupil management
- lively and challenging lessons which captured the pupils' imagination
- learning objectives clearly displayed, explained thoroughly and referred to during the lesson
- the lesson was linked well to previous lessons and what would follow on in the next lesson
- secure subject knowledge
- a useful final session to reinforce the learning
- questions which probed the pupils' understanding and developed their thinking.

25. Less successful lessons, including the small minority which were unsatisfactory, included some of the following weaknesses:

- the pace was too slow
- time was not always used effectively; pupils sometimes spent too long listening to the teacher
- subject knowledge was less secure, for example, in music and ICT
- class management was not so effective
- there was less challenge
- the session at the end of a lesson, to reinforce learning, was not always effective
- pupils did not make sufficient progress in their learning in the unsatisfactory lessons.

26. Throughout the school, the very good relationships have a positive impact on pupils' learning, because pupils develop self-esteem and most are keen to 'have a go'. The quality of marking varies but there are some good examples of useful marking, which helps pupils to understand how they can improve. The insufficient use of assessment to support pupils' learning was an issue identified in the previous inspection. Good improvement has been made.

27. The use of assessment to support learning is good; most teachers provide useful comments and encouragement to pupils during the lesson, which helps the pupils improve. Opportunities for assessments are identified in planning documents and teachers use the information gathered on pupils effectively to plan the next stages of learning.

28. The teaching of numeracy skills is good throughout the school, with a significant amount of very good teaching. The teaching of literacy skills is satisfactory in Years 1 and 2 and good in Year 3 to 6. The use of homework to support the learning is satisfactory. The use of ICT to support effective learning is developing satisfactorily. There has been informative, useful monitoring of lessons, by the headteacher and co-ordinators, which

has had a positive impact. There is helpful feedback with areas for improvement clearly identified.

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

29. The school provides a broad and balanced curriculum, which is relevant to all its pupils, offering rich and stimulating range of learning opportunities. The national strategies for literacy and numeracy are well established and enable most pupils to make good progress. The curriculum is enriched by a good range of after school activities, including sporting activities, French club, and musical activities. These activities are well attended and greatly enjoyed by pupils. All subjects of the National Curriculum and religious education are taught and appropriate time is devoted to them. The Foundation Stage curriculum includes all areas of learning and provides children with a stimulating and effective start to their education. Provision for pupils with special educational needs is satisfactory, overall. In English, pupils who need specific and regular teaching of basic literacy skills make less progress, because they do not have enough extra and direct teaching of these skills.
30. At the time of the last inspection the curriculum was not well balanced and did not meet the requirements of the National Curriculum. The school has worked very hard to improve provision and it is now good. There are now schemes of work in place for all subjects. This supports teachers in ensuring that the National Curriculum programmes of study are covered effectively. Religious education is taught in accordance with the locally agreed syllabus.
31. The school has appropriate policies for sex and relationships education and for drug awareness. These aspects are taught in the context of a healthy lifestyle and parents are invited to view the materials used. Personal, social and health education lessons contribute very well to pupils' personal development.
32. The curriculum is enriched by a wide range of educational visits. Pupils are taken to museums and galleries such as the Bethnal Green Museum of Childhood and Dover and Maidstone Museums. A group of pupils visited a stained glass factory recently to see how the new window for the Parish Church was being made. The residential visit to an activity centre enables pupils to take part in the outdoor pursuits to support the physical education curriculum. The school regularly holds theme days, for example a French day to explore aspects of French culture, a 'global diversity' day to develop geographical understanding and a history day. There have been several visitors to the school to support work in different aspects of the curriculum. Staff from the local 'Migrant Help-line' recently visited the school to present informative workshops to Years 5 and 6. Year 1 pupils were visited by a sculptor, which enriched their work in art. The school regularly takes part in local music festivals and sporting activities with other schools.
33. Links with the community are good and support pupils' learning. The local vicar is a regular visitor to the school and provides valuable support for religious education lessons, both by speaking to classes and by lending artefacts. Classes visit the church as part of their work on Christianity.
34. Links with local pre schools are effective and help to ensure a smooth start to school. There are regular visits to the reception class before children start school and they are invited to school events. Links with the secondary schools to which pupils transfer at 11 are also good. Pupils in Years 4 and 5 have visited secondary schools to take part in

science activities and there are also sports links. The school works closely with other local primary schools. Curriculum leaders meet to share good practice and discuss developments in their subject areas. This helps to promote a lively and stimulating curriculum. The schools have recently shared a teacher training day on pupils' learning styles. There has also been some useful, professional development for midday meal supervisors.

Personal development, including spiritual, moral, social and cultural development

35. The school makes very good provision for pupils' spiritual, moral, social and cultural development. This represents very good improvement since the last inspection. At that time provision for pupils' spiritual development was unsatisfactory. Only provision for moral development was good. All four aspects are now very good and are strengths of the school. This has a very positive impact on the ethos of the school.
36. Acts of worship provide good opportunities for pupils to reflect on their experience and that of others. Music is used to good effect while pupils are invited to think about people who care for them, or think about people who are precious in their lives. There are opportunities in lessons to experience wonder at the natural world, for example, children in the reception class were thrilled to see their butterflies hatch. The very attractive butterfly garden is a good focus for learning about the natural world, as are the class gardens, which focus on the five senses. Pupils are encouraged to think about the needs of others. The school has a prayer box. All members of the school community are welcome to place their prayer requests in this. The vicar collects them and prayers are offered for the school's concerns at church services.
37. The values of the school provide a strong focus for pupils' moral development. Values are fostered through the caring and supportive relationships that exist between all members of staff and pupils. All adults who work in the school set a very good example to pupils. The importance of truth and caring for others is communicated through the school's evident concern for these aspects. Pupils know the school rules and some classes have developed their own code of behaviour. They know right from wrong and show respect for people and property.
38. The school strongly encourages the development of good social skills. The assemblies promote a strong sense of community. Pupils are encouraged to show consideration for one another and to appreciate each other's efforts. Older pupils are given opportunities to care for younger ones and they exercise their responsibilities with sensitivity. Older pupils are aware of their responsibility to set a good example to younger ones. Subjects such as science and geography are used to give pupils opportunities to consider social issues such as care of the environment. Pupils are given opportunities to contribute to the wider community through regular fund raising events and charity collections such as the 'shoebox' Christmas appeal for children in the Ukraine. The residential visits also enhance pupils' social development and their sense of achievement.
39. Provision for pupils' cultural development is much improved since the last inspection. This is now a strong feature of the school. Pupils are encouraged to appreciate and develop their knowledge and understanding of British culture and traditions. Several pupils take part in Morris dancing organised by the local community. Visits to places of cultural and historical interest do much to support this aspect of pupils' development and to enrich their experiences. Religious education lessons are used to promote pupils' understanding of the range of different faiths and cultures in Britain today. The workshops from the local 'migrant helpline' help pupils to understand something of what

it is like to be a newcomer in a strange country with a different language and culture. Books and resources are also carefully chosen to reflect positive images of cultural diversity. Pupils are introduced to a range of music and art from different cultural backgrounds.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has a very welcoming, friendly atmosphere that helps pupils feel secure and confident. Staff work very well as a team, know their pupils well and provide good role models. Pupils are appropriately supervised throughout the day. When practical help is needed, such as when pupils feel unwell or require first aid, it is given calmly and quickly.
41. Child protection arrangements are very good: the policy is reviewed every year and all staff and the governor with responsibility have had recent training. Health and safety inspections are efficiently organised by the relevant sub-committee of the governing body. The school has adopted a simple but effective card system to deal with emergency situations.
42. There are very effective procedures in place for monitoring and promoting good behaviour. Golden rules are prominently displayed and each class devises its own rules at the start of the year. Pupils are encouraged to do their best through a variety of positive rewards and praise such as the 'star of the week'. The headteacher awards to individual children include small prizes. A behaviour book records any incidents of anti-social behaviour and action taken. Pupils and parents value the target cards, which are sent home each half term for both learning and behaviour.
43. The school works hard to build up pupils' confidence and self-esteem through an established programme of personal, health, social and emotional (PHSE) lessons. All classes have times in which pupils are able to discuss their feelings and concerns in an open and secure environment. When necessary, the headteacher provides 'bubble time' with individual pupils, to talk about specific problems.
44. Procedures for monitoring and improving attendance are very good. The education welfare officer visits the school once a term and phones more frequently. Any attendance issues are followed up. The headteacher takes personal responsibility for checking registers every half term so that any patterns of absence can be identified. She ensures that parents understand the implications for their child's attainment and progress if they intend to take extended holidays in term time and actively discourages parents from taking children out of school when national tests are taking place. The school publishes the dates of these well in advance so that parents are able to plan around them.
45. Provision for pupils with special educational needs is satisfactory, overall. Informative individual and group education plans are in place for pupils with special educational needs and support is allocated to them. Statutory requirements are met with regard to pupils who have a Statement of Special Educational Need. Strengths and weaknesses are identified for pupils and targets are specific, small and measurable. Teachers have support termly from the co-ordinator in order to identify learning concerns regarding pupils with special educational needs. However, ongoing links between the co-ordinator and class teachers regarding the provision of teaching support are not sufficiently secure to support the learning for all pupils who require extra support in literacy. Teachers review pupils' targets termly. Parents and pupils are informed and involved in this process. However, the absence of signatures from some parents suggests that

some practice at review may be inconsistent. The support given to individual pupils by classroom assistants is effective and enables pupils to experience a range of school activities. Support from outside agencies is available and funds have been devolved to schools to maintain this service. Outreach teams visit at least termly to support staff and a few identified pupils.

46. Assessment information is compiled and used very effectively in the reception class. The information enables teachers to adapt their planning to children's success in the range of activities that are undertaken and to keep a very close track of attainment and the progress that is made. Staff make regular evaluations of how well children have responded to the work they have completed and make good use of them to plan future work.
47. There are effective policies and procedures for the assessment of pupils. These include national tests as well as standardised reading and spelling tests. The results of these tests are used effectively to raise standards and set challenging targets for pupils to meet. The school has recently begun to implement a good system for recording and tracking pupils' progress using a computer software programme. This enables teachers to have an overall view of pupils' performance as well as tracking the performance of a whole class.
48. Detailed analyses of National Curriculum tests in Year 2 and Year 6 have recently been carried out. Very good use is made of this information to identify areas for improvement and this is prioritised in planning documents. Helpful individual targets are identified in pupil workbooks for English and mathematics. These targets are reviewed regularly. Pupils are also consulted about how they can work towards achieving their targets and how to judge whether they have achieved them.
49. The school analyses samples of pupils' work in English, mathematics and science and teachers assess which National Curriculum level the pupils have achieved. The comments made by teachers are of high quality. They clearly identify what pupils can do to improve and indicate that teachers know their pupils very well. The headteacher and assessment co-ordinator have produced useful guidance for class teachers regarding attainment levels. This ensures consistency amongst teachers when analysing pupils' work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school staff, parents and governors work hard to maintain a very successful partnership between home and school, with the result that this aspect is a strength of the school and has a very positive impact on the pupils' learning. Parents' views of the school are very positive.
51. The impact of parents' involvement on the work of the school is very good. At least twenty parents regularly help in classrooms and with reading. Several are happy to share their expertise to support the curriculum or to give pupils the benefit of a wider view of the world. Others support the school in practical ways such as accompanying trips and helping in the grounds. The very active Parent Teacher Association organises a wide range of popular social and fund-raising events, and just over £8000 was donated to the school last year for improvements to the accommodation and for extra science resources. There is excellent support for events such as sports day, school productions and curriculum evenings, and good attendance for the annual meeting with governors. Parents have expressed their appreciation of invitations to observe

numeracy and literacy lessons, circle time and art displays. Their opinions are sought after the event and suggestions for further involvement acted on.

52. Both the quality and quantity of information for parents are very good. Class newsletters are sent out every two weeks throughout the year. The school has produced a useful range of information leaflets on such topics as left-handedness, circle time and dyscalculia. The prospectus and governors' annual report to parents are attractive documents. Each contains some statutory omissions, which the governors are addressing. Each half term, parents receive useful information on what their children will be learning. There are opportunities after school each day for an informal exchange of information with teachers. High quality annual reports are personal to each child, clearly describe pupils' attainment and progress and include targets for future improvement. The format of these was changed in response to parents' views. In addition, progress cards are sent home each half term, which contain targets for learning and behaviour. These very good links support the pupils' learning very well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management are very good. The headteacher provides very effective, purposeful leadership with an excellent vision for the future of the school. Extremely informative, clear documentation and analysis of progress was provided before the inspection by the headteacher. She is very well supported by the deputy headteacher, staff, governors and parents. The potential for further improvement is very good. The very good quality of leadership has ensured rapid and sustained progress over the past year in many areas of school life. Many positive changes have been made with support from all the staff team.
54. In the previous inspection there were issues regarding statutory provision. These have now been met with the exception of the use of large apparatus for physical education. Funds have been limited but plans indicate that these will be in place in the very near future.
55. The responsibilities of the headteacher, senior management team and subject co-ordinators are clear. There is a good system for performance management and also for staff induction.
56. The governors have developed their role very well. They are very well informed about the work of the school from their own first-hand experience and from informative headteacher reports. They have developed their role of critical friend very well, ask searching questions, and provide very good support. The governors have responsibility for different areas of the curriculum and liaise regularly with subject co-ordinators in school. The school improvement plan is an informative document for moving the school forward. The school has focused on the main priorities over a one-year period and this has been successful. The school now intends to extend the plan to cover a longer-term, which will support future developments over time.
57. The school has developed very good use of performance data to measure the effectiveness of the school and to track how well pupils are doing. Inclusion is generally good; the school strives to ensure that all pupils are included in the educational provision.
58. The subject co-ordinators are very enthusiastic and hardworking. They have a clear understanding of the standards, strengths and weaknesses. They monitor planning and pupils' work, in addition to teaching and learning when their subject is a focus for

improvement. Subject co-ordinators have developed their roles well and are clear about further improvements. This was evident from the very informative reports provided before the inspection. Staff are keen to work together to provide the best possible education for the pupils. There is an open, trusting environment where colleagues value each other's support and expertise.

59. The management of special educational needs is satisfactory. At present the emphasis is placed on developing procedures for monitoring special educational needs support across the school, as well as reviewing and implementing the new system for individual education plans. Consequently the co-ordinator maintains a minimal teaching commitment, working on a specific programme on a one-to-one basis to improve pupils' phonic proficiency. As a result, specialist teaching support is not embedded into school routines. The curriculum is not sufficiently enhanced by specific expertise in special educational needs.
60. There are sufficient suitably qualified staff to teach the age range of pupils and all subjects of the National Curriculum. Support staff work effectively with teachers. There are good systems in place to ensure that support staff understand the aims of the lesson and have regular communication with the teachers. The school is currently short of a lunchtime supervisor and consequently members of the senior management team have to provide additional cover. This means they are not always able to have the break that is needed. The school has advertised the posts but so far has been unable to make an additional appointment.
61. Budgets are based on the areas identified in the school improvement plan. The school is working very hard to reduce the deficit budget. Very careful budgeting and high quality support from the school finance officer has resulted in the deficit being recently significantly reduced. The school has worked hard to ensure that the deficit budget situation has not had a negative impact on pupils' education. The finance committee monitors the budget on a regular basis. Very informative reports are prepared in advance of meetings by the school finance officer. Care is taken to obtain good value on all purchases and the principles of best value are applied satisfactorily. The smooth and effective day-to-day management by the school by very efficient office staff, supports the teachers very well. The expenditure per pupil is slightly above average. However, taking into account the standards achieved and the quality of education provided, the school provides good value for money.
62. The overall range and quality of learning resources are adequate, although further software for ICT, for example, in music is required. Accommodation is good. The school makes good use of the indoor accommodation and enhances it well by a range of stimulating displays. Libraries have been improved well and the computer suite helps to ensure that pupils have more 'hands-on experience'. Some classrooms for older pupils, particularly the mobile classroom, are quite cramped and make it difficult for practical activities to be undertaken easily. The school is doing what it can to alleviate this situation. Improvements to the hall have resulted in better storage of equipment so that the space is now adequate for physical education. The hall floor is much improved. The caretaker works hard to deal with the maintenance of the building and to keep the building clean. Lunchtime staff work hard to ensure they provide adequate support.
63. An issue in the previous inspection was to improve the outdoor accommodation for the youngest children. Very good progress has been made with regard to this issue. Excellent use is now made of an extremely attractive area. The whole of the school outdoor area has been very well developed and provides an excellent environment to enhance the learning. The school makes very good use of this facility and pupils are

justifiably proud of the excellent quality of their outdoor environment. A lot of work has gone into establishing a most attractive butterfly border. Other areas of the extensive and interesting grounds include a large field and plenty of hard-surfaced play areas, a low-level adventure trail and a well managed pond area. This is a useful resource which the school uses very well to promote environmental education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to build upon the school's many strengths and continue the improvements made, the headteacher, governors and staff should:

(1) Improve standards in ICT and spelling.
(Paragraphs 6, 8, 85 and 125)

(2) Continue to improve teaching and learning by:-

- improving the pace and use of time in lessons;
(Paragraphs 25, 86 and 104)
- ensuring there is an effective review of learning at the end of lessons;
(Paragraphs 20, 25, 86 and 104)
- providing more regular and systematic teaching of basic literacy skills for pupils with special educational needs and those pupils who find learning these skills more difficult.
(Paragraphs 21, 45 and 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	26	17	2	0	0
Percentage	2	20	48	27	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	33
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	17	17	17
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	83 (72)	80 (72)	87 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	10
	Girls	17	17	17
	Total	26	25	27
Percentage of pupils at NC level 2 or above	School	87 (69)	83 (90)	90 (97)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	7	14	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	12	13	13
	Total	16	18	19
Percentage of pupils at NC level 4 or above	School	76 (87)	86 (81)	90 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	14	14	14
	Total	20	21	21
Percentage of pupils at NC level 4 or above	School	95 (84)	100 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Boys results are not published where there were fewer than 10 pupils in the cohort.

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	112	0	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	53	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)	8.85
Number of pupils per qualified teacher	24:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	125.5

Financial information

Financial year	2002-3
	£
Total income	410059
Total expenditure	413663
Expenditure per pupil	2089
Balance brought forward from previous year	-21842
Balance carried forward	-31156*

* This figure has recently been reduced

Recruitment of teachers

Number of teachers who left the school during the last two years	5.21
Number of teachers appointed to the school during the last two years	5.85
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	208
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	38	4	2	1
My child is making good progress in school.	59	51	3	0	1
Behaviour in the school is good.	56	55	1	0	2
My child gets the right amount of work to do at home.	51	48	10	1	4
The teaching is good.	68	43	1	0	2
I am kept well informed about how my child is getting on.	71	41	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	26	3	0	1
The school expects my child to work hard and achieve his or her best.	76	36	2	0	0
The school works closely with parents.	62	44	6	1	1
The school is well led and managed.	79	33	1	1	0
The school is helping my child become mature and responsible.	65	45	0	0	4
The school provides an interesting range of activities outside lessons.	57	44	10	2	1

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE¹

65. Provision for children in the reception class is very good. When children join the class at the beginning of the year in which they are five, their attainment is generally above that found nationally, although there is a range of ability and the cohort differs each year. Children of different ability make very good progress overall and many children are in line to achieve standards well above those expected by the time they join Year 1.
66. There has been very good improvement in addressing previous issues. The teaching has also improved and most lessons during the inspection were very good with one being excellent.
67. By the time children join Year 1 they are well above expectations in language, communication and literacy, personal, social and emotional development and mathematical development. In creative development, knowledge and understanding of the world and physical development standards are above those expected and most children make at least good progress.
68. The quality of teaching is very good in communication, language and literacy, mathematical development and personal, social and emotional development, which has a very positive impact on the progress children make in these areas. In other areas of learning the teaching is at least good and pupils make good progress. The teacher and learning support assistant work closely together and have high expectations of what the children can achieve and also their behaviour. They use opportunities very well to reinforce early language and social skills. Staff are enthusiastic and very much enjoy their work. This has a very positive impact on the learning, because the children feel secure and valued and consequently they want to learn. There is a very good balance of self-chosen and more structured group or class teaching. The staff have a very good understanding of the needs of young children and plan well together to provide a stimulating curriculum which has an important emphasis on purposeful play.
69. There are strong links with parents who provide very good support. Assessment is thorough and used very well to inform planning. The planning is also very thorough with tasks well matched to the different levels of ability. Relationships, attitudes and behaviour are excellent and support the learning very well indeed. Very good use is made of the outdoor area to enhance the learning through a wide range of exciting activities.

