

INSPECTION REPORT

GODINTON PRIMARY SCHOOL

Ashford, Kent

LEA area: Kent

Unique reference number: 118546

Headteacher: Mr B Beaney

Reporting inspector: Mr P Mathias
21945

Dates of inspection: 17th – 20th February 2003

Inspection number: 247918

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-----------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Lockholt Close Ashford Kent |
| Postcode: | TN23 3JR |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs S Ginman |
| Date of previous inspection: | 9 th February 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|---|---|
| 21945 | Mr P Mathias | Registered inspector | Science Physical education | What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 12289 | Ms S Burgess | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? |
| 22778 | Ms A Shannon | Team inspector | Equal opportunities Mathematics Geography History | How good are the curriculum and other opportunities offered to pupils? |
| 12997 | Mrs C Cheong | Team inspector | Foundation Stage English Music | How well does the school care for its pupils? |
| 31819 | Mrs S Duggins | Team inspector | Special educational needs Information and communication technology Art and design Design and technology Religious education | |

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 12 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 15 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 18 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 20 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 21 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 23 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 25 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 30 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Godinton Primary School is situated on the outskirts of Ashford and has 358 pupils on roll which makes it bigger than most primary schools. It has recently grown in size from the 215 pupils on roll at the time of the last inspection. It caters for boys and girls between the ages of four and 11. Currently children enter the reception classes on a full-time basis in the year in which they will be five. There are two intakes, one in September for older children and one in January for those whose birthdays are later in the school year. Many have previously attended some type of pre-school provision. Children's attainment on entry is broadly average. At the beginning of Year 1 all are ready to begin the National Curriculum. In the last school year 26 pupils joined the school after the normal admission date and 18 left at other than normal times.

There are 54 pupils who are considered to have some degree of special educational needs. Of these four have Statements of Special Educational Need and a further 13 pupils receive additional help from outside agencies for a range of reasons. Overall these are below average figures. About three per cent of pupils are considered eligible for free school meals which is below the average for most schools.

Pupils come from homes where there is a spread of social and economic advantage and disadvantage. There is a small number of pupils with a mother tongue other than English. None of these are at an early stage of learning English. The headteacher has been in post for just over two years. Four teachers including the deputy headteacher are newly appointed, within the last two years.

HOW GOOD THE SCHOOL IS

Godinton is a school with some significant strengths. Standards attained in English have consistently been well above average in the national tests for 11 year olds. Standards in science at the end of Year 6 are well above average. Standards at the end of Year 6 are generally higher than they were at the time of the last inspection and are at above expected levels overall. The quality of teaching in Year 4 to Year 6 is consistently of a high standard and is helping to drive up pupils' standards. The quality of teaching for children under six and in Year 1 to Year 3 is satisfactory. The headteacher and new senior management team work closely together and are increasingly effective. The headteacher works assiduously to raise standards and to foster a positive and go ahead ethos for the school. The school is well staffed and buildings, outdoor facilities and resources are good.

What the school does well

- Standards at the age of 11 in classes are well above average in science and above average in English and mathematics. In art and religious education they are high across the school.
- The quality of teaching in Year 4 to Year 6 is consistently good or very good.
- The school successfully promotes good behaviour and positive relationships between pupils and adults.
- The accommodation is very good and resources are good.

What could be improved

- The provision and planning for children under six and the expectations held by teachers for children under six and for pupils in Year 1 and Year 2.
- Standards in information and communication technology at the end of Year 6 and the quality of pupils' handwriting and presentation of their work in Year 1 and Year 2.
- The procedures for writing individual education plans for pupils with special educational needs.
- The distribution of teaching time within the school day.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since its last inspection and is well placed to improve further. When the school was inspected in February 1998, the standards achieved by pupils were good, the quality of education was good as was the school's climate for learning. However, the management and efficiency of the school required some improvements. Since then the school has made sound progress in addressing the key issues for improvement indicated in the previous report. On the whole, standards at the end of Year 6 are higher now than they were. Governors and the senior management team now have well defined and thought out roles and are working together well to address the long-term needs of the school. Since 1998 the school's trend of improvement in the national assessments for 11 year olds is broadly in line with the national trends. Currently standards in Year 4 to Year 6 are rising because of the consistently good and very good teaching going on in these classes.

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 | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | All schools | | | similar schools | |
| | 2000 | 2001 | 2002 | 2002 | |
| English | C | A | A | B | well above average A above average B average C below average D well below average E |
| mathematics | C | B | C | D | |
| science | D | B | C | D | |

This shows that standards in the tests in the last three years have been broadly average although in English standards have been well above average. In 2002, the proportion of pupils reaching above average standards (Level 5) is above average in English, average in mathematics and below average in science. When compared to schools considered broadly similar these results are above average for these schools in English and below average for these schools in mathematics and science. Children enter the reception classes with a full range of abilities, and overall they have expected levels of basic skills. In classes at the end of Year 6, standards are currently above average in English and mathematics and well above in science. In history, art, physical education and religious education, standards amongst eleven year olds are above average. In the other subjects of the National Curriculum, standards are in line with those expected, except in information and communication technology where standards are below those expected. Standards in numeracy and literacy

show the same pattern as in English and mathematics. The school reached the targets it set for itself in English in 2002 but was just below its target in mathematics. The school is well placed to meet the ambitious targets it is setting for itself in these subjects in 2003.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good, pupils enjoy their lessons and work well together. |
| Behaviour, in and out of classrooms | Good, pupils always give of their best and follow their teachers' instructions willingly. |
| Personal development and relationships | Good, relationships between pupils and their teachers are very good. Personal development is satisfactory. |
| Attendance | Good, procedures are thorough and absences are followed up strenuously. |

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall and good in Year 4 to Year 6 where much of the teaching is good or very good. In just over nine out of ten lessons teaching is satisfactory or better. In three out of ten lessons it is good and in one in five lessons, teaching is very good. In a very small number of lessons teaching is excellent.

The quality of teaching in English is good and teachers have a sound understanding of the literacy hour. The teaching of mathematics is good and teachers generally plan carefully to meet the objectives of the numeracy strategy. The teaching and the support of children with special educational needs is satisfactory overall but teachers do not always consistently plan to take account of the particular needs of these pupils. These pupils play a full part in the life of the school. Appropriate arrangements are available if required to support any pupils with English as an additional language who may join the school in the future.

In the best lessons there is a brisk and purposeful approach. The teachers thoroughly prepare for their lessons so that they have a clear picture of what should be achieved in the time. Teachers have high expectations of what their pupils are capable of achieving and encourage them warmly to work hard. Teachers have very good knowledge of what they are teaching, and work is well matched to the different abilities in the classes so that all pupils are fully involved. As a result, pupils work hard and willingly because they know their efforts are valued.

Where teaching is satisfactory but has some weaknesses or in the lessons where teaching is unsatisfactory, teachers do not always plan carefully enough to ensure that the work matches the children's abilities so that children are able to move along the small steps to learning in a systematic way. Sometimes teachers' expectations are not high enough, for

example in teaching handwriting. Time is not well managed so that some lessons are overlong and pupils lose interest.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory. The curriculum is wide and interesting and meets statutory requirements. However, the school day is not efficiently organised to ensure that time is always well used. |
| Provision for pupils with special educational needs | Satisfactory. Generally support for pupils is appropriate but the individual education plans for pupils with special educational needs do not contain sufficient detail to guide planning, teaching and learning. |
| Provision for pupils with English as an additional language | No pupils are at an early stage of acquisition of English as an additional language. Suitable arrangements are available if required. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory overall. Provision for pupils' moral and cultural development is good. Spiritual and social development is satisfactory. There is an appropriate range of out of school activities including team games. |
| How well the school cares for its pupils | Satisfactory. Procedures for monitoring behaviour are good and they are successful. Procedures for child protection are thorough as are procedures for monitoring attendance. In the reception class and Year 1 and Year 2 insufficient use is made of assessment information to guide teachers' planning and to raise standards further. |
| Partnership with parents | Good. Parents on the whole have positive views of the school and have a good impact on its life. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. In the short time the headteacher and senior management team have worked together, they have been successful in improving the quality of teaching and the way the school is run. Teachers are enthusiastic and there is a positive attitude amongst staff. |
| How well the governors fulfil their responsibilities | Good. The governing body fulfils its statutory duties well and is actively involved in the life of the school. |

| | |
|--|---|
| The school's evaluation of its performance | Satisfactory. The headteacher and governing body evaluate the information the school collects from national and its own sources to look carefully at the performance of pupils. This information is now being used effectively to identify areas of strengths and weakness and to begin to address shortcomings which have been identified. Co-ordinators give a positive lead to their subjects. |
| The strategic use of resources | Good. There are thorough procedures to link the school's financial planning to its educational needs. The school improvement plan is thorough and a useful working document. The school uses grants and additional funds well. The accommodation is very good and is well used. Resources are good. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • My child likes school. • The teaching is good. • I have confidence in approaching the school. | <ul style="list-style-type: none"> • The amount of homework set. • The information the school provides on their children's progress. • The way the school works with parents. • The range of activities out of school which the school provides. |

Parents views, as expressed in their responses to the parental questionnaire sent out before the inspection were generally positive. The evidence of the inspection confirms these opinions. Some parents expressed concerns about the amount of homework set, the information the school provides on pupils' progress, the co-operation between the school and parents and the range of out of school activities available. Generally pupils receive an appropriate amount of homework. Many parents feel that there are strong links with the school, which they appreciate. The school is now providing an appropriate range of out of school activities. Parents receive adequate information about their children's progress. However, the school has rightly identified the need to provide parents with more information about what is to be taught.

A meeting was held between the registered inspector and parents. Twenty two parents were present. Parents were pleased with the recent improvements in the building and security systems and in the completion of a new information and communication technology suite.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Generally pupils enter the school with average levels of basic skills. Standards overall are above average by the age of 11, and improve significantly between Year 4 and Year 6 because of the good and very good teaching currently going on in these classes. During the inspection, there was no significant variation between the performance of boys and girls, although in the period 2000-2002 boys did less well than girls in reading, writing and mathematics in the national tests for seven year olds. In the same period amongst 11 year olds, boys attained better than girls in English, mathematics and science.
2. In the 2002 national assessments for seven year olds, standards were above average in reading and below average in writing and mathematics. When compared to schools considered broadly similar, these results were average in reading and well below average in writing and mathematics. The proportion of pupils reading the higher level (Level 3) was well below average in these areas. Since 1999 standards amongst seven year olds in the national tests in reading have been average or above. In writing, standards were well above average in 1999 and 2000 and fell to below average in 2001 and 2002. In mathematics, standards rose from average in 1999 to above average in 2000. In 2001 they were average before falling to below average in 2002. Standards in mathematics are comparatively lower now than they were in 1998.
3. In the 2002 assessments for 11 year olds, standards in English were well above average when compared to schools nationally and above average when compared to schools considered broadly similar. An above average proportion of pupils reached the higher level (Level 5). In mathematics and science, standards were average when compared to schools nationally and below average when compared to schools considered broadly similar. In mathematics the proportion of pupils reaching the higher level (Level 5) was average. In science, the proportion reaching Level 5 was below average. Pupils in Year 6 in 2002 achieved well above what was predicted for them when they were seven in English. In mathematics and science they achieved in line with those predictions made as a result of the national assessments of seven year olds.
4. In contrast to the overall downward trend in standards of seven year olds, the pattern of improvement in the school's performance in the national tests for 11 year olds is much more encouraging. Between 1998 and 2002 the trend of improvement is in line with the national trend of improvement. Currently standards observed amongst 11 year olds are generally above average, reflecting the consistently good and very good teaching they now receive and the help they are now given to reach higher standards. Standards in literacy and numeracy closely follow those in English and mathematics. These skills are particularly well taught in Year 4 to Year 6.
5. Children enter the reception classes with levels of basic skills which are typical of those usually found amongst children of this age. By the end of Year 2 standards observed in classes in English in speaking and listening, reading and writing are average. Standards in mathematics and science are also average. At the end of Year 6, standards in English and mathematics are above average. In science standards are currently well above average.

6. In English at the end of Year 2, standards in speaking and listening are satisfactory. These pupils are able to listen and sustain concentration well when the work is involving and interesting. By the end of Year 6 pupils are able to explain complex issues clearly and use technical vocabulary accurately and confidently. Within Year 4 to Year 6 speaking and listening is well taught. However, in Year 1 to Year 3 there are too few planned opportunities for pupils to speak and listen to others rather than to the teacher.
7. In reading, standards at the end of Year 2 are average but few pupils perform at higher levels. Most pupils in Year 2 are able to read familiar text accurately and many enjoy reading. They are learning to apply their understanding of the sounds letters make to read unfamiliar words. By the end of Year 6, attainment in reading is above average. Pupils make good progress in relation to their prior attainment. Many are able to read to a high level and have well developed skills such as 'scanning' text quickly. Standards in writing are average at the end of Year 2 and above average at the end of Year 6. Currently, the school has made raising the standards of writing a priority. This has been partly successful. In Year 1 and Year 2 pupils are able to write for different purposes. They are able by the end of Year 2, to write sentences and are able to spell a range of simple words accurately. However, because the skills of handwriting are not taught sufficiently well, many pupils in Year 1 and Year 2 have low level skills in letter formation. Some pupils do not take sufficient pride in presenting their work neatly because the teachers' expectations of them are not high enough. By the end of Year 6 standards in writing are high and reflect the high level of challenge that teachers build into their teaching. These pupils are able to write well in different styles, for example, in the style of a suspense novelist. They are able to write for a wide range of different purposes. They present their work neatly and have fluent, legible handwriting because these skills are well taught and pupils try hard and successfully to reach the high standards expected of them.
8. Standards in mathematics are average by the age of seven and above average by the age of 11. By the age of seven pupils have a sound understanding of how to double and half numbers. They know that subtraction is the obverse of addition. They are able to add small number accurately and are able to recognise and name regular three dimensional shapes. By the age of 11 pupils are able to calculate quickly and accurately more complex problems. They are able to estimate and measure accurately. They understand the differences between different types of triangles and are able to calculate simple fractions and percentages mentally.
9. Standards in science are average at the end of Year 2 and well above average at the end of Year 6. In Year 1 and Year 2, pupils are able to classify objects by their physical properties. They know how simple forces work and that some things change forever and some of the changes are only temporary. In Year 3 to Year 6 pupils know how to conduct fair tests and appreciate the roles of 'constants' and 'variables' in experiments. They are able to predict realistically what might happen in a chemical reaction and apply their knowledge and skills in different contexts.
10. Standards at the end of Year 2 in information and communication technology, design and technology, geography, history, music and physical education are in line with those expected. In art and religious education, standards at the end of Year 2 are above average. Standards at the end of Year 6 are in line with those expected in design and technology, geography and music. In art, history, physical education and religious education standards are above those expected of 11 year olds.

11. In information and communication technology standards are below those expected at the end of Year 6 which reflects the historic lack of resources and previous knowledge amongst teachers at the school. Now the standards are beginning to rise and the impact of recent initiatives are beginning to be felt. However, the very new resources and the extensive training of teachers which has taken place, have yet to have their full effects.
12. Standards in all subjects are at least the same as at the time at the last inspection. Standards in mathematics, history, art, music and religious education are higher than they were. In science, standards at the end of Year 6 have recently risen sharply. Pupils with special educational needs make satisfactory progress in English and mathematics according to their level of ability. Those with behavioural difficulties are well supported and make good progress towards their personal targets.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to learning are good. Pupils are interested in their work, enjoy reading and generally sustain their concentration during lessons. Pupils are supportive of each other when working in groups and pairs. For example, Year 6 enjoyed working together to perform Indian Bhangra dances in physical education, Year 3 shared ideas well when using points of the compass in map-making and Year 2 helped each other in 'Bus Stop' games for mathematics. Pupils also work well independently when required, for instance labelling parts of a Roman soldier's uniform, making individual three-dimensional shapes in mathematics or trying hard to improve personal performances in swimming.
14. Behaviour during lessons, in assemblies and at break times is good. Pupils consider others in their movement around the school, routinely holding doors open for those following. Year 4 and 5 swimmers behaved very well on their visit to the local leisure centre. Lunchtimes in the hall are orderly and sociable. Relationships between staff and pupils and between pupils themselves are very good. Pupils are polite and confident with adults and happy to talk about their work and their feelings about school. There were no exclusions last year.
15. Personal development is good and is enhanced by the increased responsibilities that pupils undertake as they progress through the school. Even the youngest children return class registers to the office. Pupils of all ages willingly help with classroom routines and school council representatives take their duties seriously. Pupils are pleased with the results of their discussions on improving the school environment, mentioning in particular new litter bins in the playgrounds and the introduction of the Friendship Stop, which enables children to become more confident about asking others to play with them. By Year 6, pupils have new responsibilities such as helping with assemblies, playing with younger children during wet break times, acting as prefects for a term at a time and becoming elected house captains. They show respect for property and the views and beliefs of others.
16. Personal development is also enhanced by enthusiastic participation in out of school clubs, by interesting educational trips and by a variety of visitors invited into the school to complement the curriculum. There is, however, no residential visit organised for older pupils. There is good support over the year for charities such as Barnado's, the Poppy Day appeal and Age Concern.
17. Attendance, at 95.3 per cent, is above the national average but it has decreased by one per cent since the last inspection. This is largely due to the fact that so many

parents take their children out of school for holidays during term time. In total, children missed 637 days of school in the year 2001-2, and no fewer than 286 in the autumn term 2002. Unauthorised absence is 0.4 per cent below the national average and there were no exclusions last year. Registration sessions are efficient and orderly. Punctuality is generally good.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory, which is the same as at the time of the last inspection. Across the school in just over nine out of ten lessons the teaching is satisfactory or better. In three out of ten lessons it is good and in one in five lessons teaching is very good. In a very small number of lessons teaching is excellent. A particular strength of the school is the consistently high quality of teaching in Year 4 to Year 6 which is having a significant impact on the standards pupils achieve in these classes in comparison to their performance earlier.
19. Overall, the quality of teaching for children in the reception classes and for pupils in Year 1 and Year 2 is satisfactory. However, teachers do not always plan carefully enough to ensure that each child experiences and appropriate level of challenge and moves along the small steps of learning systematically. Sometimes teachers within these classes do not have sufficiently high enough expectations of what some children of this age are able to achieve.
20. The teaching of literacy is satisfactory overall and good in Year 4 to Year 6. Lessons are appropriately planned to meet the structure of the literacy hour. Teachers have a secure knowledge of how to teach reading. The National Numeracy Strategy is in place and is particularly effective in Year 4 to Year 6, and is having a positive impact on standards.
21. Across the school where teaching is good or very good and very occasionally excellent, lessons begin in a lively, purposeful way because the teachers have prepared thoroughly and have a clear idea of what most pupils should achieve in the time available. Pupils are made well aware of these expectations and are then regularly reminded of the time left for tasks to be completed. Teachers have very high expectations of pupils, which are passed on in a warm and encouraging way, for example when looking at the characteristics of Victorian buildings or when studying the place of the 'Gurdwara' in the Sikh way of life. In the best lessons, teachers have a very secure knowledge of what they are teaching for example, when calculating answers in money problems in a mathematics lesson, the teacher explains clearly ways of ensuring that pupils know if their answers are realistic or not. In other lessons, teachers promote pupils' thought processes well by encouraging them to 'take a crazy guess' and to compare that 'guess' with what they actually subsequently discover scientifically. The lessons move forward briskly and all pupils are kept busy by the friendly and constructive way teachers recognise success. Occasionally the teachers introduce unexpected activities such as 'salsa' to give more impetus and life to a dance lesson on another theme. The teachers have very positive relationships with all pupils in their classes, who in return try hard and wish to please their teachers. Teaching assistants are used well to help the lessons move forward purposefully by providing individual pupils and groups of pupils with good support. Opportunities to use information and communication technology are recognised and taken up well by pupils and teachers for example, when looking at how settlements develop and are mapped in geography.

22. Where teaching is satisfactory and has some weaknesses or where teaching is unsatisfactory, the work is not well matched to all children's different abilities and starting point, so that some children are not challenged appropriately. In the reception classe a range of play activities are provided and teachers plan the curriculum in terms of the learning goals for children of this age. However, teachers do not always match work carefully enough to children's abilities. