

INSPECTION REPORT

HERNE BAY INFANT SCHOOL

Herne bay

LEA area: Kent

Unique reference number: 118359

Headteacher: Anne Hooker

Reporting inspector: David Shepherd
2905

Dates of inspection: 7 - 10 July 2003

Inspection number: 247880

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	Stanley Road Herne Bay
Postcode:	CT6 5SH
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P Cox
Date of previous inspection:	1-4 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2905	David Shepherd	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>What should the school do to improve further?</p>
14347	Joan Lindsay	Lay inspector	Educational inclusion	<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
17288	Megan Warner	Team inspector	<p>English</p> <p>Art and design</p> <p>Design and technology</p> <p>Religious education</p> <p>Special educational needs</p> <p>English as an additional language</p>	
29695	Gillian Lance	Team inspector	<p>Science</p> <p>Music</p> <p>Physical education</p> <p>Foundation Stage</p>	Leadership and management
28053	Eileen Glasper	Team inspector	<p>Information and communication technology</p> <p>Geography</p> <p>History</p>	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Herne Bay is bigger than most other infant schools, with 352 pupils on roll. Most pupils are white and four are from Asian and two from African backgrounds. One pupil speaks English as an additional language. Ninety-seven pupils are on the school's register for special educational needs [SEN]. Two of these have a statement of SEN. This is similar to the national average. The range of SEN includes emotional and behavioural difficulties, moderate learning difficulties, autism and physical difficulties. Fifty-one pupils are entitled to free school meals. This is below the national average. The number of pupils joining and leaving during the school year is average. The socio-economic circumstances of families whose children attend the school are below average. Attainment on entry is below average. Most pupils come from the immediate area of the school. Six teachers have joined and five have left the school during the past two years.

HOW GOOD THE SCHOOL IS

Herne Bay is an improving school that provides a sound education for its pupils. Standards in reading, writing and science are average. Standards in mathematics are below average. Teaching in Years 1 and 2 is satisfactory overall and most pupils have made satisfactory progress in the majority of subjects. Teaching in the Reception classes is good overall, and these children make good progress. The attitudes and behaviour of most pupils are good. Since the appointment of the present headteacher, the leadership and management of the school are good. The school provides satisfactory value for money.

What the school does well

- Provides pupils with a good start to their schooling in the Reception classes.
- Achieves standards that are well above expected levels in art and design and above expected levels in music and religious education [RE].
- Ensures most pupils have positive attitudes to school and behave well.
- Provides very well for pupils' spiritual, moral, social and cultural development.
- Provides very good levels of care for pupils.
- Provides good teaching in a number of classes throughout the school.
- Provides good leadership and management by the headteacher, deputy headteacher and co-ordinator for SEN.
- Employs teachers who are conscientious and who work very well with teaching assistants.

What could be improved

- Standards in mathematics and information and communication technology [ICT].
- Aspects of teaching, especially the assessment of pupils' work, including marking, and raising teachers' expectations of what average and high attaining pupils can achieve in certain subjects.
- A sharper focus on raising standards by introducing a more rigorous system of assessment and target setting.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. Since then it has had four different headteachers. In spite of this, the school has made satisfactory improvements in addressing the key issues that were identified at that time. Progress in this respect has accelerated during the past two years. Significant improvements have been made to programmes of work for subjects and termly plans. These are now a strength of the school. The school has produced a good format for improvement planning. However, priorities for future development are not focused enough on raising standards. A structured approach to teaching reading and handwriting has been developed. However, standards of attainment for high attaining pupils are not high enough. Teaching has improved, but the assessment of pupils' work, including marking, is not rigorous enough to raise standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	D	C	C	C
Writing	D	C	C	D
Mathematics	C	B	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests in 2002, the percentage of pupils reaching the higher level [Level 3] was above average in reading and average in writing and mathematics when compared with all schools and similar schools. Over the past four years, the trend of improvement in reading and writing has been similar to the national trend. However, standards in mathematics fell last year and are similar to those achieved at the time of the last inspection. Over the past three years, girls have achieved higher levels than boys in reading and writing. They have achieved at similar levels in mathematics. Results of teachers' assessments in science were above average overall, and the proportion of pupils reaching the higher level was average. Most pupils achieved the modest targets set for improvements in reading, writing and mathematics. Inspection evidence indicates that standards in Year 2 in speaking and listening and in reading, writing and science are average, and that standards in mathematics are below average.

By the time children leave the Reception classes, most have achieved the national targets set for children of this age in all areas of learning. Some have exceeded these targets, especially in personal and social development, speaking and listening and creative development. Inspection evidence indicates that standards at the end of Year 2 in art and design are well above expected levels, and in music and RE above expected levels. Standards are at expected levels in geography, history and physical education [PE]. They are below in ICT. Lack of evidence means that no secure judgements can be made about standards in design and technology [D&T]. Pupils with SEN make good progress throughout the school. The pupil with English as an additional language also makes good progress. However, higher attaining pupils, including the gifted and talented, do not always make the progress of which they are capable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school and enjoy their work.
Behaviour, in and out of classrooms	Good. Nearly all pupils behave well in lessons and in the playground.
Personal development and relationships	Good. Pupils are willing to take on responsibilities with maturity. Relationships are very good throughout the school.
Attendance	Unsatisfactory. The number of authorised absences is higher than in most other schools.

TEACHING AND LEARNING

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

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

Overall, teaching and learning are sound. They are consistently good in most Reception classes. They are often good in individual classes throughout the school. Teaching and learning are most often good in literacy, art and design, music, PE and RE. They are unsatisfactory in ICT because teachers do not have enough computers to give pupils opportunities to practise what they have been taught. The teaching and learning of pupils with SEN are good. They are also good in the teaching of English as an additional language. The teaching of high attaining pupils, including the gifted and talented, is often unsatisfactory. This is because work that is too easy is often set for these pupils. The teaching of skills of literacy and English and of numeracy and mathematics is satisfactory.

There are a number of features about the teaching and learning that are good. Teachers plan their work systematically based on national and local guidance. They evaluate how effective their teaching has been and this helps them plan further lessons. Different activities are planned for pupils at different levels of ability. Teaching assistants are deployed well. They help teachers in their teaching of pupils with SEN effectively. Good use is made of resources, including the environment of the school and visits to places of interest, to help pupils learn. These features help pupils make steady progress. Two aspects of teaching were noted as weaknesses during the inspection. Some teachers do not hold high enough expectations of what pupils, particularly average attaining pupils in literacy and high attaining pupils in some other subjects, can achieve. Some teachers do not assess pupils' work accurately enough in order to help them improve. Marking encourages pupils but does not indicate what they need to do to make further progress. These factors slow down the progress pupils make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches the National Curriculum and RE appropriately as required by statute. A very good programme of personal, social and health education, including sex education and drugs education, is also taught. The school provides a wide range of out-of-class activities at lunchtimes and of visits to places of interest.
Provision for pupils with special educational needs	Very good. Work is planned for pupils with SEN at an appropriate level and they are helped effectively by their teachers and teaching assistants.
Provision for pupils with English as an additional language	Good. Work is pitched appropriately and good help is given by teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is very good provision for pupils' spiritual development through opportunities to reflect in lessons and assemblies. Moral and social development are consistently given a very high priority. There is very good provision made for pupils' cultural development throughout the curriculum.
How well the school cares for its pupils	Well. All adults know pupils very well and show a very high level of concern for their well-being. Procedures for assessing pupils' progress are developing well. However, not enough use is made of assessment to improve pupils' learning.

The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has the confidence of the staff, parents and governors. The deputy headteacher and co-ordinator for SEN carry out their roles very well.
How well the governors fulfil their responsibilities	Satisfactorily. Governors carry out their roles well and are very supportive. However, they are not focused enough on raising standards through the school improvement plan.
The school's evaluation of its performance	Satisfactory. The school's procedures for monitoring and evaluating its work are sound. It has begun to use the outcomes of this work to raise standards.
The strategic use of resources	Good. Resources, including the budget, are used appropriately for the purposes intended. The school seeks to get the best value when purchasing goods and services.

The school is well staffed with teachers and teaching assistants. Resources for learning are satisfactory in most subjects. Resources for the Reception classes, including provision for outside learning, are very good. However, there are not enough computers located in a single room to allow pupils to practise the skills being taught in computer lessons. The accommodation is satisfactory overall. However, the provision of a central computer area is inadequate. The mobile classrooms are in poor condition but due to be demolished. The school does not have a grassed area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good • Parents feel comfortable about approaching the school with problems • The school expects their children to work hard and do their best • Teaching is good • The school is well led and managed • Their children like school 	<ul style="list-style-type: none"> • More information about how their children are getting on • Homework • More activities outside lessons

Inspectors agree with most of the positive views expressed by parents. In spite of much good teaching throughout the school, the teaching in Years 1 and 2 is sound. This is because inspectors compared the teaching at this school with teaching in other schools. Inspectors disagree with parents about activities provided outside lessons. These are judged as good. The activities organised by play leaders at lunchtimes and the number of visits made to places of interest are included in this aspect, and these are judged as good. Inspectors consider that the school provides a satisfactory amount of information for parents about the progress of their children. Inspectors agree with parents that the provision of homework is not consistent enough in all classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2002, standards in the National Curriculum tests in Year 2 were average in reading, writing and mathematics when compared with all schools. Since the last inspection, standards have improved in reading and writing. Standards in mathematics are lower now than they were. Over the past three years, girls have outperformed boys in reading and writing. They have achieved at similar levels in mathematics. Standards in the teacher assessment in science were above average. Standards attained by high attaining pupils were above average in reading and average in writing, mathematics and science. Standards in the current Year 2 classes are average in reading, writing and science and below average in mathematics. Standards in art and design are well above average. Standards in music and RE are above average. Standards in geography, history and PE are average. Standards in ICT are below average. Lack of evidence means that no secure judgements were made about standards in D&T. Standards in art and design, music and RE have improved since the last inspection. Standards in geography, history and PE are similar and those in ICT are lower than at the last inspection.
2. Most children enter the Reception classes with below average levels of attainment in their personal, social and emotional development, literacy, mathematics and knowledge and understanding of the world. Most make good progress in the Reception classes because of the overall good teaching in these classes. Most attain the national standards in all aspects of the areas of learning, and some exceed them, especially in their personal and social development, speaking and listening and creative development. Overall, attainment on entry to Year 1 is average.
3. The overall satisfactory teaching means that pupils in Years 1 and 2 are making sound progress in many subjects. The teaching is good in art and design, music and RE and pupils make good progress in these subjects. The teaching of ICT is unsatisfactory overall and pupils are not making the progress they should in this subject. This mixed picture indicates that pupils' achievement is good in a number of subjects because of good teaching. Pupils' achievement is unsatisfactory in ICT because of the lack of provision of computers. Inspection findings include present test results and indicate that in reading, writing and science the current Year 2 pupils are achieving appropriately. In mathematics, they are achieving at a satisfactory level although standards overall are below average.
4. A further factor contributing to this mixed picture is staff mobility. Six teachers have joined and five have left during the past two years. The school has managed to recruit some good teachers and these have raised the overall profile of good teaching. A number of teachers have changed the year group they teach. These high levels of teacher movement mean that it is very difficult for the school to maintain continuity in provision and in progression in pupils' learning in spite of the good quality of teaching in many lessons. This has adversely affected standards in a number of subjects.
5. During the inspection, a high proportion of the teaching was good, staff morale was high and all staff worked extremely hard. Given this staff commitment, the strong leadership from the headteacher and deputy headteacher and greater staff stability, it is likely that many pupils will make faster progress and achieve higher levels than they do at present.
6. At the end of Year 1, the school sets targets for pupils' achievement in literacy and numeracy for the end of Year 2. However, these are not challenging enough for many pupils. The school does not expect about one third of its pupils to make average progress in these subjects. This is a significant factor that slows down the progress pupils make in these subjects.
7. The National Strategies for Literacy and Numeracy and the national and local guidance for all other subjects are being used effectively in teachers' plans and helping to raise standards. The introduction of additional lessons in literacy for those at the early stages of reading and writing is also helping these pupils to make progress.

8. Pupils with SEN are making good progress throughout the school. The co-ordinator, class teachers and teaching assistants help these pupils achieve the learning targets set for them. High attaining pupils, including the gifted and talented, do not make the progress they should in a number of subjects. Teachers do not set them hard enough work. Most boys make sound progress in many subjects. The pupil with English as an additional language is making good progress.

Pupils' attitudes, values and personal development

9. Pupils have maintained the good attitudes to school that were seen at the last inspection. Parents wholeheartedly agree that their children like school. This is evident in the high levels of enthusiasm seen in lessons throughout the school, especially when the tasks were interesting and challenging. For example, in a Year 1 history lesson, pupils listened intently and showed a high level of interest when a visitor came to talk about what his life was like in Herne Bay over 60 years ago. After asking him some questions, they settled quickly to their task of drawing pictures of the seaside showing the differences between now and in the past. Pupils are also eager to be involved in other aspects of school life and they participate keenly in assemblies, where they sing very enthusiastically. There is a very high level of participation and enjoyment in the many outdoor activities going on during the morning break and lunchtimes.
10. Pupils' behaviour has also been maintained at the good levels seen at the last inspection. Parents feel that pupils behave well. The school's positive behaviour policy is consistently applied and pupils have a good understanding of rewards and of the consequences of inappropriate behaviour. Pupils particularly enjoy receiving stickers and having Golden Time. One of the Golden Rules is emphasised each week, such as "Do play well with others", and this is effective in ensuring that pupils behave well outside in the playground. There was no evidence of any intimidation or harassment during the inspection and pupils reported that they could not think of a time when someone else had worried or scared them. They were very confident that if something did happen a member of staff would sort it out. In whole school assemblies, behaviour is very good. In lessons, the great majority of pupils behave well. Teaching assistants are effective in helping those who have more challenging behaviour so that lessons are not disrupted. There have been no exclusions either permanent or temporary during the last reporting period. This was also the case at the last inspection.
11. Relationships throughout the school have improved since the last inspection and are now very good. Pupils throughout the school get on very well with each other and with adults and there is great mutual respect seen at all levels. The impact of the very good provision for pupils' moral and social development is that relationships throughout the school are very good and pupils are happy in school. From an early age, children are encouraged to think of others and to share and work together co-operatively. This is consistently emphasised as pupils progress through the school. For example, in a Year 1 PE lesson, pupils worked successfully together in small groups to devise and play a ball game.
12. The extent to which pupils show initiative and take on personal responsibility is good overall. Pupils of all ages are given jobs to do, such as being the class "leader" and leading the class to assembly and back or to be a playground "buddy". Pupils who are school council representatives take their roles very seriously and are proud of their achievements, such as improving the playground. The provision made for cultural development ensures that pupils have a very high level of respect for the feelings values and beliefs of others.
13. Attendance levels have dropped since the last inspection. Although the school does not report any unauthorised absence, the authorised absence figure is higher than the national average. As a result, attendance is now unsatisfactory. Although the great majority of pupils attend regularly, the practice of parents taking their children out of school for holidays has had an adverse impact on attendance overall as has the long-term absence through ill health of a small number of pupils. Punctuality is satisfactory, although a few pupils consistently arrive at school late. The school marks attendance registers according to statutory requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Teaching and learning are satisfactory overall. They are consistently good in most Reception classes and often good in individual classes throughout Years 1 and 2. During the inspection, teaching was good, very good or excellent in six out of ten lessons. The majority of good teaching was observed in art and design, music, PE and RE, and in individual lessons in literacy and numeracy. Teaching and learning in English, mathematics, science, geography and history are sound. They are unsatisfactory in ICT because of the school's lack of provision of computers. Overall, teaching and learning have improved since the last inspection.
15. Teaching and learning have a number of good features. A general strength of the teaching is the planning. Teachers plan well in year groups so that each class is taught the same lesson during the same week. This ensures that all pupils receive the same curriculum. Planning is based wisely on national guidance for all subjects except RE, where it is based on local guidance as required by statute. This ensures that pupils are taught the full range of the National Curriculum. Lessons include activities that are planned for high, average and low attaining pupils. This is a good feature except that those planned for high attaining pupils, including the gifted and talented, are sometimes not hard enough.
16. A further general strength of the teaching is the contribution made by teaching assistants. Teaching assistants are briefed well by teachers and carry out their roles effectively. They often supervise groups of low attaining pupils, including those with SEN. These groups make good progress because of the quality of help they receive from teaching assistants. Teachers and their teaching assistants also help the pupil with English as an additional language to make good progress.
17. Most teachers use the resources available to them well. They make good use of equipment to help pupils with their mathematics lessons, for instance. Reception children use a wide range of materials, including the well-equipped outside area, in their work. Teachers invite visitors into class to talk to the pupils about their experiences. They arrange visits to places of interest in the locality, such as the beach and church.
18. There are a number of other strengths that are evident in individual classes when the teaching is very good or outstanding. A particular feature of the best teaching is that teachers manage to inspire pupils. To achieve this, teachers know their pupils very well and know how to capture their interest. For example, in an excellent Year 1 lesson in art and design, the teacher made very good links with the assembly and RE theme of feelings. The pupils were then successfully encouraged to look at art and sculpture as an expression of an artist's feelings. In an outstanding Year 2 RE lesson about special places, the teacher captivated the pupils by sharing with them her special place. This helped the pupils to empathise with their teacher and begin to learn more about what makes places special to different people. In these lessons, pupils at all levels of ability were challenged and their thinking was extended very well. Each of the strengths of the teaching leads to pupils making good progress.
19. Two weaknesses in teaching and learning were noted during the inspection. Many teachers do not mark and assess pupils' work well enough during and after lessons. Marking encourages pupils but does not guide them about what to do next to improve. Because of this, many teachers are unable to plan work at the correct level for pupils' attainment. This is particularly the case for high attaining pupils, including the gifted and talented, where tasks are set that are often too easy for them. A second weakness is that some teachers do not expect enough of pupils. For example, in literacy, average attaining pupils are not pushed enough in their work. These weaknesses in the teaching slow down the rate of progress made by pupils.
20. The teaching and learning in literacy are sound overall. The teaching of speaking and listening is good. Pupils are encouraged to respond to questions in sentences and to listen to each other. The teaching of reading is variable; it is sometimes good, but, on occasions, unsatisfactory. Children in the Reception classes are taught the sounds letters make and this helps them read simple words. Higher up the school, pupils are taught to subdivide words into sections to help them with unfamiliar words. However, some pupils do not receive enough help during guided reading sessions. The teaching of writing is sound. Pupils are encouraged to use a variety of

- words in their writing. However, low attaining pupils, including those with SEN, and boys are not given enough structured help in their writing. Overall, pupils do not have enough opportunities to write in other subjects.
21. The teaching of number skills is sound overall. Pupils are taught well to add, subtract, multiply and divide using a range of methods. However, high attaining pupils do not work enough with hundreds, tens and units. Teachers place a good emphasis on solving problems. Appropriate opportunities are provided to consolidate numeracy skills in other subjects, such as geography.
 22. The teaching of ICT is unsatisfactory. Teachers teach computer skills clearly, using a computer in their classrooms. However, the impact of this on pupils' learning is unsatisfactory. This is because pupils do not have access to enough computers to allow them to practise the skills they have just been taught. Although each class has two computers, not enough use is made of them to help pupils learn in other subjects.
 23. The teaching and learning of pupils with SEN, including those with statements, are good. This is because these pupils' needs are identified early and suitable programmes of work, including learning targets, are set for them. The co-ordinator for SEN, along with class teachers and teaching assistants, helps these pupils effectively and they make good progress throughout the curriculum. The co-ordinator meets with teaching assistants each week to discuss the progress being made by pupils with SEN. Teaching assistants are given very good guidance by the co-ordinator, both in planning and when there are any incidents of unacceptable behaviour. The co-ordinator for SEN is a key person in ensuring that teachers and teaching assistants can teach and pupils can learn successfully. Parents of pupils with SEN work successfully with the school to help their children make good progress.
 24. The teaching and learning of the pupil with English as an additional language are good.
 25. The teaching of high attaining pupils, including the gifted and talented, is unsatisfactory overall. Teachers do not assess their work well enough to set tasks for them that are pitched at their levels of attainment. The targets set for these pupils are not high enough.
 26. The teaching and learning of boys are sound overall. Teachers plan activities that are practical in a range of subjects, such as mathematics, and these appeal to the boys. Boys' writing is improving because of recently introduced initiatives.

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

27. The school teaches all subjects of the National Curriculum and RE as required by statute. Drugs education, sex education and citizenship are taught appropriately. The school makes very good provision for pupils' personal, social, and health education. The quality and range of opportunities for learning are good. All pupils, including those with SEN, have equal access to the curriculum. However, high attaining pupils, including the gifted and talented, are not given enough opportunities to fulfil their potential in a number of subjects. Overall, the school provides pupils with a sound start to their schooling, ready for the next stage in their education.
28. The curriculum has improved since the last inspection. National and local guidance is now used well to help plan lessons. Teachers' planning is now a strength of the teaching. Regular planning meetings are held in each year group to make sure each class teaches the same topics. The curriculum includes a range of interesting activities and projects. The National Literacy Strategy is being taught soundly and is having a positive effect on improving standards. The National Numeracy Strategy is being taught satisfactorily.
29. The curriculum in the Reception classes is based on the national guidance for children of this age. Teachers are teaching towards the national expectations for young children. Teachers use the results from assessments on entry to school and from the national tests to provide a sound framework for planning the curriculum. Regular planning meetings between teachers are having a positive effect on the curriculum. This is because teachers plan lessons together, share resources and compare outcomes.

30. Provision for pupils with SEN is very good. The needs of these pupils are identified early in their school lives. As a result, these pupils are set detailed programmes of work that outline what they need to learn next. Advice is given to teachers by the co-ordinator for SEN about what teachers need to do to ensure that these pupils make progress. The teachers and co-ordinator for SEN review these programmes regularly and use these reviews to identify the next learning targets for these pupils. Pupils with SEN are taught the full curriculum. Teaching assistants work effectively in each classroom, helping these pupils.
31. Provision for extra-curricular activities is good. Four play leaders are employed each lunchtime and organise games and other activities for pupils. Pupils are keen to respond to their play leaders and enjoy the varied activities they organise for them. This is having a positive impact on behaviour and personal development. Pupils benefit from a varied programme of out-of-school visits and visitors to the school. These include visits to the local sculpture trail, the museum, church, pier and park. Visitors include theatre groups and local residents who come to talk to pupils about aspects of the curriculum. An example of this is the visitor who told pupils about the elephants being washed at the beach when the circus used to come to the town in the fifties. Another was the very good sculptures made by pupils following their visit to a sculpture trail.
32. The school has good links with the community. Representatives from other agencies, such as from the RSPCA and the water safety officer, come to school and alert pupils about some of the dangers outside school. There are good links with other local schools and they join together for activities, such as singing and art festivals. Pupils have "book buddies" from the junior school who come and read with them. This helps promote a smooth transfer to the junior school when the time comes.
33. There has been a good improvement in the school's provision for pupils' spiritual, moral, social and cultural development. Each of these aspects is now very good. This makes a very effective contribution to the good behaviour and very good relationships in school.
34. Pupils' spiritual development is provided for through the excellent assemblies that take place. Pupils are given many opportunities to reflect on their feelings. For example, they were asked about when they have felt they needed to be brave. They listen to music - for example, from Holst's Planet Suite - and describe how it makes them feel: "shivery" "worried" and "freaky" were some of the replies!
35. Provision for pupils' moral development is also very good. From entry to the school, pupils learn what is right and wrong. The school's Golden Rules are consistently applied and emphasised. Pupils are rewarded for being kind to each other. A display in the corridor shows those who have earned a "helping hand" by doing a good deed.
36. Pupils have very good opportunities to become socially aware. This is particularly so during the morning and lunchtime breaks when the play leaders and midday supervisors regularly join in their games. This gives pupils the opportunity to understand the need to take turns, share and enjoy playing together. Pupils are encouraged to have an understanding of the needs of others through charity collections such as on Jeans for Genes day.
37. The provision for pupils' cultural development has improved considerably since the last inspection and is now very good. Although the school does not have pupils from a wide range of cultures, it makes strenuous efforts to prepare pupils for today's multi-ethnic society. This is done through, for example, holding a whole school Caribbean Week. During this week, pupils listened to a storyteller, played instruments and composed Caribbean-type music. They also tasted exotic food. Pupils celebrate religious festivals from different cultures, such as Divali. Pupils have many opportunities to appreciate works of art as they study the work of Picasso and Paul Klee. They listen to and reflect on different styles of music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Overall, procedures for child protection and for pupils' care and welfare are very good. This is an area that has improved since the last inspection. The school has a designated child protection officer. Procedures to deal with and record any accidents or illnesses are good. Individual medical needs - such as in cases of asthma or allergies - are known to all staff and handled appropriately. Support staff are very aware of the school's guidelines for pupils' care and welfare and know how to deal with any issues that arise. There are appropriate guidelines for the physical restraint of pupils. A number of staff are trained in first aid.
39. The school has a good health and safety policy and regular checks are carried out on the buildings and school grounds. Contractors carry out all the appropriate checks of fire and electrical equipment. There has been no recent local education authority risk assessment.
40. Overall, the personal support and guidance provided for pupils are satisfactory. Teachers know their pupils well and discuss issues with them sensitively. For example, in a Year 2 class, the teacher warned pupils to tell their parents if they were going to go to their special place so that their parents could judge if it was safe to do so.
41. Procedures for monitoring and supporting pupils' behaviour and eliminating oppressive behaviour are good. For example, a blackboard is used to record the initials of any pupil who misbehaves at break times. This is monitored by the co-ordinator for SEN who then deals with any issues that arise. Any major incidents are recorded by the headteacher but the consistent application of the school's positive behaviour practices means that this is rarely required. Pupils who have challenging behaviour are helped to behave appropriately by class teachers and other staff under the very good guidance of the co-ordinator for SEN. The school uses other agencies to help with pupils with SEN as appropriate. Parents and carers are kept fully informed about any behaviour issues. Any specific occurrences of intimidation, such as racism, are monitored and recorded appropriately but they happen very rarely.
42. Procedures for monitoring and supporting pupils' personal development are good. Most parents feel that the school is helping their children to become mature and responsible. The youngest children are monitored and assessed using a "well-being and involvement scale". This enables staff to see how these children are developing overall. There are plans to extend this system throughout the school. In addition, the pupils' annual progress report includes a section on general progress. This can be used to check how pupils develop personally as they move through the school.
43. Procedures to monitor and improve attendance are satisfactory overall. An electronic system is used to record attendance. Most parents contact the school when their children are absent but, if they do not ring the school, there is no system for staff to contact parents on the first day of absence to find the reasons. At present, pupils can be absent for several days before the absence is followed up. The school does require parents to complete a form requesting holidays in term time. Only recently has any time taken longer than ten days been marked as unauthorised. The school does not remind parents enough about the importance of regular attendance.
44. Procedures for assessing pupils' work in English, mathematics and science are good. However, the targets set for pupils at the end of Year 2 in reading, writing and mathematics are not high enough in many cases. This is because the assessments of pupils' attainment at the end of Year 1 have not been accurate enough. Satisfactory procedures are being introduced for assessing work in art and design, music, PE and RE. However, whilst teachers use this assessment to plan for groups of pupils of different levels of attainment in lessons, the assessments are not always rigorous enough and the work set is not as challenging as it should be, particularly for higher-attaining pupils. Work is seldom planned at a higher level in most subjects for the most able pupils. The assessment co-ordinator has carried out a considerable amount of monitoring this year and, through the observations she has completed, has a good understanding of what needs to be developed next. The development of computerised data is a priority on her action plan and should help the senior management team to focus on which pupils need to be targeted for further help, and in which subjects, to help them achieve the standards of which they are capable.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have positive views about the school overall and the school has effective links with parents. This is similar to the last inspection. The school's links with parents have recently been improved through the work of the family liaison officer. She has been instrumental in new initiatives for parents, such as the toddler group and the "walking bus", where children walk to school in a convoy, as well as piloting a parenting course.

46. Parents are particularly positive about how approachable the school is, how much their children like school and that behaviour is good. Inspectors agree with these opinions. Aspects that some parents would like to see improved relate to how well informed they are about their children's progress, to homework and to the range of activities outside lessons. Inspection findings indicate that the provision of activities outside lessons is good. Parents are kept informed about the progress of their children in satisfactory ways. The arrangements for consultation evenings have recently changed so that the autumn meeting is an open session rather than an individual consultation with teachers. Some parents do not feel this gives them enough information about the progress of their children. However, teachers are very accessible at the end of the school day if parents have any concerns about their children's progress. There is no consistent system of home/school contact books within the school although the youngest children have a record book and older pupils have a communication slip that can be used for sending messages between home and school. Inspectors agree with parents when they suggest that the school should adopt a more formal system of communication between home and school, particularly about reading.
47. The school does not have a formal homework policy but parents are informed in the prospectus that homework will largely consist of voluntary reading with some spelling tasks set as pupils get older. The impact of this is unsatisfactory. Not all classes follow homework procedures in the same way and this confuses parents.
48. The quality of information that parents receive is satisfactory overall. They get regular information about the curriculum and good guidance is provided that indicates how parents can help their children at home with, for example, reading. Newsletters are sent once a term and year groups send out their own information in addition. The prospectus and governors' annual report both have minor statutory items missing. For example, neither give the national comparative results for the national assessments taken at the end of Year 2. Also the prospectus gives an incorrect figure for the school's unauthorised absence. Annual reports on pupils' progress are satisfactory overall. They include individual comments about what children can do but it is not always clear whether children are achieving at the expected level for their age.
49. The impact of parents' involvement on the work of the school is good; parents make a positive contribution to children's learning at home and at school. All parents have signed the home-school agreement. There is an active Home-School Association whose fundraising and practical efforts have helped to purchase extra resources for the school. Parents also give voluntary help in lessons and on school visits. Many help their children's learning by listening to them read at home. Parents respond well when they are consulted - for example, about improvements that could be made to the induction of children into the reception classes. The co-ordinator for SEN works very closely with parents and this is part of the reason for the good progress being made by pupils with SEN.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school have some very good features and are good overall. This is an improvement since the last inspection in 1997. The present headteacher is the fourth headteacher since then. Frequent changes of headteacher make it difficult for the school to improve consistently as each one has different priorities for improvement. When the present headteacher was appointed, evidence provided by the local education authority at that time indicated that there was a considerable amount of unsatisfactory teaching at the school. During the past eighteen months, teaching at the school has improved and is now satisfactory. Progress made by children in the Reception classes is now good and standards currently achieved by pupils in Year 1 are higher than they were last year. These are indicators that the school is improving because of the good leadership and management of the headteacher and key staff.
51. The headteacher shows a clear commitment to the school and has the confidence of the staff, parents and governors. Since her appointment two years ago, significant improvements have been made in raising the quality of teaching and learning throughout the school. However, the impact of these improvements on standards achieved at the end of Year 2 has yet to be seen. The potential for the school to improve is good. Staff work hard as a caring team, committed to the welfare of the pupils and the whole community. The headteacher and staff have successfully

worked on improving pupils' behaviour and in meeting their individual needs. Each of these features give the school a clear direction and, as a result, relationships are very good throughout the school. Staff morale is high.

52. The school's philosophy is reflected in its daily work: all connected with the school are caring, pupils are constantly encouraged to be thoughtful, responsible and independent and as a result their standards of personal development are high. The headteacher is supported effectively both by the deputy headteacher and also the co-ordinator for SEN. They each work hard and carry out their roles conscientiously. Procedures for the performance management of staff are good. These lead to staff training where appropriate. This, in turn, leads to improved standards of attainment. Procedures for the induction of new staff and newly qualified teachers are good. New staff settle in quickly and become effective contributors to the school. Subject co-ordinators and year group leaders give appropriate support and informal guidance to other teachers and teaching assistants.
53. The leadership of the co-ordinator for SEN is excellent. She knows the school and its context exceptionally well. The co-ordinator liaises very effectively with all concerned with the teaching, care and welfare of pupils. Her management role is excellently carried out. Pupils are identified early - often before they come to the school - they are monitored carefully in school and suitable support for them is provided. The co-ordinator has organised in-service training both for those working in classrooms and for those supervising playgrounds. She sees it as her responsibility to ensure there is cover if any teaching assistant or meals supervisor is away so that pupils with SEN are not disadvantaged by their absence. The co-ordinator for SEN has close links with the junior school and ensures that the transition to the next stage of education is as smooth as possible.
54. Monitoring and evaluation of standards and teaching are developing well. Subject co-ordinators monitor teachers' plans and pupils' work to ensure that the National Curriculum is being taught, and most analyse pupils' work. They work hard at their roles and manage their subjects well. However, the school does not analyse its performance data well enough against national comparative data. The school does not make enough use of the analysis of its monitoring to raise standards of attainment.
55. The governing body's effectiveness in fulfilling its responsibilities is satisfactory overall. Governors are committed to the school and have every confidence in the headteacher, whom they support well. They are well organised and very thorough in their approach to their roles. The chair of governors meets regularly with the headteacher and governors meet regularly to oversee the work of the school. The governing body is organised into appropriate committees, each of which works effectively. Some governors visit the school on a regular basis and, as a result, are acquiring an increasing understanding of the school's strengths and areas for improvement. Governors are kept well informed by the headteacher and school staff but do not yet understand the school's strengths and weaknesses well enough to help them guide the school forward more rigorously. The school improvement plan does not include enough criteria for raising standards.
56. The resources available to the school, including its budget, are managed well. Governors and the headteacher work well together to ensure that priorities identified in the school improvement plan are financed appropriately. For example, governors have saved funds to allocate to furnishing the new Reception class area. Most initiatives in the school improvement plan are costed and built into the school's annual budget. Governors receive regular financial reports from the school. The school has good accounting and financial procedures on a day-to-day basis. Grants allocated for pupils with SEN and for staff training are used for the purposes intended. The school applies the principles of best value well; the school seeks best value when purchasing services and goods.
57. There is a good match of teachers and support staff to enable the curriculum to be taught effectively. Although the school underwent a turbulent period with four different headteachers since the last inspection, there is now a greater stability in the staff as a whole. All subjects have a designated co-ordinator and, in geography, history and PE, subject specialists who co-ordinate subjects. There are sufficient levels of well-trained and committed teaching assistants, who play a valuable role in lessons. Administrative and cleaning staff also contribute well to the smooth running of and positive ethos in the school.

58. The accommodation is satisfactory overall. The building is improved by very bright and colourful displays of pupils' work. Classrooms in the old part of the building are adequate although not generously sized. The demountable buildings are in a poor state of repair but are shortly to be replaced as the school's new building project gets underway. The size of the playground is adequate and has been considerably improved by the addition of a colourful fenced off quiet area, and the imaginative use of windsurfing sails to create shade on hot days. Although there are no grassed areas, the school makes occasional use of the adjoining junior school's field. The hall is used for assemblies, PE and lunches; again, although adequate in size, it is not spacious. There is no separate room to house computers and this is having an adverse impact on the teaching of ICT. However, there are plans to create a space for computers during the next twelve months.
59. Levels of resources for subjects are satisfactory overall. Resources for the Reception classes are very good. Resources are good in English, art, PE and RE. They are unsatisfactory in ICT. The library, situated in a corridor, is not conducive to encouraging independent learning because this area also serves as a thoroughfare for pupils. Outdoor resources are good. These include table-top games, a wooden train, balancing poles, a maypole and a range of equipment used for small games at break and lunchtimes. In addition, the school makes very good use of the local area as a resource for learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. To improve standards further, the headteacher, staff and governors, as appropriate, should:
- (1) raise standards in mathematics by
 - a. raising teachers' expectations of what pupils, especially high attaining pupils, can achieve
 - b. assessing and marking pupils' work so that pupils know what they have to do to improve
 - c. setting targets for improvement that are sufficiently challenging for all pupils.

[see paragraphs 1, 6, 25, 44, 84-86]

raise standards in ICT by providing more computers in a central place so that all pupils can practise the skills they are learning in lessons.
[see paragraphs 1, 22, 104-105]
 - (2) improve teaching by
 - a. assessing and marking pupils' work so that they know what they have to do to improve
 - b. raising teachers' expectations of what pupils, especially average attaining pupils in literacy and higher attaining pupils in other subjects, can achieve.

[see paragraphs 14, 25, 44, 80, 85, 89, 103]
 - (3) improve leadership and management by
 - a. establishing a more rigorous assessment and target setting procedure in reading, writing and mathematics
 - b. making greater use of data from monitoring and national comparisons to raise standards.

[see paragraphs 44, 54, 81, 86, 90, 102]

Minor issues

The school should also

- [1] improve the attendance of pupils by
 - implementing initiatives that promote improved attendance
 - finding out on the first day of absence why pupils are absent.

[see paragraphs 13, 43]

[2] include in the school improvement plan more success criteria relating to standards.

[see paragraph 55]

[3] ensure that the information in the Prospectus and Governors' Annual Report for Parents comply with statute.

[see paragraph 48]

The school has included improving the provision for ICT in its current improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	19	17	4	0	0
Percentage	4	25	34	30	7	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	352
Number of full-time pupils known to be eligible for free school meals	51

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	97

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	64	55	119

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	50	55	58
	Girls	47	51	51
	Total	97	106	109
Percentage of pupils at NC level 2 or above	School	82 (84)	89 (92)	92 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	54	58	61
	Girls	52	53	54
	Total	106	111	115
Percentage of pupils at NC level 2 or above	School	89 (88)	93 (89)	97 (93)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

No of pupils on roll
339
0
3
0
2
2
3
2
0
0
0
0
1
0
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

No ethnic group recorded

0

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 – Y2

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	20
Total aggregate hours worked per week	441

Fte means full-time equivalent

Financial information

Financial year	2002-03
	£
Total income	820,753
Total expenditure	791,072
Expenditure per pupil	2,260
Balance brought forward from previous year	110,374
Balance carried forward to next year	140,055

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
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	352
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.	64	32	4	0	1
My child is making good progress in school.	58	31	6	1	4
Behaviour in the school is good.	50	45	2	0	3
My child gets the right amount of work to do at home.	42	39	14	4	1
The teaching is good.	58	37	2	1	2
I am kept well informed about how my child is getting on.	30	43	18	6	3
I would feel comfortable about approaching the school with questions or a problem.	62	35	3	0	0
The school expects my child to work hard and achieve his or her best.	49	45	3	0	3
The school works closely with parents.	34	53	9	2	2
The school is well led and managed.	56	39	2	0	3
The school is helping my child become mature and responsible.	50	38	8	0	4
The school provides an interesting range of activities outside lessons.	27	37	13	5	18

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE [RECEPTION CLASSES]

61. The overall quality of provision for children in the Reception classes is good. Inspection evidence indicates that teaching and learning are good overall and this enables children to make good progress and achieve well. Attainment on entry is below average in many areas of learning, but, by the time they leave the Reception classes, most children reach the national standards for pupils of this age. This is a similar picture to that reported at the last inspection. Therefore, the school has made sound improvement in teaching and learning since the last inspection.
62. The school provides children in the Reception classes with a varied and stimulating range of activities across the six areas of learning. In doing so, the school follows national guidance to ensure that the teaching includes all the elements of the curriculum appropriate for children of this age. However, the quality of teaching and learning differs between the four classes; not all teachers hold the same expectations of what children can achieve. Attainment is higher in the classes where the teacher's expectations are higher.
63. The attainment of children on entry to the Reception classes varies. Overall, it is below expected levels in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. It is at expected levels in physical development and creative development. Changes in national guidance on assessment have meant that the school has adopted different procedures this year for assessing children on entry to school. All six areas of learning have been assessed along with the children's "well being". More detailed national guidance has been received recently and the school has now put it into practice.

Personal, social and emotional development

64. By the end of the Reception classes, most children attain standards above those expected in this area of learning. Considering that many children enter school at levels below those of children of a similar age, most make good and, some, very good progress in their personal, social and emotional development. Most children are confident, talk happily to visitors about their activities and form very good relationships with adults and one another. They listen carefully, wait their turn and respond well to questions. They play well with children from other classes, sharing equipment and taking turns, for example, in the outdoor area. They treat equipment with care and respect and tidy up willingly after activities.
65. Provision for children's personal, social and emotional development is a very high priority for the school and the teaching in this area is good. The calm and friendly manner in which teachers and other adults speak to children helps them to respond in a similar way. Most are well behaved and have positive attitudes to learning. They are provided with many good opportunities to work and play together and develop the moral and social aspects of their personalities. This is a similar picture to the last inspection.

Communication, language and literacy

66. Most enter the Reception classes with standards below those of children of a similar age. By the time they enter Year 1, the majority reach the national standards expected for children of this age. This represents good progress and is similar to the last inspection. In speaking and listening, many children exceed the expected standards for children of this age. In early reading skills, they attain the expected standards, whereas in their early writing standards overall are just below the levels expected. Overall, children listen and respond well to teachers' expectations that they should take part in stories, songs and rhymes. They enjoy looking at a variety of books, understand how they are presented and know that print tells a story. Children with SEN make good progress in this area because of the individual help they are given by their teachers and teaching assistants. Children with SEN retell a story using the pictures to illustrate the meaning. Higher attaining children know how to put sounds together to form words, read simple sentences

and are well on the way towards becoming independent readers by the time they leave the Reception classes.

67. Most children attempt to write their names. They understand that writing is a means of communication. This was demonstrated well as children wrote messages to place in a bottle as part of the sea topic. However, some high attaining children could learn more. For example, some are ready to write sentences and use capital letters and full stops correctly. Provision across the four classes is inconsistent as the expectations of writing between the teachers vary.
68. The teaching in this area is good overall. The good emphasis placed on speaking and listening activities ensures that all children, including those with SEN, make good progress. By the end of the Reception classes, most are confident speakers who are keen to talk about what they have done. Children are encouraged to ask questions at the end of their activities. This has led to many children speaking in sentences and using appropriate vocabulary as they describe what they have been doing. All children are encouraged to take books home regularly to share with adults. The good emphasis on phonics helps children to read simple words.

Mathematical development

69. By the end of the Reception classes, most children meet the standards expected nationally for children of this age in early number work. This represents good progress as standards on entry are below average. However higher attaining children could achieve more if they recorded their work more often than they do at present. The majority of children recognise numbers to ten, know that three comes before four and many count reliably up to ten. Some count to higher numbers with help from adults. Higher attaining children use appropriate language to compare two numbers and are learning how to write out calculations with increasing accuracy. Most children use appropriate language to describe and compare shapes, position, size and quantity of objects. They use terms such as "half full" and "empty" accurately in this context.
70. Teaching in this area is good overall. Teachers plan their lessons very well. They prepare interesting activities for children to learn mathematics using a range of resources. For example, when learning about "half full", children filled containers with sand, rice, pasta shells and water. However, overall, teachers are not aware enough of challenging high attaining children. Satisfactory use is made of computers to help children learn mathematics.

Knowledge and understanding of the world

71. By the end of the Reception classes, nearly all children meet the expected levels in this area of learning. Children make good progress in their knowledge and understanding of the world, especially as standards on entry to school are below those expected of children of a similar age. Children build on their basic knowledge to help them understand more about the place where they live and what has happened to them since they were babies.
72. The teaching in this area is good. The recently developed garden provides children with good opportunities to, for example, compare the growth of different seeds that they have planted. Children take turns to use the computers in each classroom. Adults help children effectively to find out about their surroundings. The best teaching encourages children to discuss how their work could be improved. In the best lessons, good teaching encourages children to talk about their experiences and ideas. Adults praise and question children to encourage those who are less confident. Sound use is made of a well-resourced activity room where children investigate large and messy resources.

Physical development

73. By the end of the Reception classes, nearly all children meet the expected levels in their physical development. The outdoor area is of very good quality and is a major factor in helping children make good progress in the development of their physical skills. With a good ratio of appropriate adult help, children balance, climb and play using a very good range of equipment. They show a good awareness of the needs of others in the space around them. Careful planning and good supervision from teaching assistants and parents mean that children from each class can use the outdoor area throughout the day. Teachers also help children to co-ordinate their movements

through the short lessons of “brain gym” where children follow instructions and exercise. In class, children use pencils, brushes, scissors and other small tools with increasing confidence and skill and most cut and paste at the level expected for their age.

Creative development

74. This is an area where most children exceed the national expectations for their age. Children start from a fairly low level of skill at the beginning of the year and make very good progress because of some very good teaching. Children are encouraged to carry out role play, much of which is linked to the class topic. This helps them to use their imaginations during these sessions. For example, in one class children visited a realistic beach hut in the classroom for a day. They were able to act out aspects of a character for long periods and talk about how their character was feeling. Children are encouraged to learn and sing songs linked to mathematics, stories and their past lives. Teachers have high expectations of children’s ability to sing and this helps children to produce work of good quality. The quality of teaching and learning seen in other aspects of creative development were good. Children are given a range of planned and structured activities and staff intervene appropriately to help them develop their physical and creative skills. For example, they skilfully use scissors to cut out cellophane to create realistic binoculars and telescopes. They use the water and art materials independently, choosing tools and containers that best suit what they want to do.

ENGLISH

75. Standards in the 2002 National Curriculum tests in reading and writing were average when compared with schools nationally. When compared with similar schools, they were average in reading but below in writing. The percentage of pupils reaching the expected level 2 in writing was below schools nationally and below similar schools. Results show that girls perform better than boys at reading and writing. Over the last four years, standards have improved in both.
76. Inspection evidence shows that pupils reach average standards in spelling, reading and writing by the end of Year 2, and that the highest attaining pupils are achieving well. Pupils with SEN also make good progress. Those who make less satisfactory progress are the pupils who are slightly below average and those who are identified by the school as above average but are not yet performing at this level. There is good provision for the pupil who speaks English as an additional language through the support of teaching assistants and the oversight of the co-ordinator for SEN.
77. By the end of Year 2, standards in speaking and listening are average. This is similar to the last inspection. Speaking and listening skills are promoted well across the full range of subjects. Pupils speak with confidence and are keen to answer and ask questions in class. Many of the higher attaining pupils are particularly articulate. For example, in a Year 2 lesson, these pupils contributed intelligently to a text that was read as a class. They showed that they were interested in what was beyond the text and used their imaginations. Lower attaining pupils are helped effectively by teaching assistants who make sure that these pupils are confident enough to answer questions. A strength in pupils’ learning is their ability to listen very well. This was particularly important in a Year 2 lesson about syllables, where pupils demonstrated how they could hear the different syllables in their own names. They clapped them in rhythm, and, by listening carefully, could recognise the syllables in someone else’s name when that was clapped.
78. Standards in writing are average. This is similar to the last inspection. Staff have introduced a number of ways to improve writing recently. These are beginning to have an impact on the standards achieved, particularly by boys. However, writing skills are not used enough across all subjects. A number of high attaining pupils are working at level 3, a standard usually associated with pupils in Years 3 or 4. Their work is organised, imaginative and clear and they write for different audiences. They have written, for example, a story about a whale adventure, numbered factual sentences showing differences between countries and have produced persuasive and instructional writing – for example, why we should save the rain forests and how to make a puppet. Their work includes a good range of vocabulary, their punctuation and spelling is usually correct and they join their writing confidently and fluently. There are, however, other pupils identified by the school as higher attaining who are achieving at average levels. These pupils

could achieve more and reach higher standards than they do. Average attaining pupils write stories, factual accounts and for other purposes. For example, they wrote a letter to "Dear Mum" during the Second World War. They know how to report a science investigation and, with adult help, enjoy writing poems. They are beginning to use interesting vocabulary but do not yet spell all words correctly. Their handwriting is well formed and they are beginning to use full stops, capital letters and speech marks. However, there are pupils who are named as average attaining who do not receive enough help to reach these standards. The school has rightly identified them as the younger, more immature pupils. Lower attaining pupils, including those with SEN, receive very good help and reach standards commensurate with their capabilities.

79. Standards in reading are average by the end of Year 2. This is an improvement since the last inspection. However, there is little evidence of reading being promoted well across the full range of subjects. The most able pupils read lengthy paperback novels with confidence and average attaining pupils read books at their own level with confidence and expression, using both pictures and letter sounds to help them. The majority of pupils use letter sounds confidently to read new words and are exceptionally good at reading with expression. This was evident both in lessons and when they read individually. They enjoy books, and group-reading sessions help them to analyse a text well. Classrooms have a good range of books in them and the school library, situated in the main corridor, includes further books to supplement class stocks. The school implements appropriately the national programme for pupils at the early stages of reading. However, some pupils do not have the skills to take advantage of this programme and the school plans to include them in it at a later date. They would benefit from the same teaching a term later. These are pupils who are named as average but at present are performing just below average. Pupils with SEN receive good support in their reading. For example, in a Year 2 lesson, with the help of a teaching assistant, a pupil with a statement of SEN followed the story being read by the teacher from the Big Book, alternating between the Big Book and a smaller copy she had herself.
80. The quality of teaching is sound overall with good features. In literacy lessons the teaching is often very good. Where it is very good, teachers plan very effectively for groups of pupils at different levels of attainment. They develop pupils' imaginations very well in a variety of ways, such as through role play and by using music. For example, in a Year 1 lesson, pupils listened to music and stood up to act out the imagined journey of Elmer the Elephant, standing on the same spot with eyes shut, whilst music played and the teacher fed their imagination with vocabulary they could later use in their stories. Boys, who at an earlier stage of the year would have found writing difficult, set to with considerable concentration and perseverance. They enjoyed writing and reading out their work. Pupils in Year 2 also made good progress when they were learning about adverbs. They repeated the sentence, "Tomorrow I am going to go to the swimming pool". They learnt a wide range of adverbs such as "angrily", "happily" or "boastfully". Teaching and learning are sometimes unsatisfactory in guided reading sessions. This occurs when groups who are not working with an adult are not guided enough. Higher attaining pupils read books which give them little challenge and lower attaining pupils look at pictures or puzzles in comics; in neither case are reading skills promoted sufficiently well. The lack of a home-school reading book is a weakness and prevents parents from taking a full part in helping their children to improve their reading. The records kept by teachers and teacher assistants are very good and the comments included in these books would be very helpful to parents as they try to guide their children. Another area of weakness is in the marking of pupils' work in some classes. The most effective marking indicates to pupils how they can improve. However, in some classes no guidance of this kind is given.
81. The subject is well led and managed. Initiatives, such as improving boys' writing, have been introduced to raise standards and they are beginning to be effective. However, nearly half of the predictions made by teachers for pupils' achievement at the end of Year 2 in reading and writing are at too low a level. Computers are not used enough in English.

MATHEMATICS

82. In the 2002 National Curriculum tests, standards in mathematics were average when compared with all schools and with similar schools. Over the past three years, boys have performed at

similar levels as girls in mathematics. Inspection evidence indicates that standards are lower than in the previous year, especially in applying mathematics. Evidence indicates that standards by the end of Year 2 are below average. However, standards of this group of pupils on entry to school were also below average. This means that these pupils have made satisfactory progress since they were admitted into the Reception classes. Overall, standards are not as high as they were at the time of the last inspection.