Personal, social and emotional development

70. The children make very good progress because they are very well taught. Staff plan a range of activities to develop skills in this area. There are many opportunities for children to work together or 'talk things over with the person next to them'. The environment is very effectively organised and supports independent learning. There are very clear routines and children respond immediately when asked to do something. They have a very clear understanding of how to behave. They celebrate exciting events such as when the butterfly emerges from the chrysalis. They enjoy the numerous plants, flowers and vegetables that they grow. The children take turns well, for example,

¹ The Foundation Stage applies to children from three years of age to the end of the Reception year in the primary school.

at the computer. Skilful and sensitive questioning helps the children have a firm understanding of right from wrong. A range of photographic evidence shows a range of interesting activities, which promote care and respect for others and broaden the children's knowledge and understanding. The high expectations, which the staff have, help to ensure that children are very enthusiastic about learning and that they concentrate well. During the day there are quiet times when the children can reflect. Music is used sensitively to help the children reflect and think quietly.

Communication, language and literacy

71. The teaching is very good and consequently most children make very good progress. In story time and class sessions the children listen very well, focusing their attention on the adult. Clear explanations ensure that children understand what they have to do. Standards in speaking and listening are very good. Many children speak clearly and confidently in sentences. They provide sensible answers to the teacher's questions. Speaking skills are also reinforced through good quality role-play, indoors and outdoors. These skills are significantly enhanced when the staff join in, for example, when a group of children were involved in making 'dinosaur land' outside with the large bricks. The teacher became involved and by joining in improved their play and their language skills. Many children recognise initial sounds and can read simple words. They enjoy books and can re-tell a story. The group sessions with the learning support assistant are effective because of the very good questioning which makes the children think about what they have read. They are familiar with a range of books and often say who the author is. Group sessions when children look at their own choice of book are sometimes too long to be fully effective. Children are developing their own independent writing and most can write their names accurately.

Mathematical development

72. The teaching is very good with high expectations and a good balance of activities to extend the children's thinking and understanding. Most children make very good progress in this area of learning. They develop their counting skills through class, group and individual activities. Many children recognise and order numbers to 20 and many can accurately count up to 100. They have already developed a good practical understanding of addition and subtraction. On their whiteboards they write numerals accurately and show that they can write one more than or one less than. The staff always use the correct mathematical language which reinforces the learning well. Play is used very well to support the learning, for example, when building with bricks they use terms such as 'more', 'less', 'higher' and 'lower.' In the class 'Garden Centre' they buy and sell and develop their early numeracy skills. Many children are developing a good understanding of symmetry through a range of practical activities, including making symmetrical 'ladybird sandwiches' and painting a large pebble like a symmetrical ladybird for a Father's Day gift.

Knowledge and understanding of the world

73. The children make good progress through an exciting range of topics, which are carefully planned to promote effective learning. The teaching is good and staff use all opportunities well to promote the children's understanding of themselves and the world in which they live. They make visits in the local environment and beyond and use these very well to further the children's knowledge. This is a good improvement since the last inspection. They learn about fruit from around the world and experiment with melting ice when thinking about the Arctic. They use their senses very well when exploring the outside area and caring for their many plants. They realise what is necessary to make

plants grow and are extremely conscientious about watering the plants each day. They are keen, interested and want to find out more. They are familiar with a range of mini-beasts and treat them carefully if they are spotted in the outdoor area. The children cut, join and paste for a range of purposes, with good control. Information and communication technology is used appropriately to support the curriculum and many children use the computer mouse with confidence and can 'click and drag'.

Physical development

74. No lessons were observed in the hall during the inspection. In the outdoor area children move around sensibly and show good control when using the large wheeled vehicles. In a 'dance/write' session the children moved in a very responsive way to the music, drawing and writing in time to the music. Fine manipulative skills are developed well through regular opportunities to handle scissors, pencils and small construction equipment. In a mathematics activity, which was reinforced in an outdoor session, the children showed they could run in different directions and stop quickly when asked to do so. Teaching is good overall, and most children make good progress also developing their social skills.

Creative development

75. The teaching is effective with good use of praise and encouragement, which increases the children's confidence and skill, helping to ensure that good progress is made. The children experience a range of techniques and use media with increasing skill. They mix colours and use these well when painting in the style of Van Gogh. They explore texture and colour through paint, collage, observational drawings and dough. They take care when drawing self-portraits. They enjoy music, sing reasonably tunefully, participate enthusiastically and are familiar with a range of songs and rhymes. There is a good range of imaginative role-play, which includes that in the specific role-play area and spontaneous play outdoors instigated by the pupils, for example, one day they built a boat and were very involved in an imaginary journey. This is an improved area, which also has a very positive impact on language skills.

ENGLISH

76. Results in the 2002 national tests show that when compared to all schools, standards in speaking and listening, reading and writing were average for pupils aged seven and well above average for pupils aged 11. The school's performance in the English tests at the end of Year 6 was above average for similar schools. A significant number of pupils are attaining above average standards in reading and writing, but the proportion of pupils who attain average levels is also below expectation. The school achieved its target for English in 2002.
77. Inspection evidence is that pupils' attainment in English is in line with expectations at Year 2 and above at Year 6. Standards have been maintained since the previous inspection. There has been some fluctuation in national test results, but standards are improving due to:
- The impact of the National Literacy Strategy in strengthening teaching
 - School focus on the development of literacy, especially writing
 - Good management and leadership of the subject.
78. By the end of Year 2, pupils' listening skills are average. Some pupils are easily distracted, but teachers have high expectations; establishing effective class routines that

ensure that pupils concentrate and listen well to instructions, explanations and stories. By the end of Year 6 pupils' skills are above average. They listen carefully to their teachers in lessons and assemblies. They also listen attentively to their peers in class. Their ability to concentrate means that in lesson introductions they listen very well to what their teachers say to them and know what they have to do when work starts.

79. Pupils' speaking skills are developing well. For example, in Year 2 pupils are encouraged to talk to their partners and then explain their partner's views to the rest of the class. Teachers act as good role models when speaking to pupils, repeating instructions and explanations. They are good at using questions and lesson introductions to draw pupils into discussion and debate including those who are usually more reticent to engage in conversation. Pupils are confident speakers and talk openly about themselves and their interests. They are keen to engage in conversation with visitors.
80. In Years 3 to 6, a few pupils have a limited ability to express themselves using extended vocabulary and speak in short sentences. Others, including those with identified special educational needs, do not have the range of descriptive language that many pupils possess at the same age and teachers record words on white boards so that pupils can refer to them later and use them in writing tasks.
81. Standards in reading are above national expectations by Year 2 and Year 6. In Years 1 and 2, reading is taught systematically during the literacy hour, including a thorough approach to teaching sounds. Additional time is also given to reading activities at other times. These features have helped to raise standards. Average and higher average attainers read well and enthusiastically. They enjoy a range of reading material, for example, stories, poetry and non-fiction books, whilst some are members of the local library. They recognise many words by sight, and have a range of strategies, such as using pictures for clues and recognising the initial phonemes in words. The less fluent readers, including those with special educational needs, also use word-building strategies using their knowledge of sounds but have less secure knowledge with blending skills. They look carefully at the pictures in their books to see how the stories are developing. They are able to select reference books and locate information using contents and index pages. Pupils have a positive attitude towards books and pupils speak enthusiastically about books they have read.
82. In Years 3 to 6, the school has been successful in maintaining pupils' progress in reading. They read for a variety of purposes in a range of different settings. For example, teachers may ask them to read a text during the literacy hour or they might be asked to read information texts linked to their geography topics. Many pupils enjoy reading at school. They generally read fluently and correct any mistakes they make without being prompted. Above average and average readers can give wide-ranging reasons why they enjoy books and have well-developed preferences for authors. The lower attaining pupils, including those with special educational needs read their books slowly, but often accurately. Sometimes they need help with unfamiliar words. They talk about their favourite parts of the text and describe what is happening from the clues in the text or the picture. Pupils understand the library organisation and can describe the process of locating and retrieving information.
83. Pupils' attainment in writing is average at the end of Year 2 and good at the end of Year 6. At the end of Year 2 pupils recognise spelling patterns and many spell a range of common words accurately. They produce simple, coherent pieces of writing on a range of subjects. Most pupils know how to use capital letters and full stops but some do not

- regularly use these in their writing. Lower attaining pupils have weaknesses in spelling and use a limited range of vocabulary.
84. In Years 3 and 4 a significant number of pupils do not understand how words are made up from individual sounds and consequently their spelling is erratic. Some pupils make sound use of adverbs and adjectives to improve their writing. Too many pupils make elementary spelling mistakes and some pupils find it difficult to produce a sustained piece of writing with the variety of language and accuracy expected. These year groups have had a particularly unsettled time in the past with many different teachers. The situation is now much more stable and they are catching up.
85. By the time that they reach the end of Year 6, pupils' writing develops well. Scrutiny of work reveals a good range and quality of ideas and expression. Pupils' writing shows a clear development in style, vocabulary and maturity. Pupils develop good sentence writing and learn to write in a variety of styles and for a variety of purposes. They have many good opportunities to write in other subjects, for example, writing up experiments in science and writing about past times in history. Pupils' work shows good development in the use of punctuation, however spelling remains a weak feature for many pupils. Higher attaining pupils make good progress; they use imaginative writing which grasps the reader's attention in their stories and poems.
86. Teaching is good overall and consequently most pupils make good progress through the school. Teachers have a secure knowledge of the literacy hour and generally apply its principles well. Some parts of the lesson are overlong and this impacts on the pace of the lesson with pupils occasionally sitting too long, either listening or writing. This in turn affects their ability to maintain high levels of concentration towards the end of the lesson. On the occasions when the teaching is less successful, the pace of the lesson was not effective. The most notable aspect of good and very good teaching is the effectiveness of teachers' questioning in involving everyone in the lesson. Pupils' interest is fully engaged and they take a full part in the lesson. Teachers' marking is frequently very detailed and helps the pupils improve. Target setting by teachers is effective and pupils are given the opportunity to be involved in evaluating the success of these objectives.
87. Pupils with special educational needs make sound progress overall. Work in the classroom is generally well planned for all abilities. It includes different amounts of work and revision for lower attaining pupils to help them retain what they have learnt. Pupils are supported by support assistants and work is linked well to activities that other pupils are doing. However, they do not make as much progress as they could because there is not enough regular and specific teaching of basic literacy skills. Bilingual pupils are included well and make good progress throughout the school.
88. Pupils respond very well in English lessons. Their behaviour is generally very good and they are keen to work. The very good relationships with their teachers and amongst themselves means that they can work together without fuss and can be relied upon to work well during literacy sessions. Pupils are proud of the work they have done. There are good opportunities for social development when pupils share their work and discuss their work with a partner. The school endeavours to ensure that all pupils are equally included in lessons and activities. During the inspection no difference was noted in the attainment and learning of boys and girls. Gifted and talented pupils receive sufficient challenge.
89. The school has made strategic plans to raise the profile of literacy. The school improvement plan is set out clearly and identifies targets and resources. A programme to raise standards by targeting spelling and specific groups of pupils is well established.

The very good assessment procedures are proving successful. The use of ICT to support literacy is satisfactory.

90. There are two libraries, both are of good size and are situated in appropriate areas of the school, which allow easy access for pupils. The libraries provide positive environments in which pupils can choose books or simply browse. This is an improvement from the previous inspection. The management of this subject is an important factor in the improving standards. The co-ordinator manages the literacy strategy effectively. She has monitored and analysed the work of different year groups. She provides good advice on planning and monitoring which has a positive impact on the quality of teaching and the curriculum.

MATHEMATICS

92. The standards attained by pupils in Year 6 and in Year 2 are well above those expected of pupils of this age in all aspects of mathematics including problem solving, number, shape, space and measures and data handling. This shows significant improvement in the attainment of seven-year-olds. The good standards attained by eleven-year-olds have improved. At the time of the last inspection, standards attained by seven-year-olds were similar to those attained by pupils nationally and those attained by eleven-year-olds were above those attained nationally. Progress since the last inspection has been good.
93. Pupils enjoy their mathematics lessons and make good progress. The proportion of pupils attaining the higher level in mathematics at the age of seven is similar to that found in schools nationally. The proportion of eleven-year-olds attaining the higher level in mathematics is above that found nationally.
94. Since the beginning of this academic year, pupils have been set for mathematics lessons. The school is about to evaluate the impact of these arrangements. Analysis of pupils' attainment so far, and inspection evidence, suggests that higher attaining pupils benefit from these arrangements. The school is now reviewing the suitability of the arrangements for those who find mathematics more difficult.
95. By the time they are seven, pupils understand place value to two digits and add two digit numbers by adding the tens and the units separately and then combining the results. Most pupils add two digit numbers quickly and accurately. They explain how they tackle the problems and use a number of different strategies. The higher attaining seven-year olds understand place value to four digits. They work out prices on a menu and calculate change from ten, fifteen or twenty pounds. They are beginning to round numbers up or down to help in their calculations, and recognise that division sums can be checked by repeated subtraction. They use inverse operation to check their work.
96. By the age of eleven, pupils are confident in their understanding of place value to four digits and are competent in using the four operations of number to solve problems. They use algebraic formulae in their calculations. Pupils recognise equivalent percentages, decimals and fraction. They calculate the area and perimeter of regular and irregular two-dimensional shapes and use co-ordinates to locate positions on four quadrants. Pupils interpret data from line graphs, charts and tallies and carry out investigations of probability. Pupils' mathematical knowledge and skills are developing well because they are given good opportunities to practise them in investigations and practical situations. Pupils are beginning to use ICT programmes to record data from their investigations in different forms, for example using line graphs, bar charts and pie charts.

97. Teachers have a secure understanding of the national strategy and implement it effectively, using the guidelines to provide a good framework for planning lessons. As pupils' attainment is well above average, the additional strategies to support lower attaining pupils are not needed. Teachers make good use of the oral starter sessions to develop pupils' agility in calculating. Teachers share the proposed learning with pupils at the start of lessons and effectively review what has been learned at the end. This helps pupils to grow in confidence and develop independence in their learning. The needs of higher attaining pupils are well met through the current setting arrangements. Pupils with special educational needs and the bilingual pupils are well supported through the effective deployment of skilled learning support assistants and they make good progress. All pupils are equally included.
98. Teaching in mathematics is good for pupils in all year groups from Year 1 to Year 6, and on occasion it is very good. Pupils work in sets across the age groups. In a set for pupils in Years 1 and 2 pupils' knowledge and understanding was extended through a range of challenging activities. The teacher set a positive climate for learning, which builds pupils' confidence well and helps them to achieve. In the best lessons, teachers use skilful open-ended questions to stimulate pupils' thinking. In a very good lesson for pupils in Years 2 and 3, the teacher regularly asked pupils to explain the strategies they used in their calculations and encouraged others to use good strategies such as keeping a running total for a long calculation. The skilled learning support assistants are well deployed and make an effective contribution to pupils' learning. Teachers explain work very clearly so that pupils know what is expected of them.
99. Very good relationships at all levels help pupils to gain confidence in their learning. The very effective class management ensures that pupils learn effectively through well-established routines. Higher attaining pupils are challenged effectively and good support is provided for lower-attaining pupils by the additional adults. Pupils behave very well in lessons because of the high expectations teachers have of their pupils. They are very well motivated and respond enthusiastically to the learning opportunities offered. Mathematics lessons provided good opportunities for social development because pupils frequently work together, for example, when discussing how they worked out their answer. The school endeavours to ensure all pupils are included equally.
100. Leadership and management of mathematics are good. Assessment opportunities and the use of ICT have improved since the last inspection. The effective and enthusiastic leadership of the co-ordinator ensures that teaching is well supported and that expectations are clearly established. The co-ordinator has a good understanding of the strengths and weaknesses in the subject. Data is analysed rigorously to identify areas of strength and weakness and to build further on the school's good practice. Effective monitoring of lessons ensures that consistent strategies are maintained across the school.

SCIENCE

101. Inspection evidence shows that overall standards of attainment are in line with expectations at the end of Year 2 and well above expectations by the end of Year 6. Standards have been maintained in Year 2 but have improved in Year 6, where a significant number of pupils are working at levels above those expected. The percentage of pupils achieving higher levels in the national tests for Year 6 increased significantly in 2002.
102. In Years 1 and 2 pupils cover all aspects of the curriculum and record their work in written and pictorial form. They have a sound knowledge of living things and materials.

They carry out investigations, for example, whether plants need light and water to grow. Higher attaining pupils are appropriately challenged to record their work in different ways. Pupils use their senses well to explore with and know why a healthy diet and exercise are important.

103. In Year 6 pupils make sensible predictions and explain these clearly, drawing on their knowledge and understanding. They work well together and make good predictions based on their scientific knowledge and understanding. They develop a very thorough understanding of the physical processes and have an extensive range of scientific vocabulary, which they use very well. They record their work very clearly and make accurate diagrams to explain what they have done. Their conclusions are consistent with their evidence and they make practical suggestions to improve their methods. This was evident in Year 6 when pupils made kites to test the forces and air pressures which impact on how a kite flies. Most pupils throughout the school are developing good skills of scientific enquiry, for example in Year 3, pupils carefully compared and contrasted different rocks to find similarities and differences.
104. The quality of teaching is satisfactory in Years 1 and 2; good in Years 3 to 6 and judged to be good, overall. Pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. This includes pupils with special educational needs and pupils who are bilingual. All pupils are equally included. Where the teaching is at least good it has a positive impact on the progress pupils make. They develop keen scientific skills and are eager to find out more. In Year 6, the subject of the lesson was difficult one but the teacher explained the task well; consequently pupils persevered when making their kites. Most teachers use open ended questions well and lessons have a brisk but appropriate pace. Tasks are well matched to the age and ability of the pupils. In Years 1 and 2 the pace of lessons is slower and time is not always used to best effect. The final part of the lesson to reinforce the learning is not always fully effective, for example, they are sometimes too long. A few pupils consequently lose interest and their progress slows.
105. Boys and girls are equally involved in lessons and achieve equally well. There is appropriate use of ICT to support learning. Science lessons make a good contribution to pupils' spiritual, social, moral and cultural development. Pupils in Year 6 were delighted when some of the kites eventually flew. Pupils frequently work together and they share equipment well. They respect each other's views, listening well to what other pupils have to say.
106. The management of the subject is good and is having a positive impact on improving standards. Teaching and learning is regularly monitored with helpful feedback. The co-ordinator is knowledgeable and supports colleagues well. The outdoor area is used very well to support learning in science, for example, when searching for different rocks and when growing plants in the class gardens.

ART AND DESIGN

107. Pupils' standards are above those expected nationally for seven and 11-year-old pupils. Judgements are based on a range of work around the school and some lesson observations in Years 3 to 6. Pupils make at least satisfactory progress throughout the school. This is an improvement since the last inspection when progress was unsatisfactory.
108. Art forms an important part of the school's work. It is used well to help make the school a lively and attractive place in which to work. The care with which it is displayed reflects

the importance that teachers place on celebrating pupils' creative ability. The art gallery is delightful and offers pupils very good opportunities to observe the artwork of others and to develop their evaluative skills. Pupils clearly enjoy many of the activities offered and they work well together and have positive attitudes to their work.

109. There is a wide range of artwork on classroom walls, in the hall and in corridors that shows how pupils have used a wide range of media such as paints, pastels and clay. The range of displays also reveals good links between art and other subjects, for example, the Year 3 work on Vikings which includes writing and painting. The use of ICT is developing well in topics such as Dreamworld in Year 4. This shows clearly the suitability and good use of digital photography for design purposes.
110. Work in all year groups is developing pupils' knowledge and understanding of skills and processes through the experience of a range of materials that are used with an increasing maturity and confidence.
111. Pupils' cultural development is enhanced through learning about the work of famous artists, such as Cézanne, Picasso and Renoir. There is good evidence of pupils across the school using the techniques of famous artists as a source of inspiration and to enhance their own artwork, for example, in the whole school multimedia project based on Renoir's 'Les Parapluies'.
112. Pupils in Year 2 develop sound observational skills. Many of their self-portrait sketches show a strong resemblance to their subjects through the inclusion of fine details such as freckles and crooked teeth. In Year 4 pupils produce good quality collage related to their Dreamworld photographs and make very good use of their sketchbooks. Pupils in Year 6 use a proper range of sketching pencils in their work. Skills in the use and application of shading were enhanced by the presence of a visiting artist who demonstrated appropriate techniques. Pupils are encouraged and supported to explore and develop their ideas through the use of sketchbooks.
113. No lessons were observed in Years 1 and 2. Teaching in Years 3 to 6 is generally good. The features of the best lessons were the effective demonstrations of work, the clear explanations of the skills that pupils were to develop and the use of teachers' skills to promote discussion. The teachers were well prepared and the pupils knew the class routines so no time was lost.
114. The co-ordinator is well qualified and enthusiastic. He provides good leadership and management including monitoring the curriculum. Areas requiring development are outlined in the current school improvement plan. The school grounds are used very well for drawing and sketching.

DESIGN AND TECHNOLOGY

115. Pupils' attainment reflects expected standards at both key stages. The level of attainment indicates that standards have improved since the last inspection, when the subject was deemed to be underdeveloped and standards low.
116. It was not possible to observe any lessons during the inspection, therefore judgements on attainment are based on discussions with pupils and teachers, a scrutiny of pupils' work on display and an examination of teachers' planning.

117. The overall quality of learning is satisfactory. The curriculum is satisfactory and improving as a result of the introduction of national guidelines. These factors ensure satisfactory progress and achievement.
118. Each year group undertakes a stimulating range of projects. Year 2 pupils use gluing and sticking techniques to make puppets. Year 3 pupils make picture frames from paper and card and Year 6 design and make slippers using a range of techniques. Pupils plan for particular purposes, select appropriate materials, practise, make and evaluate their work asking such questions as, 'Do they look as they expected?', 'What skills did you improve?' and 'What would you change?'. In addition to work in school, pupils often enthusiastically undertake projects at home, such as making a figure or a model of a pet. These are displayed to very good effect and generate much interest.
119. The leadership of the subject is good. A progress report for the subject has been compiled and next stages for improvement have been identified. The subject is a focus for school improvement.

HISTORY and GEOGRAPHY

120. No history lessons were observed in Years 3 to 6 during the inspection and no geography was observed in Years 1 and 2. In addition to the lessons which were observed, a range of pupils' work and teachers' planning in history and geography was analysed. By the end of Year 6, standards are in line with expectations for this age and pupils make at least satisfactory progress in their learning in both subjects. Standards have been maintained since the previous inspection.
121. By the end of Year 2, pupils identify key similarities and differences between holidays by the sea in the past and present. They ask questions about the past in a sensible way and have a developing sense of chronology. By the end of Year 6, pupils have a sound factual knowledge of some of the characteristics of past periods and they can explain the consequences of some world events such as World War 2.
122. Year 2 pupils have an appropriate understanding of their local environment and are aware of localities beyond their own. They understand a range of appropriate vocabulary. By the end of Year 6, pupils have a wider range of knowledge, skills and understanding about places in the locality and beyond. Throughout the school pupils make interesting visits which strengthen their knowledge and stimulate interest. Year 5 pupils are shortly to visit Rye. In a very good lesson in Year 5 they thoroughly researched the area, planned their route and showed much enthusiasm for the proposed visit. Good quality work in geography is completed during the annual residential visit. In Years 3 to 6 there is a range of interesting and well-presented work, which also develops good literacy skills. No lessons were observed in geography in Year 4 but some high quality work was seen. Pupils in Year 4 have completed thorough research on a local area and put together attractive and informative files, which include a range of interesting information. History and geography are used appropriately to support literacy skills. However, pupils do not always check that their spelling is accurate and there are some careless mistakes. History and geography promote pupils' spiritual, moral, social and cultural development well through the stimulating range of activities and frequent opportunities for pupils to work together.
123. Teaching in the lesson observed in history in Year 2 was satisfactory. The pace was fairly slow with too long spent on a writing activity, which meant that pupils' interest waned and their progress slowed. In Years 3 to 6 the teaching in geography was good, with some very good teaching. In these lessons the quality of learning was at least good. In the most effective lesson the teacher's enthusiasm helped to fire the pupils'

interest and imagination. The final part of the lesson reinforced the learning well, as pupils evaluated what they had learned. In Years 3 to 6 pupils enjoy the subject and behave well, working in a sensible and mature way.

124. The management of the subjects is effective and developing well with regular monitoring of teachers' planning and pupils' work. Policies and guidelines are in place to provide guidance; the school is reviewing the geography planning to ensure that there is sufficient balance. Planning is effective with clear objectives and enough challenge. The school's resources are enhanced by effective use of a local scheme to borrow resources. The school grounds are very well used to enhance learning in geography, for example, in map work.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Standards attained by pupils in Year 2 are average. Overall standards attained by pupils in Year 6 are below those expected of pupils nationally. Raising attainment in ICT was a key issue in the previous report. The school has worked hard to address this issue. However, since the time of the previous inspection, the requirements for the subject have been strengthened. Whilst there has been some improvement, standards for eleven year-olds are still below those expected. Overall, progress is satisfactory because pupils now have more practical experience. The school has recently adapted an unused air-raid shelter to form an ICT suite. This is a new development and provides increased opportunities to enhance pupils' learning. However, it is too new as yet to have had a significant impact on standards.
126. The school has made a significant investment in new hardware but appropriate software to support learning is still required. For example, the software for music is appropriate for the needs of younger pupils but does not enable eleven-year-olds to develop their musical skills effectively. The parents' association is about to provide a whiteboard linked to a computer by a projector, which will enable teachers to teach skills more effectively to groups of pupils. All classes have time-tabled sessions in the suite and pupils are making sound progress in learning skills. However, they do not always have enough opportunities to put these into practice in their classrooms. The school will have extra lap-top computers in school in September, which will help this situation.
127. In Year 2, pupils know how to log on to a word processing programme and greatly enjoy changing the font and size of print. The symbol fonts intrigued them and one pupil suggested that these were like the Egyptian hieroglyphs they had learned about in their history lessons. In Year 3 pupils learn about emails. They understand the different ways in which messages can be communicated. Unfortunately the school's Internet connection is not yet fully effective and so there is difficulty in pupils sending and receiving emails. A number of pupils have Internet access at home and are familiar with sending and receiving electronic mail.
128. The attainment of pupils in Year 6 is below that expected nationally. This is because pupils have not had the range of experiences that would enable them to reach the expected levels for their age. Pupils in Years 4 and 5 are making good progress in ICT. Year 5 pupils were fascinated to learn how to use sensors to measure sound, light and temperature. They have also begun to use a programme to control objects. In Year 4, pupils use a mathematical programme to draw different shapes on the screen. They have also used digital cameras to take photographs and have edited these very effectively using a computer programme to produce a dream landscape effect. This links very effectively with the art curriculum. The use of the Internet for research in history, geography and other curriculum subjects is still being developed. Pupils are not yet using computers to develop multi-media presentations.

129. The co-ordinator for the subject is knowledgeable and supports colleagues very well. She has overseen the development of the new suite and given supportive advice to colleagues on its use. She has worked hard to support colleagues in developing their confidence and subject knowledge and is currently working on developing a school website. The subject supports social development well as pupils often work together. They handle the equipment in a sensible way.

MUSIC

130. At the time of the previous inspection pupils' attainment in music was below that expected nationally for both seven and eleven-year-olds. During the current inspection, due to time tabling arrangements, it was only possible to observe two lessons, one in Year 2 and one in Year 6. It was therefore not possible to see the whole range of music. No performing or composition was observed. In the lessons observed the attainment of seven-year-olds met national expectations whilst the attainment of eleven-year-olds was below expected levels. However, it is not possible to make a firm judgement on standards, overall. Overall, bearing in mind the range of musical activities now on offer, improvement since the last inspection is broadly satisfactory.
131. In the lesson in Year 2, pupils sang well and showed a developing understanding of the difference between pulse and rhythm. They enjoyed singing a range of songs and rhymes. In Year 6 pupils found it very difficult to listen to Gregorian chant and to compare different examples of the form. The differences were very subtle and beyond the musical experience of most pupils. In assembly pupils listen well to a wide range of music and can explain why they like it and what it makes them feel. Staff select music carefully, for example, a moving piece played on the oboe accompanied a prayer. The use of ICT does not effectively support learning in music, particularly with the older pupils, where there are gaps in their learning. More software is required to support their learning.
132. Teaching in music is satisfactory overall though this is based on very limited evidence. Discussion indicates that several teachers are still lacking in confidence and subject knowledge. The school has recently introduced a published scheme of work, which includes lesson plans and recorded music to support non-specialist teachers. Teachers report that they are finding this helpful but as yet it is too new to evaluate its impact on pupils' standards.
133. The music curriculum is enriched by a range of visitors to the school, for example, a freelance percussion player and a troupe of African dancers. Music supports the provision for cultural development well by the range of music provided and the visitors to school. A number of pupils receive individual tuition in recorder, piano, flute and guitar. School clubs, such as choir, enhance the pupils' learning and enjoyment of the subject. The school participates in local events and Christmas performances are much appreciated by parents and the local community.

PHYSICAL EDUCATION

134. Pupils of all abilities make satisfactory progress by the end of both key stages and achieve the standards expected by the end of Year 2 and Year 6. Standards have been maintained since the previous inspection.
135. Pupils in Years 1 and 2 make satisfactory gains in their acquisition of skills and knowledge and understanding in physical education. They learn to control their bodies

and be aware of space. Pupils work enthusiastically and are developing throwing and catching skills using large balls. They co-operate well with each other. They work independently and with a partner. Pupils in Years 3 to 6 make sound progress. In a Year 3 dance lesson, pupils were creative and expressed themselves well, adapting to the tempo and rhythm of the music. Pupils in Year 5 developed their throwing skills when using discusses and javelins. They made good progress as a direct result of teachers' expertise in imparting skills and techniques. In Year 6 pupils extend their running skills well and learn to pass the baton accurately when working as a team. They improve their technique through teacher demonstration and self-evaluation.

136. Pupils respond well to their lessons, although in a small minority of lessons there are a few pupils who do not listen carefully enough to their teachers. Most are involved and follow instructions carefully at all times. They are keen and enthusiastic and put a lot of effort into their work concentrating hard. When practising skills, pupils persevere and confidently know when they have succeeded.
137. The teaching is at least satisfactory and often good when pupils are challenged. In the Year 6 lesson the pace was brisk, good attention was paid to correct techniques and praise used well to motivate pupils to even greater efforts. The teaching has a direct impact on the progress that the pupils make. Teachers are aware of health and safety rules and routines. The school ensures that all pupils are equally involved.
138. Pupils in Year 6 experience a range of exciting outdoor activities during residential visits. This is an improvement since the last inspection. A good range of extra-curricular activities support and build upon the start given to pupils in physical education lessons. The school now participates regularly in sporting events with other schools, and these are well supported.
139. The school is addressing issues from the previous report. The hall floor has been replaced and provides a safer surface for physical education.

RELIGIOUS EDUCATION

140. Religious education is taught according to the local agreed syllabus for religious education. At the time of the last inspection, standards were below the expectations of the locally agreed syllabus for both seven and eleven-year-olds. Religious education had a very low profile in the school and the requirements for religious education were not met.
141. The school has worked hard to address the issues identified in the previous inspection. Religious education is now taught according to the locally agreed syllabus and meets the requirements. This represents good improvement since the last inspection.
142. The attainment of pupils in Years 1 and 2 is good. Pupils learn about saints and discuss the qualities that saints might have. Year 1 pupils showed great interest in the lesson and asked many questions about God, wanting to know how God existed in the first place. They are curious and keen to learn. In Year 2, pupils think about why Christian people go to church. They have visited the Parish church and recall facts about Christian baptism. They know that people go to church for weddings and baptisms and remember some of the specific vocabulary they learned on their visit. One pupil remembered that when Christians receive the bread and wine in a communion service they remember the Last Supper, which Jesus celebrated with his disciples. Pupils remembered that on their visit they had seen the altar frontal being changed from white (for Easter) to red (for Pentecost). They could also say that the stained glass windows

in churches were used to tell Bible stories before people could read and write. They are beginning to understand that one purpose of going to church is to develop a sense of belonging to the Christian community.

143. The attainment of pupils in Years 3 to 6 is sound. In Year 3 pupils reflect upon signs and symbols. They understand that signs give information, for example 'keep out' or 'no entry' whereas symbols stand for something and are not always readily understood by everyone. Pupils reflect upon symbols that have significance in their own lives and suggest symbols that might represent their talents and interests. They go on to think about symbols that have particular meaning for Christians such as the cross. In Year 4 pupils learn about the importance of the family Sabbath meal for Jewish people. They show good recall of their previous work on Judaism recounting the story of Hannukah (a festival of light).
144. Pupils in Years 5 and 6 learn about a range of issues in world religions. However, the emphasis is on learning facts about religions and there is little evidence, either in lessons or in pupils recorded work, that they consider what effect a personal faith commitment has on the lives of believing communities. For example, in discussing saints and martyrs, pupils identify Martin Luther King and Mother Theresa of Calcutta as modern day religious figures but are not helped to understand that their actions were prompted by a strong religious faith.
145. Teaching in religious education is satisfactory overall, though some examples of good teaching were observed. Teachers still vary in their confidence and subject knowledge but this is much improved since the last inspection. In the best lessons, teachers asked open questions that stimulated pupils' thinking and encouraged discussion.
146. The curriculum is supported by visits to the Parish Church and a local synagogue. Information and communication technology is used appropriately to help pupils appreciate the Islamic faith through a virtual tour of a mosque. Management of religious education is effective and has had a positive impact on helping to raise teachers' confidence in teaching the subject.