

INSPECTION REPORT

**ST RADIGUND'S COMMUNITY PRIMARY
SCHOOL**

Dover

LEA area: Kent

Unique reference number: 118395

Headteacher: Mrs J. Cavell

Reporting inspector: Mrs. J. Catlin
21685

Dates of inspection: 13th – 15th January 2003

Inspection number: 247887

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	St Radigund's Road Dover Kent
Postcode:	CT17 0LB
Telephone number:	01304 206174
Fax number:	01304 214505
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P. Zandee
Date of previous inspection:	March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21685	Jenny Catlin	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
11229	Michael Freeman	Lay inspector		<p>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>
14706	Brenda Knowles	Team inspector	<p>English</p> <p>Design and technology</p> <p>Physical education</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
12764	Wendy Thomas	Team inspector	<p>Foundation stage</p> <p>Geography</p> <p>History</p> <p>Religious education</p> <p>English as an additional language</p>	

Team members			Subject responsibilities	Aspect responsibilities
22778	Anne Shannon	Team inspector	Science Art and design Information and communication technology Music Educational inclusion Special educational needs	

The inspection contractor was:

PkR Educational Consultants Ltd
 6 Sherman Road
 Bromley
 Kent
 BR1 3JH

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 Alexandra House
 33 Kingsway
 London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Radigund's Primary School, with 138 boys and girls aged 4 to 11 on roll, is smaller than other primary schools nationally. The majority of pupils are from a United Kingdom white heritage and come from the local area. Many children enter the reception class with very low attainment, particularly in language and communication skills. There are few children with above average attainment. Nearly half the pupils, which is well above average, are entitled to free school meals. The percentage of pupils identified as having special educational needs, 45 per cent, is well above the national average. The percentage of pupils with statements of special educational need, nearly three per cent, is above the national average. Many pupils with special educational needs have speech or communication difficulties and there is a similar proportion with emotional and behavioural difficulties. There are no pupils who speak English as an additional language; this is lower than most schools. There is a high proportion of pupils entering and leaving the school at times other than those expected.

HOW GOOD THE SCHOOL IS

This is a happy, friendly and effective school where children are well cared for and feel valued. The headteacher and her staff have done a great deal to improve standards, the curriculum and the quality of teaching and learning. Pupils' behaviour, personal development and their relationships with one another are good. The achievement of pupils in both the infant and junior classes is good. The quality of teaching is good. The leadership and management by the headteacher and senior staff are very good. The well below average attainment on entry to Year 1; the overall good achievement of pupils in Years 1 to 6; the improvements in the school since the last inspection; the good teaching and the expenditure per pupil, when taken together, mean that the school provides good value for money.

What the school does well

- Teaching is good with some very good features and, as a result, infant and junior pupils achieve well and standards are improving.
- There is very good provision and support for pupils with special educational needs, which has a positive effect on their achievement.
- There is good well-planned care and support for all pupils and they enjoy good relationships with their teachers.
- The provision for pupils' spiritual, moral and social development is good and, as a result, their behaviour is good.

What could be improved

- Standards in English, mathematics and science are not high enough.
- The achievement of children in the reception class.
- Attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected, in March 2001, it has improved considerably. At that time it was judged to have 'serious weaknesses' but this is no longer the case. It has addressed the key issues in the last report well. The school has undergone some significant staffing difficulties and pupil mobility continues to be high. This instability has impeded pupils' previous achievement. Standards are improving overall in English, mathematics and science and pupils achieve well. The quality of teaching and learning has improved considerably. Curriculum planning has improved and all subjects have clear schemes of work. Good data analysis is available. There are good systems in place to track pupils' attainment across the school but these have not been in place long enough to have a significant

influence on standards. Strategic planning is secure and covers a longer time scale. There has been a marked improvement in all aspects of information and communication technology although standards are still below average. The inspection team judged that the school has a very good capacity to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E*	E*	E*	E
mathematics	E	E*	E*	D
science	E*	E*	E*	D

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

The table above shows that standards in English, mathematics and science were in the lowest five per cent nationally at the end of Year 6 in 2002. When compared with similar schools, attainment in English was well below average and in mathematics and science it was below average. Results for pupils aged 11 are affected significantly by high pupil turnover and a high percentage of pupils with special educational needs. Other significant factors are the small numbers of pupils in each year group taking these tests, the high staff turnover, inconsistent teaching in the past, the low numbers of pupils with above average ability and the pupils' unsatisfactory attendance. Inspection findings show that standards are below the level expected for pupils aged 11 in English, mathematics and science, whereas at the time of the last inspection they were well below average. Year 6 pupils are now attaining average standards in reading. The performance of seven-year-olds in 2002 was also in the lowest five per cent nationally for reading and writing. Results for mathematics were well below the national average. Inspection findings for seven-year-olds show improvement in reading, mathematics and science. These pupils are now achieving closer to the average for similar schools and are making good gains on their prior attainment.

Across the school, achievement in literacy and numeracy is good. Higher-attaining pupils are usually sufficiently challenged. Standards across the school in art and design, design and technology, music, physical education and religious education are average. In geography, standards at the end of Year 2 are average but they are below average at the end of Year 6. Standards across the school in information technology and history are below average. Achievement for all groups of pupils in the infant and junior classes is good. The school has set suitably challenging targets for raising standards in future years and these are likely to be met. Inspection findings are that a significant number of children, by the time they enter Year 1, do not meet the expected standards for children of this age, particularly in communication, language and literacy. This is because, although they achieve satisfactorily, they do not benefit from the good and often very good teaching in the infant and junior classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils involve themselves in lessons and are developing positive attitudes towards their work.
Behaviour, in and out of	Pupils are well behaved and are considerate of the needs of others.

classrooms	There are some pupils with very challenging behaviour.
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Aspect	Comment
Personal development and relationships	Relationships are good. Personal development is a strength and is well supported by opportunities to show initiative and take responsibility.
Attendance	Attendance is below the national average and unauthorised absence is high. The school's measures to improve attendance are starting to have an effect.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall and has improved since the last inspection. Teaching is good and often very good in English, mathematics and science. The school meets the needs of pupils with special educational needs well. Higher-attaining pupils are usually well challenged. Teachers' expectations of what pupils can do are good. The management of pupils including those who are challenging is good. Teaching assistants positively enhance pupils' learning. Lesson planning is considerably improved. Good practices are seen in the use of ongoing assessment. Literacy and numeracy skills are taught well. Most pupils want to learn, they are interested, concentrate and work hard. They acquire new skills, knowledge and understanding. They understand how well they are achieving and what more they need to do to improve further. As a result of this good teaching, the majority of pupils in the infant and junior classes, including those with special educational needs, achieve well. Teaching and learning in the reception class is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and well balanced and is adapted to the needs of its pupils. For the youngest children, there are some weaknesses in the quality of learning experiences offered.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Individual education plans are of a high quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. It is good for pupils' spiritual, moral and social development and satisfactory for their cultural development.
How well the school cares for its pupils	Pupils are provided with a caring, happy and supportive learning environment.
How well the school works with parents	Most parents are supportive of the school. The involvement of parents in the life of the school and their children's learning is improving. They are kept well informed and receive a good range of information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very well focused on educational improvement. There is a clear educational vision, shared by staff. Effective action has been taken to raise standards, improve the quality of teaching, learning, the curriculum and the achievement of pupils.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities. They have a sound understanding of the improvements needed and the headteacher keeps them well informed.
The school's evaluation of its performance	The school's priorities for development are very good. Considerable developments have been made in the monitoring of standards, teaching, learning and the curriculum.
The strategic use of resources	The school makes appropriate efforts to seek best value when purchasing goods and services and specific grants have been used appropriately for their intended purpose. The junior library and the outside play provision for the youngest children are small.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Their children are making good progress. • They feel comfortable approaching the school. • The school expects their children to work hard and achieve their best. • The school works closely with parents. • The school is well managed. • The school is helping their children become mature and sensible. 	<ul style="list-style-type: none"> • The amount of work their children do at home. • Children's behaviour in the school. • Information about how their children are getting on. • An interesting range of activities outside lessons.

The response to the parents' questionnaire was low. The inspection team agrees with the parents' positive views but not with the parents' other views. Behaviour is good, both in lessons and around the school. The school tries hard to work more closely with parents and the quality of information about their children's progress is generally good. The range of activities outside lessons is satisfactory for a school of this size. Although homework is set there are some inconsistencies. The school may wish to review the balance and regularity and inform parents about this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the reception class is much lower than that expected for children of this age with many having poorly developed skills in communication, language and literacy, mathematics and personal and social aspects of learning. From this starting point, the majority of children including those with special educational needs achieve satisfactorily. However, most children, by the time they enter Year 1, do not meet expected standards for their age in many areas of their learning. Attainment in language development is well below expectations. At the time of the last inspection, achievement was good. Since then, the curriculum requirements have changed and the current group of children do not benefit from the good teaching reported at that time.
2. National Curriculum average points scores in 2002 tests show that pupils aged seven attained low standards in reading and writing, performing in the lowest five per cent nationally. In mathematics, standards were well below the national average. In comparison with similar schools, results in reading and writing were well below average. In mathematics, they were below. Standards in science, based on teacher assessment, were also within the lowest five per cent nationally. When compared with similar schools, standards were well below average. There were few pupils who achieved the higher levels (Level three and above) in any of these tests. Results at the higher level were average in writing but well below average in reading, mathematics and science. Since the last inspection, results indicate that standards have fluctuated in reading, writing, mathematics and science. This is due to significant variations in the proportion of pupils with special educational needs, 62 per cent for this group of pupils, and the above average number of pupils who either leave or enter the school at times not normally expected. The school is aware that standards overall in reading, writing, mathematics and science are not yet high enough.
3. Attainment in National Curriculum tests in 2002, for pupils aged 11, were in the lowest five per cent nationally for all schools in English, mathematics and science. When compared with similar schools, results were well below average in English and below in mathematics and science. The percentage of pupils who achieved the higher levels (Level 5 and above) was well below the national average in mathematics and science and low in English. Since the last inspection, test results indicate that standards have fluctuated in English, mathematics and science. These figures need treating with some caution because the small number of pupils who take these tests and the variable proportion of pupils with special educational needs cause significant variations from year to year. Inspection findings indicate that although standards are improving they are not yet sufficiently high. Standards in science are now much closer to the national average. The school has very high numbers of pupils leaving and joining the school during the school year. This also affects their performance data. Factors that have undoubtedly affected performance for both key stages are the inconsistent teaching in the past, frequent staff changes and high pupil mobility. The 2002 group of pupils at the end of Year 6 contained many pupils who found the work especially difficult. This particular group of pupils had over 50 per cent eligible for free school meals and over 52 per cent of pupils with special educational needs. A significant proportion of these pupils had not been in the school for the full seven years of their primary school life. This was unsettling and affected results adversely.

Those that stay with the school achieve well.

4. In 2002, the test results of boys and girls aged seven were not significantly different. Girls aged seven outperformed the boys in reading and mathematics and boys outperformed girls in writing. However, boys aged 11 significantly outperformed the girls in English, mathematics and science. With the exception of the 2001 tests, this picture is reflected in test results since 1998. The school did not analyse its results by gender before 2001. However, since the appointment of the current headteacher detailed analysis takes place. Analysis indicates that in 2002, when the gender differences were significant, 56 per cent of girls who took the tests experienced learning difficulties. This is in comparison with 50 per cent of boys whose special needs were mainly linked to their behaviour. During the inspection, nothing was observed to suggest that there is any significant difference or disparity in the achievements of boys and girls.
5. The rate of improvement over the past five years in the core subjects of English, mathematics and science for pupils aged 11 is below that seen nationally. The school's analysis of attainment recognises that the test results reflect underachievement by pupils aged seven and eleven when measured against national and similar schools comparisons. The school is effectively addressing the attainment of pupils through the implementation of national strategies, improved teaching and learning and improved curriculum and behaviour. The school has used specific grants to provide additional teachers and booster classes. The school's targets for 2003 are very challenging but are likely to be met based on the ongoing analysis of attainment data and the tracking of pupils' achievement through the school.
6. Standards seen during the inspection reflect improvement on the results shown above. Inspection evidence found that most pupils aged seven are attaining standards well below average in writing, and speaking and listening. Reading skills are better and most pupils attain below, rather than well below, average standards. Pupils do not always take account of punctuation and experience difficulty retelling a story or describing the characters in a story. In English, the overall attainment of 11-year-old pupils is below the level expected although they are showing improved standards in their reading, which match those found nationally. The school's focus on writing is having a positive impact, although during the inspection there was limited evidence of extended writing.
7. Inspection evidence found that by the age of seven, pupils are achieving well in all aspects of mathematics although standards remain below average. This is due to the much-improved teaching they now experience. By the age of 11, standards remain below the level expected. The current Year 6 achieved very low results in the national tests when they were seven and, in addition, a significant proportion of these pupils have not attended the school throughout their primary school career. The successful introduction of the numeracy strategy, coupled with good teaching, is contributing to these improved standards.
8. Inspection findings show that standards in science are improving and pupils of seven and eleven years are attaining standards nearer to expected levels. Standards in religious education are in line with those expected for the locally agreed syllabus for seven and eleven-year old pupils. Standards in art and design, design and technology and physical education match those found nationally by the end of Year 2 and 6. Standards in geography are below average by the end of Year 6 but are average by the end of Year 2. In music, standards are average at the end of Year 6 but there was insufficient evidence to judge standards at the end of Year 2. In information and

communication technology and history, standards are below average across the school. Since the last inspection, improvements are seen in physical education and religious education for seven-year-olds. Standards in writing, and speaking and listening for seven-year-olds show a slight decline because pupils' attainment on entry to Year 1 has fallen since the last inspection. Since the last inspection, standards for 11-year-olds in English, mathematics, science, design and technology, music, physical education and religious education show improvement. The school is very aware of the individual needs of different groups of pupils and continues to address them well.

9. The well-implemented National Literacy Strategy is having a positive effect on pupils' literacy skills, particularly in Year 6 where they have experienced a greater focus on developing reading and writing skills for longer. Generally, pupils transfer their literacy skills to other subjects. They express themselves satisfactorily and are more confident when speaking to a larger audience. Pupils listen carefully, and in class discussions, they experience good opportunities to express their views. In art and music, they usefully evaluate each other's work. Generally, pupils have limited opportunities for extended writing, research and note taking in other subjects. The school's involvement in local and national initiatives, aimed at raising standards, is having a positive impact and there are clear signs of improvement.
10. The good implementation of the National Numeracy Strategy meets the needs of pupils, in particular the mental and oral starter, which in conjunction with the plenary sessions, effectively consolidates learning. There is appropriate use of pupils' numeracy skills in subjects across the curriculum such as science, design and technology, history, geography and music. For example, in science, pupils produce graphs to record investigations and in design and technology, pupils use their skills in measuring. In music, they are aware of and count the different beats in rhythmic patterns.
11. Pupils with special educational needs receive good support. They make good progress towards their targets in literacy and numeracy skills and some make very good progress, achieve their targets and no longer need to be on the register. The emphasis on reading means that these skills develop well and enable pupils to take a full part in lessons across the curriculum. Those pupils with statements for emotional and behavioural difficulties achieve well because of the structured support they receive. There are a few gifted and talented pupils identified by the school who achieve as well as other pupils.
12. Higher-attaining pupils also achieve well because teachers plan suitable tasks, which challenge them in their learning. In English, there were some good examples of extended writing. Most higher-attaining pupils have a clear understanding of the use of speech marks, their work contains good descriptive phrases and they use imaginative vocabulary. Higher-attaining pupils read well. Older pupils read independently and with expression. In mathematics, some pupils in Year 6 are undertaking work at the expected levels in aspects of decimal calculations and have a good understanding of place value. Teachers usually have good expectations of pupils' understanding and their capabilities. However, on a few occasions in some classes, the challenge for these higher attaining pupils could be greater.

Pupils' attitudes, values and personal development

13. The previous report noted the satisfactory attitudes to learning of the pupils. These have been maintained and most pupils enjoy coming to school although there are some disaffected learners. In the main, pupils work hard and take a pride in their

work. They co-operate well with each other and with teachers. They respect the school and its equipment and generally move around the premises in a safe and orderly manner.

14. The behaviour of pupils is good overall and steadily improving, despite the presence in school of some pupils with very challenging behaviour. The ratio of boys currently in the school, identified with behavioural difficulties is nine times higher than that of girls.
15. The school's well planned systems of rewards and sanctions are proving effective in improving pupils' behaviour. Pupils eagerly accept the challenge of gaining points and rewards for good and improving behaviour and good work. There was a high number of fixed period exclusions in the past year for unacceptable behaviour. This involved nine pupils. The school works hard and effectively to bring about better behaviour and attitudes in its pupils, and parents support this positive stance. There is very little bullying or inappropriate behaviour present and there is a singular lack of racism. Pupils are polite and helpful to adults and each other and behave well on the playgrounds. Behaviour at mealtimes is good and pupils enjoy each other's company and mix well together. They display good relationships with each other and with adults and respect each other's values, feelings and beliefs. This good behaviour contributes substantially towards the good learning and achievement in the school.
16. Personal development is good and a tangible strength of the school and is an encouraging improvement since the last report. There is a good, well structured array of opportunities available to pupils to show initiative and undertake tasks which foster independence and responsibility, e.g. the 'Buddies' system of peer counselling and the 'Fruit Trolley' scheme. Older pupils care and support younger pupils well. Each class has a good range of responsible jobs for pupils to do, such as register monitor, or helping in assemblies and pupils enjoy doing these tasks. Membership of the school council provides valuable and effective opportunities for instilling responsibility, making decisions, raising self-esteem and fostering an understanding of basic democratic processes and citizenship. The good relationships and co-operation evident between pupils are strengths and make a significant contribution to the overall effectiveness of learning and teaching in the school.
17. Attendance is unsatisfactory and below the national average. Unauthorised absence is high and well above the national average. However, the school is devoting considerable resources and effort towards bringing attendance up to the national average. These measures are slowly beginning to take effect and gradual sustained improvement is visible. There is a small amount of lateness with some pupils, however, classes start and finish punctually. The school is dealing with this difficult problem vigorously and effectively, enlisting the support and understanding of parents and making full use of the range of resources available, such as the Education Welfare Service.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching and learning is good with some significant strengths. In over a fifth of lessons seen throughout the school, teaching and learning are very good and better. In over half, they are good or better. In the remaining lessons, teaching and learning are satisfactory. There were two unsatisfactory lessons. Teaching is strongest in the infant and junior classes. In English, mathematics and science teaching and learning are good. Teaching methods for developing literacy and numeracy skills are strengths; although in other subjects, teachers do not always help pupils to reinforce their literacy skills. Teaching is good in art and design, design

and technology, information and communication technology and music. It is satisfactory in history, geography, physical education and religious education. Since the last inspection, teaching and learning have improved significantly because the school has continued to build a strong teaching team despite a high staff turnover. The improved teaching and learning are also a result of the more rigorous approach to class observations and focus on developing the training needs of all staff.

19. There are few areas of relative weakness. There are good practices in the use of assessment in the infant and junior classes and these are having a good impact on pupils' achievement. This is reflected in the much closer match of teachers' assessment for seven and eleven-year-old pupils, prior to them taking the national tests. There is also a much closer match to what pupils already know and understand and what they need to do next. On occasions, this challenge is lacking for higher-attaining pupils. Homework is usually set but there are some inconsistencies in expectations, a concern that parents share. Marking of work is generally good and where teachers make comments on the quality of work with helpful and informative comments on how to improve there is clear evidence that subsequent work is improved. However, this approach is inconsistent. Very occasionally learning objectives are not as clear in all lessons.
20. Subject managers have oversight of curriculum and lesson planning across the school. Teachers share good practice and there is a climate of a collegiate approach. Planning is thorough and takes into account the needs of different abilities. It is usually detailed and comprehensive. Planning usually identifies learning objectives and teachers share them with pupils and also reinforce them throughout lessons. Tasks are challenging and teachers' subject knowledge is secure. The use of the literacy and numeracy strategies is helping to raise the teachers' expertise. Expectations are good.
21. Teaching methods are effective. Teachers use clear explanations and challenging questions to extend and verify what pupils know. They provide a good balance between intervention and explanation. There are some good examples of this in mathematics. Teachers use a range of subject specific vocabulary. Plenary sessions, when used, provide good reinforcement of learning. Good use is made of practical demonstrations as in science when observing materials under a microscope and in design and technology when designing wind-up toys. A criticism of the last report was the pupils' underdeveloped investigative skills. Pupils now do a greater amount of experimental work and consequently they understand why a test is fair. The use of the computer suite gives increased opportunity for developing skills in information and communication technology. There are good examples of pupils using information and communication technology in order to handle data, which supports their work in mathematics, science and geography. Older pupils used a Power Point presentation to illustrate their work when producing an information pack about Jamaica.
22. Teachers know their pupils and treat them with respect and as a result, relationships are good throughout the school. Teachers manage the lessons well and they apply behaviour management strategies quickly and consistently so there is minimal time wasted. Classroom management is unobtrusive and effective. In physical education, teachers have good control of pupils and this encourages high levels of concentration and activity. Most pupils are eager to learn and in some of the best lessons, praise is used continuously to reward good effort and promote self-confidence.

23. Most lessons are brisk and purposeful with routines well established, providing a clear working atmosphere with pupils' attention immediately engaged. Teaching assistants help pupils to meet their learning objectives and provide valuable support, contributing positively to pupils' learning and standards achieved. Overall, there is good use of resources to support pupils' learning. There is effective use of assessment, which is used effectively to help teachers plan work. Teachers have a good range of information about pupils' prior attainment and are building on this. Whilst practice is developing systematically, there are a few inconsistencies in the use of assessment in the reception class.
24. Overall, the teaching of reception-age children is satisfactory. The teacher has a satisfactory understanding of the needs of young children but the learning is not always stimulating and exciting. The learning intentions of some activities, for example, child initiated activities are not always clearly expressed in the planning and are not shared with the children. Consequently, children are not clear about what the adults expect of them and learning in these sessions is limited. Adults use praise to enhance the children's self-esteem and to encourage good attitudes to their learning. Adults manage the children satisfactorily but there is room for improvement in both adult expectations and their intervention in some activities. For example, there is often not enough emphasis on developing children's literacy and numeracy skills and this affects their achievement. Adults assess children in the recommended areas of learning but there is insufficient focus on what children already know and what they need to learn next. Mostly, there is effective use of well-trained adults to provide support to both the teacher and the children. However, the development of children's literacy skills does not have the high priority usually seen in reception classes. While the quality of teaching is satisfactory it is not having a significant impact on raising children's attainment and does not enable them to achieve well.
25. Pupils with special educational needs receive very good support from the special educational needs manager and the teaching assistants. She monitors the weekly plans of all teachers to ensure that the work for these pupils matches the targets on their individual education plans. The teaching assistants play a vital role in managing the pupils and guiding them in activities. All have very good relationships with the pupils, they offer unobtrusive, but effective support, and as a result, pupils achieve well. Lower-attaining pupils receive support in lessons from teaching assistants who help them develop their spelling and reading skills.
26. Overall, pupils' learning is good. They acquire new skills, knowledge and understanding and develop appropriate intellectual, physical and creative skills. Most pupils are interested in learning, concentrate hard, and work well independently, because of the good provision made for their social skills. They enjoy answering questions and interacting with each other. Pupils work well in pairs, in groups or individually. They enjoy taking some responsibility for their own learning. In music, pupils have good opportunities to explore different sounds and they enjoy this. In science, pupils are particularly keen to experiment and they work sensibly. Although they are working quite hard, there is insufficient recording of some work, and the quality is not always good. This is because of previous staffing difficulties and pupil mobility. As a result, pupils did not experience consistent expectations of the amount and quality of the work they should be recording. Consequently, pupils' output and rate of progress have been lower than expected for pupils of their age. Pupils understand how well they are achieving and what more they need to do to improve further. Older pupils are very clear about their personal targets. Pupils use information and communication technology to research and enhance the quality of their work well.

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

27. The impact of the new headteacher and the appointment of the senior teacher has had a significant effect on the development of the curriculum since the last inspection when it was judged to be unsatisfactory. The new computer suite has enabled effective teaching in this aspect of the curriculum. Also, employing a science specialist teacher has enhanced the teaching and learning in the subject. Additionally, all subjects of the National Curriculum, religious education and personal, social and health education are included in teachers' lesson planning. As a result, pupils in both infant and junior classes, including those with special educational needs, achieve well because the curricular provision now closely matches their needs. Some elements of the curricular provision are good, for example, personal, social and health education and the emphasis on cross-curricular planning. A further significant strength is the effective use of trained teacher assistants to enrich pupils' vocabulary.
28. The curriculum for the youngest children is satisfactory but has some weaknesses in ensuring that the lesson planning for teaching is implemented effectively in order to meet the needs of these young children. There are further weaknesses in assessing what these young children can do, what they need to learn next and tracking their achievement. The provision is not as good as that reported at the time of the last inspection due in part to staff absence which has now been resolved.
29. The school has undergone radical restructuring of its junior classes and there is now better coverage, progression and differentiation of the learning opportunities offered to these pupils. The effectiveness of the planning for history and geography and the time devoted to these subjects is a priority in the school's development plan. The professional and experienced teaching team has high expectations of what pupils should know, understand and be able to do. Also, there is a comprehensive understanding of the whole curriculum. Through their strategic curriculum meetings, they have developed shared policies, which enable them to monitor closely the effectiveness of cross-curricular strategies. Literacy and numeracy are important within the daily curriculum and the strategy to teach them is effective. Pupils, including those with special educational needs, have equal access to all areas of the curriculum. Policies and schemes of work are in place for all subjects, including religious education, which follows the locally agreed syllabus. English and mathematics lesson planning is taken from the National Literacy and Numeracy frameworks. The short-term and medium-term curriculum planning in subjects, such as music, follow nationally recommended guidance. There is an appropriate time allocation given to each subject, with the emphasis on literacy and numeracy.
30. The school makes very good provision for pupils with special educational needs and procedures are well organised. The requirements of the new Code of Practice meet the needs of these pupils and there is no withdrawal of pupils from other lessons. The manager responsible for this aspect of the school works very effectively with all members of staff. She is responsible for organising the support these pupils require and she ensures that they have full access to the curriculum. The school ensures that the statements of special educational need for the four children who are in receipt of these fully meet their needs. Individual targets are reviewed regularly, pupil's progress towards them is monitored and new ones are set. The school also ensures that the provision for these pupils matches that outlined in their individual education plans.

31. The school provides enrichment through satisfactory extra-curricular provision. The day starts with a breakfast club that is attended by about 15 pupils. Several other clubs take place at lunch-time and after school. Sporting opportunities include a football club for both boys and girls with matches arranged against other schools. A country-dancing club taken by a part-time member of staff is popular. Musical activities include a choir, which performs for senior citizens at Harvest and Christmas. Other clubs include the popular Makaton sign language and a gardening club.
32. Pupils visit places of local interest, for example, the Environmental Science Centre in Canterbury or the African day at Birchington. Curricular enrichment through the link with Astor College of Arts, when a Key Stage 3 teacher works with pupils to create, for example, some ceramic tile designs for the playground is valued. Another school, St Edmonds, has linked with Wimereux, between Boulogne and Calais in France, to work together on performing arts and to foster speech and language communication. The curriculum is socially inclusive giving equality of access for most pupils. However, there is limited access for wheelchairs to the school's field because of the very steep slope. The school has raised this as a concern with the local education authority.
33. As reported in the last inspection, the school continues to focus on its provision for pupils' personal, social and health education. There is a detailed policy for sex and relationships education. Staff have been trained in raising pupils' self-esteem and have attended an emotional literacy workshop. The emphasis has been on pupils managing their own behaviour, accepting responsibility and recognizing the impact they can have on the well-being of others. There has been a focus on special people and speakers invited into the school, especially where this fits the cross-curricular links. In a very good lesson in personal, social and health education, seven-year-olds talked about the feeling of sadness when something happened to a precious object. Following this, the class teacher led a discussion on what happened if the friendship was broken and pupils offered thoughtful suggestions. The teaching of health education is part of the science curriculum and involves the visit of the life bus each year. The school nurse visits and talks to pupils in Year 2 and Year 6. Teaching on the misuse of drugs is carefully handled in the light of some severe problems known to the school. Infant pupils understand about the safety of medicines.
34. Relations with partner institutions are improving. The independent nursery, which is held in one of the school's classrooms, is willing to collaborate and dovetail with the needs in reception class. Nursery children are invited to visit the reception class for story-time on one day a week. The link with early secondary education is developing, especially in literacy and numeracy.
35. Overall, the provision for spiritual, moral, social and cultural development is good. Pupils' spiritual awareness and development are good. Pupils have the opportunity to explore values, beliefs, and the way they influence other people's lives. Through their personal, social and health education lessons, they have the opportunity to understand human feelings and emotions and to find out how an understanding of them can be helpful. The school engenders a climate where pupils feel safe and respect others. Teaching styles value pupils' questions and give them space for their own ideas and concerns. In the Golden book, there is an opportunity to record positive thoughts about other pupils in the class.
36. Provision for moral development is good. The school provides a clear moral code as a basis for behaviour, promoted consistently through all aspects of the school. All

pupils fully understand the school's 'Golden Rules'. In religious education lessons and collective worship, there are good opportunities to reinforce this moral code. Pupils are encouraged to take responsibility for their own actions. Care for the environment and healthy eating are important. An effective system of rewards and sanctions reinforces acceptable behaviour.

37. Provision for social development is good. The ethos of the school is one where pupils care for their peers. A significant strength of this provision is the Family Liaison Officer who does sterling work in supporting the social and emotional needs of the pupils. She also developed the existing Buddy system where specially supported and trained pupils interact effectively with anyone waiting by their Buddy stop sign in the playground. The school council provides a good sounding board for pupils' ideas. Pupils work well in pairs or groups within the class lessons. This was demonstrated in an art lesson on relationships, where two pupils posed as inter-related characters for another pair in the group to sketch. Any problems or conflicts are quickly resolved by attentive and caring staff. Pupils exercise responsibility unobtrusively, for example, operating the overhead projector in assembly and frequently older pupils look after younger ones. Each term's charity collection includes something for other children, this term being for Guys Hospital.
38. The provision for cultural development is satisfactory. Parcels are sent to the Mustard Seed relief mission for the needy in other countries, thereby encouraging pupils to appreciate the diversity and interdependence of other cultures. The African workshops in music, dance and performance techniques, encourage them through encounter with traditions from another culture. They also participated in a nationwide artistic enterprise with one pupil awarded a prize in a competition for a pavement artist. Although there are many opportunities provided to extend pupils' cultural awareness within the school, the school is aware of the need to extend these experiences through visits to more concerts, museums and art galleries. This has been highlighted in the school's development plan. A very good start has been made with the link to a French school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The previous report commented upon the good care and welfare provided by the school to its pupils. The school has worked hard in this area and the very good provision for child protection, pastoral support and welfare provides a safe and caring environment where pupils' social and personal development and learning can flourish. The school's implementation of its race equality policy is also very good.
40. Child protection measures are very good and a tangible strength of the school. The headteacher, as the nominated person for child protection, has undergone appropriate training. The Family Liaison Officer and special educational needs manager provide a valuable back-up role for child protection and most staff have received training. The school makes effective use of external support and advisory agencies, such as the Behavioural Support Services.
41. Class teachers generally resolve most problems pupils bring to school and provide good, well-planned pastoral care and support for pupils in the everyday situation. Any difficult problems are passed on to the headteacher or other senior staff for resolution and this system works well. The teaching assistants also provide much quiet, informal and valuable caring and counselling to pupils, as does the Family Liaison Officer. Procedures for monitoring pupils' personal, academic and social development are good and teachers maintain good, comprehensive folders on each

pupil which enables them to track progress very well. Staff know their pupils well and this contributes usefully in planning for pupils' personal and social development. The school has put in place good, well-organised and clear systems, such as 'Golden Time', to encourage and monitor good behaviour and eradicate bullying and these are proving effective.

42. The school is aware of the male dominated culture in the school's local environment and that in many classes there is a gender imbalance weighted very much towards the boys. Some class teachers are not always fully aware that many of these boys are more socially and emotionally immature and, on occasions, tend to dominate some class activities. Consequently, while the school is very good at managing challenging behaviour, these boys are more demanding and, as a result, they receive more attention.
43. The systems in place for encouraging regular attendance are good, for example, class attendance awards. Registers are marked briskly, correctly and meet statutory requirements. The recording of lateness is well organised and the checking and analysis of attendance is completed swiftly, regularly and effectively by the administrative assistant and the Family Liaison Officer. The school has instituted a 'first day absence' calling system, which is proving very effective in reducing the number of absences in school. The Education Welfare Officer visits regularly, checks the registers thoroughly and, in line with the school's policy, enforces good attendance.
44. The school pays good regard to health and safety. The annual audit of the school combined with good vigilance by all staff contributes effectively to maintaining the high standards of safety in the school. First-aid provision is good, with well-located and well-stocked first-aid boxes and there are four staff formally trained in first aid. There is good recording of any accidents and parents are kept well informed of any mishap to their children. Fire safety is good, with regular fire drills and checking of fire equipment. The playgrounds are uneven and hard surfaced and could be a hazard.
45. Pupils with special educational needs receive very good support. The school identifies pupils with special educational needs at a very early stage and makes appropriate provision. Individual education plans contain appropriate targets informed by detailed assessment of pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress. The teaching assistants keep a daily record of the progress and attainment of the pupils with whom they work. The school works closely with the local education authority's support services, for example, the speech therapist and educational psychologist.
46. During the present inspection the manager for assessment was absent through illness. The school has recently introduced a computer system for tracking pupils' attainment and setting targets. This is too new to have had an effect as yet but should prove a valuable tool for raising standards. Teachers have received training in using the programme but this is not yet complete. The school acknowledges that in the past, assessment data has not been effective. Previous assessment data has not given a realistic picture of pupils' attainment and learning needs. The school has worked very hard on this and assessment procedures are steadily improving. Regular assessments are now made for English, mathematics and science. For foundation subjects, teachers use the recommended end of unit assessments.
47. Staff have begun to analyse pupils' answers in national tests to identify areas of weakness. They have used information from these tests to target pupils for specific

support. The school's procedures for assessment and record keeping are developing and provide teachers with useful information for raising attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The previous report noted the generally satisfactory relationships and links with parents. The partnership with parents is now good with substantial potential to improve even further. There is sterling service provided to parents by the Family Liaison Officer and this is making an important contribution to the effectiveness of the school's partnership with its parents. The Family Liaison Officer provides very valuable, well-targeted support to parents and strives to encourage greater support and involvement with the school by parents. Some parents help in school on a regular basis and although the level of engagement of parents in the life and work of the school is low it is improving. The Parent, Teacher and Friends Association is dependent on a few committed parents. Whilst some parents are engaged with their children's learning at home, many are not and there are some inconsistencies and misunderstandings regarding homework provision. The home-school liaison book is used well and is a clearly planned device for communicating between school and parents. The school is open and accessible to parents and any suggestions or complaints from them are dealt with swiftly and effectively. Parents are treated with respect and dignity and most feel quite happy about approaching the school on any matter concerning their children's education and welfare.
49. The quality of information provided to parents is good and is a strength of the school's work. Parents receive clear, helpful and regular information from the school, such as newsletters and advance curricular and homework information. There are also well-located and informative notice boards for parents in the playgrounds. The annual report of the governing body and the school's prospectus are well written, informative and helpful to parents. Parents find the annual reports on progress for their children are well written, clear and informative. The regular consultation meetings with parents are generally well attended and are helpful and informative. The annual meeting of the governing body with parents was poorly attended.
50. Parents are invited to curriculum assemblies and an open-morning to see the school at work. The Sure Start programme actively encourages parents of pre-school children to participate in children's learning in the reception class. These emphasise the importance to pupils' learning of home-school links.
51. The school works closely with parents when their child is placed on the register for special educational needs. The parents' views and opinions are sought and considered when drawing up targets for their child to achieve. An 'open door' policy operates where parents discuss their child's progress with the special educational needs manager. She meets with parents to explain and discuss the targets which have been set for their child. Towards the end of the meeting the child is invited to join the discussion to add his or her thoughts about what is being put in place.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The overall leadership of the headteacher and key staff is very good. Staff are very supportive of the headteacher who is ably supported by senior staff. The headteacher has a clear vision, commitment and high expectations and is very clear about priorities and these are fully shared by staff. A significant strength of the headteacher's management of the school is displayed in the effective way in which she has analysed strengths and weaknesses in the school's performance and the improvement in the

quality of strategic planning. The school improvement plan places a good emphasis on raising standards for all pupils. It is an effective, cohesive and detailed working document. All staff and governors are involved in the decision making process. The deputy headteacher has established a detailed assessment system with the potential for raising standards; this is beginning to have an impact on standards, particularly in reading. Its aim is to support staff in both tracking pupils' progress and revising school targets to ensure pupils are challenged to improve on their previous best.

53. The headteacher's good management skills have secured systems and processes that enable staff to work effectively together to raise standards and improve teaching and learning. Since the last inspection, the school has undergone significant staffing changes and it continues to have high pupil mobility. The school's aims successfully underpin the work of the school. School documentation is of a very good standard. There are significant improvements in standards, teaching, learning and the curriculum.
54. Previous staffing difficulties hindered the delegation of work to staff with management responsibilities and during this time the headteacher absorbed considerable responsibilities and had a very heavy workload. Staffing is now more stable and subject managers are in post for all subjects. All staff know they are accountable and management responsibilities are clearly defined. The senior management team now includes managers for infant and junior pupils. The impact of this is good and ensures effective monitoring of standards across these two age groups. All subject managers are aware of the need to raise standards. The role of these managers in observing their subjects, evaluating standards and identifying areas for development is part of a rolling programme and works effectively. They have audited resources, drawn up schemes of work, and collated short and medium-term lesson planning to inform coverage of their subjects.
55. At the time of the current headteacher's appointment, the local education authority appointed a senior support teacher as part of their support for the school. Because of her very good leadership qualities, she has made a significant impact on the work of the school, particularly in raising the quality of teaching and, therefore, pupils' learning. She has worked alongside staff and has acted as an excellent role model. The school is well focused on school improvement and self-review. The action taken to meet the school's targets is very good. National and local performance data are analysed, collated and evaluated by the headteacher and senior management team and shared with staff and governors. Targets have been set and this information provides a good basis for informing teaching, learning and for raising standards. Led by the headteacher and senior staff, management continues to target effective and practical methods to improve pupils' achievement, the quality of teaching, learning and the curriculum. The shared commitment to improvement and the capacity to succeed further is very good.
56. The headteacher, as a result of her well-developed management skills, has introduced very good arrangements for personal development of staff, contributing both to the development of their careers and to the needs of the school. There are good arrangements to link training to performance management. A regular cycle of lesson observations is ongoing. Outcomes are reported back to staff and subject managers report to the governing body. Teachers joining the school receive very good support from colleagues and senior managers. These arrangements contribute to the strong sense of teamwork among the staff. Significant progress in the monitoring of standards, the development of teaching, learning and the curriculum has taken place.

57. The management of special educational needs is excellent. The manager for this aspect of the school's work has been in post for only two terms and has initiated many new and important processes. One of these is classroom observations, focusing on a particular area of provision or an issue highlighted in the last inspection report. She is very experienced and committed to introducing strategies to improve further the provision for these pupils. The school's approach is very well organised and designated funds are used appropriately. There is very effective deployment of well-trained and effective teaching assistants to meet the pupils' needs. All support staff are experienced and are allocated areas of responsibility, for example, physical education apparatus and games equipment, in addition to their responsibilities as support for the class teachers. Staff work closely together to ensure that they are all aware of the correct procedures. The school invites parents to all reviews where very good records are kept and, as a result, they are well informed. There is a governor designated as a person responsible for overseeing the provision for special educational needs and she plays a very active role. She is one of the teaching assistants and, therefore, has a thorough understanding of the school's situation. She meets regularly with the special educational needs manager and reports to the governing body. She also frequently attends courses on special educational needs.
58. The governing body fulfils its statutory responsibilities. Governors have a good working relationship with the headteacher and they receive detailed information on the work of the school. However, many governors are not proactive enough to have a full understanding of the strengths and weaknesses of the school. Overall, their contribution to the management of the school and their role as critical friends to the school are satisfactory. Some governors are linked to different curriculum areas, undertake monitoring reviews and keep abreast of training. For these governors' their involvement in shaping the direction of the school is good. The headteacher and governors monitor finance closely. The school is allocating funds effectively to meet its priorities. Performance management of the headteacher is well established.
59. The school has a commitment to policies and practices that promote the inclusion of all pupils in the opportunities that it provides. Equality of opportunity is reflected centrally in the school's aims, its objectives, its curriculum, the implementation of its race equality policy and its compliance with relevant legislation. Good procedures are in place to identify gifted and talented and higher-attaining pupils.
60. The headteacher has given specific attention to the key issues of the last inspection. A far more rigorous and planned approach to class observations is in place. Training issues are identified and staff work on identified areas for development. The teaching and learning policy has also reinforced good practices. As a result, the quality of teaching and learning has improved significantly. The range and quality of the curriculum are improved. The school uses recent national guidance on the curriculum. Assessment is used more systematically and marking guidance is in place. The school is now rightly focusing on the consistency of these practices. Strategic planning has improved considerably and is longer-term. Provision for physical education, information and communication technology is improved, schemes of work are in place and opportunities for pupils to plan and evaluate their work are more advanced. These are all improvements since the last inspection.
61. The number of teaching staff is generous. Their qualifications and experience are good and enable them to meet the requirements of the National Curriculum. The number of teaching assistants and administrative staff is good. They are well-deployed and are highly valued by the school. Their work makes a positive impact on

pupils' learning. Administrative staff ensure that the day-to-day organisation of the school runs smoothly and efficiently.

62. The accommodation is adequate to meet the requirements of the National Curriculum although some aspects of it are unsatisfactory. The junior library and the outside play provision for the youngest children are small. Outside there is a large grassed area and a smaller concrete playground. This playground is a rather barren and uninspiring area with little games equipment or areas marked out for games activities. The space available in the hall for physical education lessons is only just satisfactory because a considerable amount of room is allocated to the storage of equipment. The school is well maintained and cleaned to a good standard with a good ongoing programme of refurbishment and redecoration to the fabric of the building. There are some excellent displays to celebrate pupils' achievements. However, the effect of many of these, particularly in the long corridor leading to the classrooms, tends to be negated by the amount of equipment stored in boxes, drawers and cupboards. The information and communication technology suite is accessible and timetabled for use throughout the school. Physical access for pupils who use wheelchairs is limited, particularly to the outside grassed area.
63. Overall, the school is adequately resourced and this contributes effectively to pupils' learning. In information and communication technology resources are good but resources for history are unsatisfactory. The non-fiction library is small and the stock of books is limited. Teachers make good use of 'everyday' as well as specialist materials in design and technology. Resources are satisfactorily managed, stored and accessible. The school has good support materials to help teachers and teaching assistants meet pupils' needs. The school recognises the need to review and replenish stock in the junior library. The school makes appropriate use of outside resources, for example, the local places of worship and the local area, visitors and parents.
64. The school's procedures for monitoring its finances are good. The governors and the headteacher work well together to prepare financial plans and financial management is good. Identified educational priorities are funded appropriately and the school has been successful in its application for additional grants. The administrative officer provides good support to the headteacher and governors and monitors expenditure carefully. There is effective management of day-to-day administration and control of the school's budget, which is well monitored by the governing body as part of a longer-term plan and this is an improvement on the previous inspection. There is a large roll-over figure shown in the school's budget, thirteen per cent, much of which has already been spent on, for example, additional staffing cost and improvements to the fabric of the building. The school also had to reserve some money for an anticipated claw-back figure from the local education authority because of the school's falling numbers. Further money was allocated for replacement windows. It also received unexpected funding from the local education authority's school's support service. The school plans to spend the remaining monies, approximately 6 per cent of the rollover, on non-contact time for subject managers to monitor teaching and learning and the purchase of good quality resources. A projected number for the school roll is often unreliable and given the significant movement of pupils this somewhat constrains budget management. The school applies the principles of best value when purchasing goods and services and the headteacher is effective in the way that she assesses the impact of spending on standards. The school makes satisfactory use of new technology for financial management and administration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve the quality of education provided, the governors, headteacher and senior managers should:

- (1) Raise standards across the school in reading, writing, mathematics and science as highlighted on the school's development plan (paragraphs 2, 3, 4, 6, 7 and 8).
- (2) Improve the achievement of children in the reception class by:
 - improving the implementation and delivery of planned learning opportunities;
 - increasing the class teacher's understanding of the purpose of observing children in their learning (paragraphs 23, 24, 28 and 68).
- (3) Raise the standards of attendance and punctuality by:
 - reducing the level of authorised absence by targeting those parents who frequently remove their children from school;
 - developing coherent strategies which seek to change parental attitudes and behaviour;
 - exploring innovative ways of securing the attendance of pupils whose parents are sick or otherwise unable to bring their children to school;
 - reducing the level of lateness at the start of the school day by targeting those parents whose children are persistently late (paragraph 17).

In addition, the governors should address the following minor weaknesses:

- improve the provision and stock in the school library (paragraphs 63 and 79);
- review the homework policy and ensure that parents are effectively informed and involved. (paragraph 48);
- review access to the school field to ensure that all pupils have equal access. (paragraph 62).

The school has already identified the above issues and has good strategies in place that are already beginning to have an impact on and address the concerns raised.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	14	16	2	0	0
Percentage	2	20	34	39	5	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	138
Number of full-time pupils known to be eligible for free school meals	n/a	66

FTE means full-time equivalent.

Special educational needs	Nursery	Y6 – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	61

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	1.6

National comparative data	5.4
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National comparative data	0.5
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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	10	11	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	11	15
Percentage of pupils at NC level 2 or above	School	48 (74)	52 (96)	71 (74)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	12	13
Percentage of pupils at NC level 2 or above	School	52 (78)	57 (74)	62 (83)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	9	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	8	7	9
Percentage of pupils at NC level 4 or above	School	38 (9)	33 (17)	43 (26)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	6	6
Percentage of pupils at NC level 4 or above	School	33 (32)	29 (23)	29 (14)
	National	73 (72)	74 (74)	82 (82)

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

** Because fewer than 10 boys or girls took these tests the numbers have been omitted.*

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	134	18	8
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	1	1
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	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 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	17
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	223

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	500,290
Total expenditure	472,861
Expenditure per pupil	2,765
Balance brought forward from previous year	39,221
Balance carried forward to next year	66,650

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	12
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	138
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	0	5	0
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	44	45	11	0	0
My child gets the right amount of work to do at home.	38	39	16	5	0
The teaching is good.	67	28	0	5	0
I am kept well informed about how my child is getting on.	39	50	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	34	5	0	0
The school expects my child to work hard and achieve his or her best.	78	17	5	0	0
The school works closely with parents.	50	50	0	0	0
The school is well led and managed.	45	50	5	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	45	45	0	10	0

Other issues raised by parents

Two parents included additional comments on their questionnaires. Both considered the school was at least good. The general consensus at the meeting for parents was that the school had improved significantly in the past two years.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. At the time of the inspection, there were twelve children in the reception class, all of whom had started school in September 2002. Most of the children had attended pre-school playgroups. A small number had come from the on-site pre-school.
67. When children start school, many of them have poorly developed skills in communication, language and literacy, mathematics and personal and social aspects of learning. Several children are already identified as having speech and language difficulties. This is confirmed by the school's own assessments of children in their first term.
68. At the time of the last inspection, the attainment of children in the reception class was judged to be below average. School assessment records show a decline in children's attainment on entry, which is reflected in classroom observations during the current inspection. In the time between the last and present inspection, the teacher of the reception class has had a prolonged period of absence through ill health. This has meant that although improvement is satisfactory it is not as rapid as might have been expected. Adults in the reception class make regular observations of children. However, these tend to describe what the children are doing rather than identifying what they need to do to develop their skills. The observations are not used rigorously enough to plan further work directed at children's needs. At times during the day, children choose their own activities. The planning for these sessions is too general and does not ensure that pupils' learning needs are met. Staff do not track carefully enough what children do at these times or use their observations to ensure that children experience a wide range of learning opportunities.

Personal, social and emotional development

69. The majority of children enter the reception class with lower than average skills in personal and social development. By the time they enter Year 1 the majority are unlikely to attain the expected standards for children of this age. The teacher and teaching assistant take care to provide children with opportunities to work and play together. The majority find this quite difficult. Their co-operative play is less mature than might be expected for children of this age. They find it difficult to resolve quarrels because they do not have the language skills to talk through their difficulties in order to resolve the problems. Children are learning to share toys and in the outside area, they work well together.

Communication, language and literacy

70. Children enter the reception class with very low skills in communication, language and literacy. They are not familiar with books and take time to enjoy listening to stories. They show a limited knowledge and understanding of books. The teacher takes care to teach new vocabulary about books, such as title, author and illustrator. However, children find it difficult to sustain interest and quickly move off to other activities. They do not readily choose to look at books or become involved in writing activities. Many are not sure of the direction of print and have very limited knowledge of sounds and letters. The class teacher uses elements of the Literacy framework. However, most children are not yet ready for this. They do not have a well-developed repertoire of known stories and rhymes. Opportunities are provided for children to

experiment with writing but they do not often choose to take advantage of this. Children are not yet beginning to think of themselves as readers and writers. They are not confident in trying out new words and do not show an interest in books and stories. Opportunities for children to extend their speaking skills are provided but these are not actively pursued by adults to encourage participation in role-play or discussions. Children achieve satisfactorily but as they start with very low skills few will achieve expected standards by the time they enter Year 1. The range of learning opportunities, particularly those linked to language development, is not always sufficiently developed by the class teacher in order for children to achieve well in this area of their learning.

Mathematical development

71. When children start school, their counting skills are well below average. The higher-attaining children are able to count to five, matching objects as they count. However, most are unable to match the numbers and are unlikely to meet the expected standards by the end of the reception year. Children enjoy singing number games and rhymes such as 'five little speckled frogs' but few can work out the number in the next verse, counting back from five to nought. There were some missed opportunities to develop children's counting skills, for example, the teacher chose three children to act out the song but did not ask them how many more children were needed to make up the five needed. During the times when children choose their own activities, not enough activities are provided to develop children's mathematical skills, and children do not readily choose mathematical activities. When children play outside, staff encourage them to count the number of times they jump on the trampoline and the number of times they can throw a ball into the basketball hoop. Several children are unable to recognise written numerals or to write them. They find it very difficult to say which number is one more or one less than a given number. Children's knowledge of shapes and measuring is below average. Most children do not have a good understanding of mathematical vocabulary. There are missed opportunities to develop this in a range of play situations.

Knowledge and understanding of the world

72. Children start school with very limited general knowledge. The staff have to work very hard to develop this. Children do not have a good knowledge about the place where they live or about what has happened to them since they were babies. Children enjoy planting bulbs. They know that the bulbs will grow in the earth and that they need to be watered. They were not sure what the bulbs would grow into. Several children are confident in using the computer. They can open programs and print their work. Adults support children in investigating their surroundings but do not set up enough opportunities for them to find out things for themselves. They frequently lack the confidence in choosing resources and tools for their activities. They are not always clear about how to join things together and do not readily think about how their designs can be improved. Few children will attain expected standards by the time they enter Year 1.

Physical development

73. At the time of the last inspection, children's skills in this area of learning were below average. The provision of better resources and improvement of the outdoor play area was a key issue in the last inspection. Since then the school has provided a secure area for these children. This is quite small and would not be adequate for a greater number of children. Staff have provided a better range of wheeled and other toys to

promote children's physical development, such as a trampoline. Children enjoy using the outdoor area. Staff have plans to develop this further and to provide a better range of learning opportunities. Children greatly enjoy their physical education lessons in the hall. They move with confidence and safety and show awareness of other children. When using small tools such as pencils, scissors and paintbrushes, children are less confident and their attainment is below average on entry to Year 1. The outdoor play area is very small and there are no facilities for children to practise their climbing skills.

Creative development

74. Children experience difficulties in this area of learning and most of them are unlikely to achieve expected standards on entry to Year 1. Children enjoy using paints and crayons to make pictures but are at the early stages of exploring materials and experimenting with different textures. They like singing but know only a small range of songs and rhymes. There are limited opportunities for children to develop their imaginative play.

ENGLISH

75. Standards in English by the end of Year 6 are below average in writing, and speaking and listening but are better in reading, although comprehension is weak. By the end of Year 2, standards in reading are below average and in writing they are well below average. This is partly the result of very poor speaking and listening skills and vocabulary when children start school, very frequent changes in staff until recently and the lack of consistent leadership within the subject. The staff team is now effective and working hard to improve levels in this area. Pupils are achieving well and this is an improvement since the last inspection.
76. Standards of speaking and listening are well below the national average in the infant classes. Most pupils enter the school with poor speaking and listening skills. There are a few pupils whose speech is not clear and who have difficulty in communicating their ideas with any fluency. However, by the end of Year 2, they are gradually developing clarity of expression as they speak to each other and adults about matters of immediate interest. Listening skills develop as pupils contribute and interact, discussing ideas in the literacy hour. Teachers are good role models for speech and recognise speaking and listening as one of the most important areas of development for these pupils. As the last inspection report indicated, emphasis has been given to support and develop pupils' speaking and listening skills from an early age. The speech and language therapist runs the enrichment vocabulary programme and there is much one-to-one support. The teaching assistants are trained in a supportive role, working closely with individual children, developing language and confidence. The attitude of pupils to this extra attention is very good and they make steady progress as a result. While building confidence in communication skills, adults correct commonly used mistakes and emphasise formal English speaking conventions. They encourage vocabulary development and most pupils by the end of Year 2 begin to convey simple meanings to a range of listeners. The majority of pupils listen well to stories and each other. All pupils listen attentively in assemblies.
77. Pupils in the junior classes begin to speak more confidently, understanding the needs of listeners by including relevant detail. They learn a growing vocabulary. For example, in a lesson on fables the word 'piteously' was learned. A phrase 'star dotted blackness' was identified in a space adventure. Although not observed during the inspection, pupils are to perform Roald Dahl's version of 'Jack and the Beanstalk'.

These formal opportunities for developing confidence in language use are a good step to presenting their own ideas and opinions in activities such as debates, sustaining speaking and listening, using formal English. The beginnings of this were seen in the school council where elected representatives expressed opinions on matters of concern to their peers. There is evidence of good achievement in speaking and listening skills in all classes and higher standards. Nevertheless, standards are below the national average by the time pupils leave the school.

78. Standards in reading are below the national average for seven-year-olds but in line with the national average by the end of Year 6. Pupils mostly enjoy reading and it is a strength of their work. In their daily reading time, they gather in groups or individually, with trained assistants, and achievement is good because they have a positive attitude to reading. The guided reading part of the literacy strategy is well used catering for different abilities, with the class teachers focusing on one group daily. Headphones and tape recorders encourage an enjoyment of books, while computer practice of reading skills is appropriately challenging for others during reading time. Phonic knowledge is well taught and consequently pupils decipher the sound of unknown words. For older pupils who need extra help with sounds of letters, there is an intervention scheme called Phonographix, which has increased phonological skills measurably. Teaching assistants are trained for this and for booster groups for younger and older children. These positive new initiatives are enabling the school to raise standards.
79. While the skills of reading are developing, information retrieval skills were seldom seen being used. The non-fiction library is small and was not seen in use during inspection. However, in the classroom, non-fiction books, for example, on materials in Year 2, were investigated by higher-attaining pupils. They all recognised the contents and index pages but the use of CD-ROMs is underdeveloped for information retrieval. There was no evidence that older junior-age pupils are taught to skim and scan, make notes or summarise text in their own words. There is no fiction library, apart from the classroom collections, which are mostly used for guided reading. Older junior classes use the visiting library weekly and a few pupils belong to the Dover library. Although the classes are named after characters in J. K. Rowlings books, there is not a general atmosphere of enjoyment of books, with reviews by the pupils or class stories being read to them. There are few challenging books for higher attaining pupils in order to enable them to develop higher order reading skills such as inference and deduction or to challenge their comprehension of text. The ability to comprehend what they are reading has been challenging for the school, especially for these older pupils. Only a handful of parents hear their children read at home.
80. At the time of the last inspection, most pupils writing was below average for seven-year-olds. The attainment of children on entry to the school is not as high as reported at that time and pupils' writing is well below average at the end of Year 2. There is evidence of punctuation conventions being used to demarcate units of meaning and speech marks around words spoken. A few higher-attaining pupils write several lines independently and try hard to be consistent in their orientation and size of letters. Phonetically plausible attempts at unknown words reflect growing knowledge of word structure. There is an early awareness of visual patterns and, for higher-attaining pupils, recognition of letter strings, for example, 'ight'. In the teachers' planning of lessons, vocabulary being introduced is highlighted but is often not referred to again in the plenary session.
81. In the junior classes, writing continues to develop but often lacks imagination and ideas. Pupils are keen to write but there is often inconsistent use of capital letters and full stops. Speech is not set out correctly. There is evidence of organisation of ideas

extending logically but no knowledge of writing paragraphs. A few higher-attaining pupils see writing as an art form from which they can derive pleasure. One pupil wished to continue, for example, the space story which they were involved in and took it home for homework. Although older pupils are taught to construct complex sentences, few were seen which did not use 'and' and 'then' as joining words. Handwriting was not joined. The oldest pupils have undertaken, for example, a diary of their own lives and a report on the Titanic. They have a basic understanding of verbs and idiomatic phrases and, in the lessons observed, they wrote pamphlets for younger children on safety and showed an understanding of imperative commands. Vocabulary choices are not adventurous but some words are chosen for effect. There is no evidence of pupils editing and re-drafting their writing.

82. Continuity of teaching has been lacking owing to the changes of teachers over the past years. There is now a stable teaching force aware of the low standards on entry to Year 1 and determined to build them up to an acceptable level. Teachers are keen for their pupils to succeed and improve such elements as homework in order to reinforce what is taught. However, for some pupils there is little support from home. The school is working very hard to improve this situation. The effect of the 'Sure Start' programme which supports parents and children together continues and the curriculum meetings, which are open to parents to understand what their children are doing in school, have stimulated more interest in the work of the school. Parents are now aware of the opportunities being given to their children by the school.
83. The quality of teaching is good in the infant classes. In the junior classes, all teaching and learning is of good quality and consolidates previous knowledge and understanding. Across the school, good teaching skills include the ability of teachers to provide for the wide range of abilities within each class and the good management of pupils behaviour. The challenge for higher-attaining pupils is satisfactory overall and expectations for these pupils are usually good. Teaching assistants focus well on pupils with special educational needs and as a result they achieve well. The provision for pupils to use information and communication technology is good. Pupils draft and re-draft their work and use other programs to aid their learning.
84. The subject manager has been in post for one term and is aware of the need for consistency. She is very aware that standards are well below average at the end of Year 2 and below average at the end of Year 6. She has a good understanding of what is required in order to raise standards through monitoring standards of work, the quality of teaching across the school and assessment. Analysis of national test results at age seven show weak areas in spelling which is being tackled through writing activities. Successful attack on phonics knowledge is already proving measurably effective in raising pupils' reading. The targets for pupils at the end of Year 6 in English for 2002 were 50 per cent and were not met. Teachers are now confident they will reach their challenging target of 65 per cent reaching level 4 in 2003.

MATHEMATICS

85. By the age of 11, standards in mathematics are below national averages. The current group of Year 6 pupils attained well below average results in the national tests at age seven. In addition, a significant proportion of these pupils have not attended the school throughout their primary school career and there are 68 per cent of pupils identified with special educational needs in this year group. This, coupled with unsatisfactory teaching in the past, has contributed to the current below average standards. There is secure evidence to indicate standards are improving and that

pupils are now achieving well, due to the good, and often very good, teaching they are now receiving. The inspection also identified good achievement in other junior classes. This is the direct result of consistently good teaching and planning and the positive impact of the National Numeracy Strategy.

86. By the age of 11, pupils have a sound understanding of place value to three digits, can convert simple fractions to decimals and can record calculations using all four rules to two places of decimals. They have a satisfactory knowledge of how to use raw data to construct a variety of diagrams and graphs and subsequently to use the data to solve a variety of questions. There is some use of computer programs to support pupils' understanding but this is at an early stage in teachers' planning. Pupils have sound knowledge and understanding of how to calculate the perimeter and area of different shapes, and the measurement of angles. Higher-attaining pupils can use their multiplication skills to mentally double and treble numbers by multiples of 10 to a maximum of 100. They also use mental strategies when adding and subtracting decimal fractions. Teaching assistants sensitively support pupils with special educational needs and, as a result, they make similar progress to the rest of the class.
87. By the age of seven, standards in mathematics are also below national averages. This represents an improvement over 2002 national results when standards were well below average. This is due to the greater number of pupils achieving well, as a result of good and often very good teaching. Most pupils are competent when working with numbers up to two digits and higher-attaining pupils up to three digits. They understand the patterns when adding and subtracting the same single digit number and use different strategies for calculating results mentally. All pupils know and recognise the names for common two-dimensional and three-dimensional shapes, with some able to record accurately the number of corners, edges and faces. Higher-attaining pupils understand the characteristics of shapes with curved faces such as cylinders and cones. All pupils, including those with special educational needs, achieve well which is an improvement since the last inspection when most pupils' progress was unsatisfactory.
88. The quality of teaching is good with some significant strengths. As a result, pupils respond and behave well and concentrate throughout the lessons. In all lessons, pupils enjoy good relationships with each other and their teachers. This is a significant improvement since the last inspection when teaching was unsatisfactory across the school.
89. In the majority of lessons during this inspection, teachers demonstrated very good subject knowledge and use of mathematical language that encouraged pupils to use terms correctly, such as percentages, decimals and fractions. Detailed lesson planning includes clear learning intentions, which teachers share with pupils. Consequently, pupils have a good understanding of what they have learned and what they need to learn next. There are good teaching methods used to present a high level of challenge, as in a Year 6 lesson on multiplying decimal fractions, when the teacher provided a good balance between intervention and explanation. Expectations of pupils' responses, concentration and behaviour are good. The use of resources to support logical steps in pupils' learning is good.
90. In addition, teachers use the structure of the National Numeracy Strategy to ensure a good pace and interest level for the pupils. In particular, the effective use of the plenary sessions enables pupils to explain what they have learned in the lesson, to share results and explain some of their methods of calculating. There is appropriate

use of homework and there are some examples of information and communication technology linked to the pupils' mathematics work. There are some good displays around the school to celebrate pupils' achievements

91. The subject manager has been in post since September 2002 and is already making a good impact on standards of attainment, quality of teaching and organisation of mathematics. There is a strong commitment to improving all aspects of the subject and there has been considerable progress since the last inspection. There is a full programme of monitoring and improving standards, which includes observing teaching, monitoring lesson planning and scrutinising pupils' work. She budgets well in order to maintain an adequate supply of resources to support teaching and staff expertise in the subject has improved. The level of improvement since the last inspection is good and the school's potential to improve still further is strong.

SCIENCE

92. Standards at the end of both Year 2 and Year 6 are below average. This is attributable to the large number of pupils with special educational needs, currently 45 per cent of the pupils on roll, and the long unsettled period when there were many staff changes so that there was no continuity. The school has now entered into a settled pattern. There is a new subject manager and a detailed action plan for raising standards.
93. Overall, teaching is good in the infant classes and lessons were observed in both infant classes. The previous report judged teaching to be unsatisfactory for the seven-year-old pupils. A very good lesson was observed in Year 2. The lesson was well planned and the activity was well matched to the pupils' level of attainment. Relationships are good between the pupils and adults. The teachers have good management skills, which are used to keep the pupils' attention during their group work so that as a result very good learning takes place. Good classroom management in both classes encourages good attitudes and behaviour from the pupils. In both lessons observed, the pupils were learning about materials and, in both lessons, the activity required the pupils to work together in small groups. This they find difficult because their social skills are still immature. The older pupils are able to say that some materials occur naturally and that some materials are shaped or changed before use. In both lessons, the questioning sessions were hard work for the teacher because many pupils' language skills are poor, for example, they cannot name a cork but know its purpose.
94. The analysis of work shows that the pupils have an appropriate understanding of healthy eating and which foods are good for health and which foods need to be eaten in moderation. They know that there are body changes after exercise and that the heart will beat faster. They have some understanding of forces such as pushing and pulling. There is still a reliance on worksheets to aid pupils' recording because literacy skills are poor. Teachers' marking is good. Comments show pupils where they have succeeded and often pose questions to take the pupils' thinking further.
95. There was no teaching observed in the junior classes because of timetable constraints. Therefore, no secure judgement can be made on whether teaching has improved since the previous inspection, although the quality of the planning and marking strongly suggests that it has. One of the measures the school has undertaken to improve standards is to employ a specialist science teacher for the older pupils. This means that one afternoon a week is given over to science and the pupils are taught in their four year groups rather than their three class groups, which

has the advantage of smaller class sizes. It is too early to judge the impact of this initiative. Scrutiny of the work of eleven-year-old pupils shows that standards are below average. Their weak language skills contribute significantly to these standards.

96. Teachers' planning shows that all aspects of the curriculum are covered and the marking of pupils' work is thorough. Pupils are shown what they have misunderstood and how they can improve their work. The work of lower-attaining pupils is often incomplete and the understanding of some concepts, such as reversible and irreversible changes to materials when they are heated, dissolved etc. is vague. Most pupils have an understanding that materials are categorised as liquids, solids or gases and that liquids take the shape of their container and gases spread out and fill the space around them. The last inspection reported that pupils' work on scientific processes such as predicting, fair testing and isolating variables in a test situation was undemanding. The new subject manager has addressed this by having a whole-school focus on this aspect of pupils' learning. It is too early to judge the impact of this on the pupils' attainment.
97. The achievement of all pupils, including those with special educational needs, is good across the school. There was no noticeable difference between the achievement of boys and girls observed during the inspection.
98. The management of the subject was judged to be unsatisfactory at the last inspection. This is no longer the situation and it is now good. There is a new manager who has been in post for two terms and in that time has drawn up a comprehensive action plan that is focused on improving standards. She has targeted investigative science as an area to develop and has put together an assessment package so that a start can be made on tracking achievement as pupils move through the school. Pupils are now assessed at the end of each science topic against national standards. If the school targets are met for 2003, which is likely, it will represent an improvement. Among her plans for raising the profile of science throughout the school is the inclusion of more science-based school trips. Year 4/5 have already experienced a very successful visit to the environment centre at Canterbury where the pupils were able to find out about pond habitats.
99. Science makes a good contribution to pupils' personal development. In one lesson, pupils showed amazement at how different a piece of material appeared when viewed under a microscope. They then enthusiastically offered ideas of what it reminded them.

ART AND DESIGN

100. Standards in art and design are average at the age of seven and eleven. This is an improvement for pupils aged eleven when standards were reported as being below in the last inspection. The range of experiences for the older pupils has now been broadened and they are given tasks which capture their imagination, for example, making tile patterns for permanent display.
101. Teaching and learning in art across the school are generally good and there was some very good teaching in Year 4/5 where pupils are learning well. Where teaching is of a high standard, planning is very thorough with very clearly defined learning objectives and very good use of resources. Teachers and teaching assistants are most effective when they move around the class to promote individual learning.

102. Younger pupils learn to work using more control of pencils and paintbrushes when making patterns from repeating lines. They choose an appropriate sized brush when painting large areas and know to use a fine brush when painting details. Year 2 pupils mix colours from the primary colours and explain clearly how to load the paintbrush with the right amount of paint. They work with a variety of media including pastels and paint. A good lesson was observed with seven-year-old pupils. The teacher gave good demonstrations of various techniques that the pupils could use during the lesson and this captured the interest and imagination of the pupils. Her expectations of behaviour and co-operation were high and they responded positively. Consequently, good learning took place. The pupils took a pride in their work and showed some good creative ideas in pattern designs.
103. Older pupils develop their observational skills through studying the work of famous artists. A very good lesson was observed in Year 4/5 where pupils were looking at the work of the American pop-artist, Lichtenstein. Their first task was to quickly sketch a ball of twine, which they did with good interest and concentration. The lesson had a quick pace, which kept the pupils focused and all of them were engaged with very good application. The teacher has a very good understanding of the subject, which she was able to use to hold the interest of the pupils.
104. Pupils use self-review/evaluation sheets, which list the materials they have used and what they enjoyed about the task and how they can improve. The teacher adds helpful comments, for example, 'You could think about....' or 'You have observed well.....'. Sketchbooks are used throughout the school to track pupils' achievement. Pupils also use viewfinders to highlight an area of their work, which they can develop.
105. All pupils, including those with special educational needs, achieve well. They develop their skills in painting and drawing showing greater observational skills as they move through the school. They develop an appreciation of the work of western artists but opportunities to look at the work of other groups of artists are limited.
106. Relationships are good between pupils and the adults with whom they work. Pupils enjoy their art lessons and work with enthusiasm. They show appreciation for the work of their peers and are generous in their praise. As they move up the school they co-operate when sharing resources and make suitable choices when selecting resources.
107. The subject manager has worked hard to improve standards since the last inspection. She has drawn up a comprehensive action plan, which includes organising an artist in residence and a joint project with the local secondary school. The school now enters competitions and last summer one pupil was a runner-up in a national competition for pupils of all ages. Training has been organised for all staff to improve their knowledge of media and techniques. All this is beginning to have a positive impact on raising standards.

DESIGN AND TECHNOLOGY

108. The standards in design and technology are average across the school. This judgment is based on the observation of one lesson in an infant class, photographic evidence and discussion with both infant and junior pupils. All pupils, including those with special educational needs, achieve well.

109. The quality of teaching is good for infant pupils and they show positive attitudes to learning. In the lesson observed, they investigated a new topic involving moving toys and discovered that a winding mechanism has an axle and a handle that turns. Four attractive moving toys were used so they could have individual hands on experience to understand the workings. Having planned and made a vehicle last term they were familiar with technical vocabulary such as an axle and wheel. Their poor language development meant restriction of expression, for example, the handle was a 'thing on the side'. Nevertheless, higher-attaining pupils made a good attempt to express the working mechanism in writing. Other evidence of work from infant pupils is from photographs of packaging and a winding mechanism involving a spider which could climb up and down a spout without touching it.
110. There was little evidence of work from junior pupils except for the design of large panels for the wall in the reception outdoor play area, helped by a visiting teacher and a further ceramic panel, which will be used for the playground. The school is aiming to foster cross-curricular links between mathematics and design and technology. Year 6 pupils have made a shelter using various ways of joining materials and undertaken a critical evaluation. Year 3 pupils had worked on moving models using paper clips. Space in classrooms is a limiting factor in the storage of models which the pupils have made.
111. The subject has been led in the last three years by an enthusiastic manager. She has updated the policy to include clear objectives to develop design and technology skills, knowledge and understanding and to develop a critical awareness about the made world, recognising pupils can change it; also to develop the sense of enjoyment in the pupils' ability to design and make. These objectives are at an early stage of development. The school action plan for this year has provided training on the use of materials in the curriculum, so that staff are more confident in their awareness of resources and possibilities for pupils to extend their skills. Assessment is being reviewed with pupil self-reviews sheets available. The new curriculum overview of content and progression of skills is being well developed. Large construction materials have been purchased. A food technology trolley is fully equipped and other equipment lists with health and safety and hygiene guidelines are in each teacher's design and technology pack.

GEOGRAPHY

112. At the time of the last inspection, standards in geography were average for pupils by the end of Year 2 and below average for pupils by the end of Year 6. Work in pupils' books shows some improvement but standards in geography are still not high enough. Work in pupils' books shows little evidence of developing pupils' geographical enquiry skills. By the end of Year 6, pupils have a satisfactory knowledge of local places. Overall, teaching is satisfactory and recent good teaching has placed an emphasis on key geographical skills, which has helped pupils to improve. Consequently, the achievement of pupils has improved. In Year 2, pupils' interest and attention were gained by imaginative use of resources, such as information gained on the Internet about a real Scottish island. The well-planned lesson engaged pupils' interest. Pupils were engaged by the teacher's effective questioning and enjoyed learning about real places. Although they know that Dover is a town, they showed very little knowledge about the surrounding area and could not name any local villages. They are not aware of the differences between towns and villages. Pupils do not have a secure knowledge about the features of maps, for example, they could not explain why it is not appropriate to draw people on maps.

Younger pupils are developing their geographical understanding well by undertaking surveys of the traffic passing the school.

113. The standards attained by pupils in the junior classes remains below average. In the lesson observed, the teacher showed good subject knowledge but has only been at the school for a short time, which means that her teaching has not yet been able to raise standards. Teaching in the lesson observed was effective. Open-ended questions stimulated pupils' thinking and helped them to make progress. However, pupils' previous knowledge and understanding are low and the teacher has to compensate for this lack of knowledge, skills and understanding. Pupils are developing satisfactorily their skills in map reading and geographical understanding.
114. The subject manager for geography is new to the school and has not yet had time to have an impact on standards. She has an appropriate action plan which should be an effective tool for raising standards in the future.

HISTORY

115. As at the time of the last inspection, it was possible only to observe one lesson in history. There was very little recorded evidence in pupils' books. This means that evidence is based on a discussion with pupils, teachers' planning and the subject manager's action plan. At the time of the last inspection, standards in history were judged to be below expected levels across the school. The achievement of all pupils was judged to be unsatisfactory, as was teaching. This had also been the case in the first inspection.
116. In the Year 3/4 lesson observed, pupils achieved below average standards. Pupils showed interest in the illustrations of different houses in Tudor times. They compared these with their knowledge of houses today. One pupil thought that there are few examples today of houses like those in the illustration because of the materials used. In discussion with pupils, they showed limited knowledge of history and are not developing their skills of enquiry. Their experience of how history is interpreted is also weak as teachers do not plan this consistently enough. History is taught in blocked units alternately with geography. Some of the planned units in the school's scheme of work are not supported with appropriate resources. This has a negative impact on teaching and learning.
117. Teachers' plans show that history is taught and that the school plan is covered. However, the pupils do not show good knowledge or understanding. In the lesson observed, teaching was satisfactory, however, there were some shortcomings. Whilst the teacher built well on pupils' previous knowledge, there was no review of learning at the end of the lesson and this was not planned for.
118. At the time of the inspection, the subject manager was absent. The headteacher was able to give an overview of how history is being developed in the school. The subject is a priority in the current development plan. Whilst the plan is appropriate and should raise the profile of history in the school, the absence of the manager will delay its implementation. Progress since the last inspection is just satisfactory

INFORMATION AND COMMUNICATION TECHNOLOGY

119. In the last inspection, standards in information and communication technology were below national expectations for pupils at the end of Year 2 and Year 6. Inspection findings are that both infant and junior pupils are still attaining below national expectations. This is because the good progress the school has made in updating its

provision since the last inspection has not had time to work through the school. Pupils now have access to a computer suite, which can accommodate a whole class. The timetable is now organised to give the pupils the opportunity to have at least one session in the suite each week. Teachers have received training, which has raised confidence and the school is now in a position to improve and develop what is already in place. A further improvement is in the revision of the scheme of work. The school has adopted the nationally recommended guidance for the subject and is now adapting it to suit the school's own needs. The impact of these improvements is beginning to be seen throughout the school and as a result, standards are rising. Pupils achieve well and many should attain standards which are similar to national expectations for their age at seven and eleven. Pupils with special educational needs also achieve well and often attain similar standards as their peers. All pupils have access to the information and communication technology curriculum.

120. Pupils at the age of seven can select from the tool bars to give various effects. With help, they use programs such as 'Dazzle' to create pictures. Most pupils are competent users of the mouse, know what the desktop is and how to double click to open a file. They use simple word processing programs to present their work. Older pupils use the Windows operating system to load a program and gain access to a specific file. They develop word-processing skills, which are used to present work for display.
121. Junior age pupils use word-processing programs to present their work in English using different fonts. By the age of eleven, pupils change the print size, style and colour of text and print their own work. Pupils throughout the school use data-handling programs at appropriate levels to enter and present data, which supports their work in mathematics, science and geography. Mouse skills and colour recognition are developed from an early age. They use information and communication technology to enhance their artwork, for example looking at the work of famous artists. In a lesson in Year 3/4, pupils successfully used a paint program to create pictures in pointillism style. They looked closely at paintings by Seurat and were keen to try and reproduce his style in their own work. By the age of eleven, they send e-mails and have a suitable understanding of how to access appropriate websites to gain information. The subject manager is to revive the excellent links she has had previously with a school in New Zealand. Older pupils have had the opportunity to use the digital camera.
122. During the inspection, learning was usually good because the teaching was good. Lessons were well planned with very clear learning objectives. Good relationships and classroom management and organisation allowed pupils to make good use of the time available to them to practise and develop skills. Links with other areas of the curriculum are being developed. The good classroom management and clear learning objectives have ensured that teaching of the subject has improved and that good learning takes place. The subject makes a good contribution to pupils' personal development.
123. The subject is now well led and managed. The subject manager has held the post for one term and has wisely decided to 'start from scratch'. Her action plan for improvement is comprehensive and the school is now in a position to improve standards. There are no formal assessment procedures in place, but this forms part of the development plan. The timetable is well planned so that the new computer suite is in constant use.

124. Information and communication technology is used well in literacy, mathematics, science and art. It is developing in other subjects. During the inspection, it was being used in most areas of the curriculum. The school has made good improvement in terms of resources and leadership since the last inspection.

MUSIC

125. At the age of eleven standards in music are broadly average. These findings are the same as the judgement of the previous inspection. Due to the organisation of the timetable, no lessons could be observed in infant classes and there is insufficient evidence to judge pupils' overall standards or achievement in music, or the quality of teaching and learning, by the age of seven.
126. Singing throughout the school is satisfactory in whole-school assemblies. Unison singing is enthusiastic, in tune and rhythmic. In lessons, pupils have the opportunity to play untuned percussion instruments, to keep a steady beat and use some tuned percussion instruments to provide a simple melody. All pupils, including those with special educational needs, achieve at appropriate levels and participate fully in lessons. Pupils do not have the opportunity to learn to play a musical instrument at school and few have private lessons.
127. Two lessons were observed in the junior classes. The lesson with the younger pupils was satisfactory and they achieved satisfactorily because of the teacher's successful classroom management. Pupils clapped a rhythm and identified the instruments accompanying the song on the tape. The lesson with the older pupils was good. It was well planned, well organised and taken at a satisfactory pace for the age group. Consequently, the pupils' interest was held and good learning took place. The lesson focused on performing a song from 'Jack and the Beanstalk' for a future school production. Because the teacher has very good musical knowledge and is confident and enthusiastic, the pupils respond positively. The lesson built on previous learning about the value of crotchets, quavers and minims, extending the pupils' understanding of the value of a dotted crotchet. Throughout the school, pupils are enthusiastic in their enjoyment of music. They are particularly enthusiastic about the school productions. Relationships are good and contribute significantly to the good learning.
128. The music curriculum is broad and balanced and follows national guidelines. A published scheme is used, providing support for teachers who lack confidence in the subject. It provides for all the required elements of the National Curriculum. The success of the scheme is to be assessed this year as there are mixed responses from staff about its value. Older pupils sing in the school choir and voluntarily remain for choir practice after school. They sing for senior citizens at times like Harvest and Christmas. The school also stages musical/dramatic productions. All these activities make a significant contribution to pupils' personal development by providing opportunities for pupils to perform music from their own and other cultural heritages, and by promoting greater independence and self-confidence. The pupils had the opportunity to take part in an African music workshop, which they talk about with enthusiasm.
129. The subject manager is very keen and knowledgeable. She joined the staff very recently and has already devised an action plan aimed at improving provision to enable standards to be raised. These plans include starting a recorder group and the purchase of new instruments including ethnic instruments. She supports colleagues

well by monitoring planning and observing lessons. Resources are adequate to support class music lessons.

PHYSICAL EDUCATION

130. Across the school, pupils attain average standards and achieve satisfactorily. This judgment is an improvement on the last inspection.
131. The quality of teaching is satisfactory and lessons are planned using guidance from a commercially produced programme of work. Teachers use warm up aerobics sessions to music as a start, jogging exercises or 'Simon says ...'. Pupils know the value of raised heartbeat. Teachers have good regard for safety, for example, earrings must be left at home on physical education days. They build on work previously taught. Teaching assistants are well deployed. All adults use praise well and teachers effectively demonstrate what movement is required.
132. Pupils behave with good regard for safety, clapping each other's good efforts. They show care and respect for each other, work hard and pay good attention. In a junior lesson, they co-operated well with one another and learned to jump, twist and turn. Most participated with enthusiasm. In a further lesson, footwork skills were taught in the playground. In the Year 2 class, pupils were generally well behaved and attentive. They moved mats in the hall carefully and demonstrated various movements using body parts, for example, their chest on the mats.
133. The subject manager has produced a suitable physical education programme that meets the requirements of the National Curriculum. For infant age pupils this includes dance, games and gymnastic activities. Work in the junior classes build on pupils' existing skills with additional programmes for athletics activities, outdoor and adventurous activities and swimming.
134. The resources for development are just satisfactory. The hall space is very restricted because of the storage of dinner tables and other apparatus. The playground surface is uneven and small. A very steep pathway leads up to the field, which is spacious and used as a multi-purpose ball court in good weather. Since the last inspection resources have been improved with stainless steel apparatus in the hall.

RELIGIOUS EDUCATION

135. At the time of the last inspection, the attainment of infant age pupils was below average and the attainment of junior age pupils met the requirements of the locally agreed syllabus. Inspection findings are that both infant and junior pupils attain average standards in the subject and achieve satisfactorily. This is an improvement since the last inspection.
136. Only one infant lesson was observed. In this lesson, pupils' attainment was in line with the expectations of the agreed syllabus. Pupils learned about how Jews celebrate Shabbat with a family meal. They watched and listened attentively to the teacher's clear explanations, and very much enjoyed the role-play of setting the table and tasting the Chollah bread.
137. In Years 3 and 4, pupils' weak literacy skills and limited general knowledge made it very difficult for them to appreciate the Jewish prayer, the Shema. The teacher

worked very hard to explain specific vocabulary to pupils and ensure that they understood, but this was very difficult for them. One pupil remembered, from having watched a video in a previous lesson, that in Jewish houses there is a mezuzah (a small, decorated box containing the prayer, the Shema) on each door lintel and that Jewish people touch this when they enter the house or a room within it.

138. Pupils in Years 5 and 6 showed very good attitudes in an effective lesson about making difficult choices that may affect the lives of others. The teacher used the Old Testament story of the wisdom of Solomon to demonstrate this. Her lively, dramatic presentation engaged pupils' interest and helped their understanding. Pupils entered into a lively debate about what King Solomon might have done to decide which of two women was the baby's real mother. A small number of pupils were familiar with the story and knew the outcome. Pupils gave good suggestions as to what Solomon might do. One suggested a DNA test, which led to discussion on how this would not have been possible in biblical times. After discussion, the teacher read the conclusion of the story. This led to a discussion as to how Solomon's love of God influenced his decision. Pupils thought about people who have had to make important decisions and what factors have influenced them. This was a very effective lesson focusing on how people's faith can affect their lives and it developed pupils' knowledge and understanding well.
139. The quality of teaching in religious education is varied but overall is satisfactory. Teachers plan well for religious education according to the school's scheme of work. Teachers vary in their confidence and subject knowledge but all plan for religious education using the school scheme of work. The subject manager has developed the learning opportunities in line with the requirements of the locally agreed syllabus. The school plans to review this after new guidance from the local authority. Management of religious education is effective and the school has made satisfactory progress since the last inspection.