83. By the end of Year 2, most pupils add and subtract two-digit numbers using a number line or hundred-square. Some higher attaining pupils add and subtract sums of money accurately. Lower attaining pupils add and subtract a single-digit number from a two-digit number. Higher attaining pupils know their 2, 3, 4 and 5 times tables. Most pupils tell the time in hours and half-hours. A few higher attaining pupils understand aspects of the 24-hour clock. Most pupils know the names of simple shapes, such as a rectangle, square, circle, hexagon, triangle and oval. Higher attaining pupils understand how many sides these shapes have. Most pupils draw picture and block graphs to indicate pictorially their favourite pet or last holiday.
84. The quality of teaching and learning in lessons during the inspection were satisfactory. Teachers plan in detail from the National Numeracy Strategy. They work out activities that are pitched at the levels of ability for high and low attaining pupils. Those that are planned for low attaining pupils, including those with SEN, are appropriate and these pupils are given good help in their work by teachers and teaching assistants. These pupils make good progress overall. However, high attaining pupils are not challenged enough in their work and they do not make the progress they should, especially in their number work. Teachers have been trained appropriately to teach the National Numeracy Strategy. They manage pupils, including those with emotional and behavioural problems, well and pupils' behaviour is satisfactory. Appropriate links are made between mathematics and other subjects. For example, pupils jump a metre and throw a bean-bag a metre in PE. They draw graphs of where they went on holiday in geography. They understand that sixty years is a long time ago, but still in the lifetime of people living today.
85. A weakness in the teaching of mathematics is that some teachers do not have high enough expectations of what pupils, particularly high attaining pupils, can achieve. They are set work that is too easy for them and they are not encouraged to solve more complicated problems. For example, they do not calculate enough using three-digit or negative numbers. Some pupils' work is marked incorrectly. Ticks are sometimes given for work that is incorrect. Overall, teachers do not give pupils enough guidance about how they can improve their work.
86. The co-ordinator is conscientious and works hard to provide advice and training for staff. She manages the subject very well. The co-ordinator analyses the National Curriculum tests to identify where pupils have done well and where they have had difficulties. As a result of this, the school adapts its planning to correct weaknesses in pupils' learning: a sample of pupils' work has been analysed by the school to identify strengths and weaknesses. The headteacher has observed all teachers teaching mathematics this year. The targets the school sets for pupils' attainment at the end of Year 2 based on their achievement at the end of Year 1 are too low. About one-third of pupils are not expected to make average progress. Computers are being used more in mathematics lessons, but overall they are not being used enough at present.

SCIENCE

87. In the 2002 teacher assessments in science, standards were above average. Results from the 2003 National Curriculum assessments are lower than those from the previous year, especially in investigative science. Inspection evidence indicates that standards in science are at expected levels by the end of Year 2. Overall, this is an improvement since the last inspection, when standards were below average. Children enter school with below average scientific knowledge and make good progress in the Reception classes. Pupils continue to make satisfactory progress overall. Girls and boys make similar progress. Pupils with SEN make good progress because they receive appropriate, additional support from adults. However, higher achieving pupils do not always make the progress of which they are capable.

88. By the end of Year 2, most pupils observe and compare physical processes and record their observations using appropriate scientific vocabulary. They know that a bulb lights up when an electrical circuit is completed and that some materials are more absorbent than others. There is a good balance of experimental science and written work. Pupils at different levels of attainment label the main parts of plants. Neatness and accuracy vary according to pupils' developing literacy skills. Unfortunately, teachers do not help pupils enough to consolidate their literacy skills in science. In contrast, teachers help pupils to reinforce their numeracy skills to record and analyse findings from investigations.
89. Teaching and learning are sound overall; well-planned, good teaching and learning of practical work were observed in lessons during the inspection. In Year 1, teachers asked pupils to predict the outcome of an experiment on forces before carrying out investigations themselves. Pupils responded well to this activity and approached the task with gusto. This helped their moral and social development. A higher achieving pupil was asked to devise his own way of recording what he had found out. Teaching has good links to other subjects. Resources are used well to help pupils learn. Teachers effectively deploy teaching assistants to help pupils with SEN and this enables them to make good progress. The analysis of pupils' work and discussions with pupils indicate that teaching and learning are satisfactory over time. However, some pupils lack the necessary literacy skills to record their knowledge and understanding accurately and this slows down their learning. Teaching is less effective for some high attainers, including the gifted and talented, as their needs are not always met. Teachers do not consistently plan work for these pupils that is sufficiently challenging. For example, in a good science lesson, Year 2 pupils worked in pairs to identify forces in operation. The outcomes of this work for average attaining and higher attaining pupils were similar, indicating that high attaining pupils were not being challenged enough. While marking encourages pupils to do well, it does not routinely provide advice on how to improve. Pupils do not routinely evaluate their own work so that they know how to improve next time.
90. The subject co-ordinator provides sound leadership. Teaching staff are gradually adopting the same scheme of work. Assessment procedures are improving but assessment does not consistently inform planning. Too little use is made of computers in science but sound use is made of the digital camera to support learning.

ART AND DESIGN

91. By the end of Year 2, standards are well above average. This is an improvement since the last inspection. Sketch books are used particularly well in all classes and provide a very good record of what pupils have been taught and have learned. Pupils sketch parts of the school building, such as a drain pipe or a wall and show clearly the pattern of bricks. They visit places in Herne Bay to sketch. They draw the Clock Tower and sculptures from the Andy Goldsworthy exhibition. They design musical instruments, practise mixing colours and learn to shade in different ways in these books. They make line drawings and learn how to reproduce light and shadow. They design floors, using repeated patterns and draw self-portraits. They produce detailed close-observation drawings of fruits and flowers. Overall, a large number of skills are learned and many different artists, such as Mondrian and Van Gogh are studied. The range of work covered is considerable and pupils achieve very well.
92. In classrooms, displays show that pupils reproduce high quality paintings of patterns in the style of William Morris. In a Year 1 lesson, pupils created very careful and accurate reproductions of shells in clay and created beautiful and thoughtful pictures, using plants, petals, grasses and feathers from the garden and driftwood, seaweed, stones and shells from the beach. These had been inspired through a visit to a local "natural sculpture" exhibition. During this visit, pupils also went on a sculpture trail and sketched the sculptures in Herne Bay. The thought and care that pupils put into these creations were considerable. They were often totally absorbed in what they were doing. In Year 1, pupils painted fish from the Great Barrier Reef and created animals and birds from the rain forest as part of their work in geography.
93. The quality of teaching and learning is very good overall. Some teaching is excellent and this leads to pupils producing results that are outstanding. Such high standards are achieved

because the teaching is by a specialist teacher who has taken pupils to see the work of living artists and provides a wide range of materials with which to work. The discussions at the start of lessons show that pupils have learned a considerable amount. They are aware that sculptures have an effect on how you feel, and that all your senses may be affected. They know that paintings and sculptures are placed in public places to make them look good. Pupils work industriously, take a real pride in their own and other people's achievements and help each other in their work.

94. Art and design is well led. The co-ordinator often inspires other staff. She gives clear guidance that includes the study of famous artists and often works alongside teachers and pupils. The subject is well resourced. However, computers are not used enough in art and design.

DESIGN AND TECHNOLOGY [D&T]

95. D&T was not taught during the inspection week. It is timetabled to be taught in alternate half terms with art and design. No overall secure judgement can be made therefore about the quality of teaching and learning.
96. Very little evidence of pupils' attainment was available but what was seen indicated standards below those nationally expected of pupils of this age. Pupils record their planning and evaluation in the same book as science. In Year 1, pupils' books show that they have prepared a healthy meal when studying food and in Year 2 pupils look at structures and use newspaper to test the strength of a model bridge. A good example of D&T work was when pupils made puppets. All pupils designed them first in their books before making and improving them and they evaluated the puppets afterwards. However, this design, make and evaluate process was not seen for any other unit of work. For example, when making cranes as part of work in science, pupils worked in groups and only four pupils in the class actually made models. The planning for this crane was also completed only by some pupils. Their work does not show evidence that they evaluated their designs. Whilst the cranes clearly indicated that pupils understood how pulleys can be used to lift objects, the end products were disappointing for pupils of this age. Well-made models, from construction kits, were on display in the corridor and show that pupils use these for learning some technology skills.
97. The subject is being led by a temporary teacher at present. She has begun to compile a portfolio of photographs but these are not annotated to indicate what was involved in them. D&T has not been a priority for the school for some time. There is little evidence that computers are used in D&T.

GEOGRAPHY

98. By the end of Year 2, most pupils have made sound progress and achieve standards that are similar to the nationally expected levels. They describe places they have seen or learnt about and describe features that give places their character. They are aware of places beyond their own locality and recognise that people affect their environment. They draw simple maps with keys and use street maps to trace their journey to school. They are beginning to use geographical terms such as "route", "map" and "plan". They compare their own environment with a different one such as the Isle of Struay, noting what is different about the two places and why it is so. However, pupils do not yet make sufficient use of the various ways of researching and recording in geography, such as writing, graphs, charts and using computers. Standards are similar to those noted at the last inspection.
99. The overall quality of teaching of geography is satisfactory. Lesson planning has improved since the last inspection and is now good. Pupils practise the skills they have learnt in a systematic way. Teachers use national guidance well when planning lessons. Teaching assistants provide valuable help to pupils with SEN. This enables them to make good progress. Good use is made of the local environment with visits to the park, beach, pier and local museum. This provides a rich source of stimulation for future lessons. As a consequence, most pupils enjoy geography and are keen to learn.

100. The subject co-ordinator works hard to encourage a wide use of the local environment. This is making the curriculum more interesting and varied. The co-ordinator monitors teachers' planning and pupils' books and assesses their work against national guidance. This provides useful information to help pupils improve. However, the tasks set for high attaining pupils are sometimes too easy because teachers have not assessed their attainment rigorously enough. Overall, computers are not used enough in geography.

HISTORY

101. By the end of Year 2, standards are similar to those expected nationally. Most pupils make satisfactory progress in history. This is a similar picture to that recorded at the last inspection. Most pupils place events and objects in order of time. They know and understand about events beyond living memory. They answer questions about past events from simple observations. An example is when pupils compared swimming costumes worn in the past with those worn today. Pupils are interested in history and behave well in lessons.
102. Teaching and learning are satisfactory. Lesson planning is based upon national guidance and is now good. This enables pupils to practise the skills they are learning and develop a sound understanding of time. Teaching assistants regularly help pupils with SEN and this helps them to make good progress and work alongside other pupils in the class. Teachers assess pupils' work, but do not use the outcomes of these assessments systematically enough to raise standards. This means that some higher attaining pupils, including the gifted and talented, find the work too easy. These pupils are not given enough opportunities to work independently and use their initiative. Overall, pupils do not use a wide enough range of ways of recording their findings. They do not use computers enough.
103. The subject co-ordinator monitors plans, analyses pupils' books and observes lessons. However, teachers do not assess pupils' skills and attainment well enough and use this information to raise standards, especially for higher attaining pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

104. Standards in ICT are below average. Standards are lower than they were at the last inspection. The National Curriculum for ICT is taught as required by statute. Many pupils can follow simple programs and use a mouse and keyboard with appropriate control for their age. The teaching and learning of ICT are unsatisfactory. This is because pupils are unable to practise what they are being taught in lessons. The school does not have enough computers based in one place at present for this to be the case. The impact of this lack of provision means that pupils at all levels of ability do not make the progress they should during lessons, no matter how good the teaching of skills has been. The school has plans to rectify this situation during next year. Enough computers to be used by half a class are planned to be located in one place. This improvement should help to rectify the current significant weakness in provision.
105. Each class has two computers intended as resources to be used throughout the day for a range of subjects. However, overall, teachers do not make enough use of this provision and computers are not used sufficiently across the curriculum.

MUSIC

106. By the end of Year 2, standards of music are above those expected for pupils of this age. A particular strength is the singing of pupils. Pupils enter the Reception classes with standards in music that are below expected levels. They make good progress throughout the school. This is an improvement on the findings of the last inspection. Girls and boys make equal progress in the subject. Pupils with SEN make good progress because they receive appropriate support from teaching assistants. Higher attaining pupils, including the gifted and talented, achieve appropriately for their abilities. These pupils are encouraged to represent the school in their singing and playing.

107. By the end of Year 2, most pupils listen carefully and learn how sounds can be combined and used to express feelings. They sing in tune without accompaniment, in unison and two parts, and with clear diction. The majority of pupils can clap rhythmic patterns accurately in time to music. Many play percussion instruments with control and rhythmic accuracy. Some pupils use appropriate musical vocabulary to describe their work, while others find it difficult to recall precise musical terminology.
108. The quality of teaching and learning, both in class and in musical activities, are good overall. In a good Year 1 lesson, pupils worked hard to create musical patterns which included a pause. They represented sounds with symbols and worked together, taking turns to play instruments. In Year 2, pupils enjoyed practising their musical skills when rehearsing for the end of year concert. Teachers plan their lessons well and demonstrate to pupils what they mean. These factors help to improve the quality of pupils' work. Teachers teach at a brisk pace and use resources well to help pupils make good progress. Pupils with SEN make good progress as they receive appropriate support from their peers and adults. Across the school, music makes a very strong contribution to the provision for pupils' social, moral, spiritual and cultural development.
109. Throughout the school very good weekly singing assemblies, expertly led by the music co-ordinator, contribute significantly to pupils' progress in singing. In one such assembly, pupils sang together enthusiastically with feeling.
110. The music co-ordinator plays a key role in developing standards in music. The programme of work helps non-subject specialist teachers to plan and teach music effectively. Sound use is made of new technology, with the exception of computers, to help learning. Informal assessments of pupils' progress are made. The music co-ordinator has piloted more formal assessments this year and these are being used appropriately to guide lesson planning. Opportunities to take part in concerts and to sing with other schools contribute to the good musical provision provided by the school.

PHYSICAL EDUCATION [PE]

111. By the end of Year 2, most pupils reach standards expected for their age. Some attain higher standards than this, particularly those taught by a teacher who is a subject specialist in PE. Standards are similar to those at the last inspection. Pupils, including those with SEN, make good progress overall. Higher attaining pupils, including the gifted and talented, make sound progress overall. Girls reach slightly higher standards than boys in dance but in all other elements of PE they make similar progress.
112. By the end of Year 2, pupils learn how to play simple games. In gymnastics, they use new apparatus with confidence. They link basic movements together when practising their physical skills. Many pupils follow a sequence of steps well in dance.
113. Teaching and learning are good overall. Lessons are well planned and teachers make good use of resources. They teach appropriate skills by demonstrating what they mean and by giving clear explanations. Pupils are taught how to dress appropriately for PE lessons and most understand the need to warm up when preparing for exercise. Some teachers have good subject knowledge and this helps them to teach the basic skills well. For example, in a Year 2 lesson, the specialist teacher reviewed prior learning and challenged pupils to focus on specific skills. This resulted in high standards being achieved. Teaching assistants are deployed effectively to help pupils to make good progress. Teachers sometimes use time at the end of lessons to ask pupils to evaluate their own work and that of others and suggest ways to improve. This is an effective way of teaching pupils how to do better next time. Pupils work together well in small groups and move sensibly from one piece of apparatus to another. Teaching promotes very good social and moral development in pupils. Their cultural development is promoted well during dance when pupils dance in time to music from different countries. Lunchtime activities and Golden Time on Fridays provide further opportunities for pupils to improve the skills learnt in PE lessons as they play games during these times.
114. PE is well led by a subject specialist. The timetable for lessons is carefully planned to make best use of both the limited inside and more spacious outside facilities. PE is well resourced

following an effective fund raising project supported by parents. Sound use is made of new technology, with the exception of computers, to support learning. The new procedures for assessment are good and are being used well to help teachers plan lessons. These are helping to raise standards. The school is effectively working towards an Active Mark sports award.

RELIGIOUS EDUCATION [RE]

115. Standards in RE are well above expected levels in Year 1 and above by the end of Year 2. Boys and girls achieve equally well and pupils with SEN are supported well and make a full contribution to lessons. Standards have improved since the last inspection.
116. By the end of Year 2, pupils have studied Christianity, the meaning of the main Christian festivals and baptism. They understand some Christian symbols, such as the Cross, candles and font. They know some of the parables that Jesus told, such as the Lost Son, and their meaning. They know that "God loves people who are sorry" through the story of Zaccheus. Pupils know aspects of the Old Testament through stories of Abraham and Moses, and that "God told Moses to lead his people". Through studying Judaism they know about Shabbat and Hanukkah and how Jews celebrate them in special ways. Their knowledge of Jewish culture was linked to a dance lesson when pupils learnt an Israeli dance, the Nigun Atik. Through studying Hinduism they know about Hindu gods and symbols, Hindu shrines and Mendhi hand patterns. They know a little about Islam, through studying festivals and the season of Ramadan. Pupils cover a very wide range of work in Year 1 and a satisfactory range in Year 2.
117. The quality of teaching and learning is good overall. Pupils' attitudes and behaviour in RE lessons are often very good. These contribute to the good learning that takes place. Where teaching was excellent in Year 2, the teacher shared her own experiences with pupils. She began by referring back to work the pupils had covered on places of worship and their visit to the local church. She then went on to tell them about her special place and invited them to tell her about their special place. They wrote a post card to her from this special place and then they discussed how they would feel if others disturbed them in their special place with loud music or left litter there. The lesson ended with pupils considering how they ought to respect other people's special places, such as places of worship. In a Year 1 class where teaching was good, pupils thought about feelings and how you can recognise other people's feelings by looking at their faces or the way they stand or sit. They understood that if someone is happy you should try to share their happiness by smiling but if someone is sad you should look sad too. Lessons are sensitively taught and, as a result, pupils are willing to share their thoughts and ideas with each other. They speak confidently about why they believe something or have a particular opinion. Teachers give pupils plenty of time to think and answer questions. The subject contributes effectively to pupils' speaking and listening skills and to their spiritual, moral, social and cultural development. Where teaching and learning are satisfactory, the pace of the lesson is slower and opportunities for developing pupils' speaking skills are often missed.
118. The subject is very well led and managed by the co-ordinator, who has written a good scheme of work to match the local Agreed Syllabus. Sound assessment procedures are being introduced appropriately by the co-ordinator. The subject is very well resourced with artefacts and with a good range of books, tapes, videos and posters. However, computers are not used enough in RE.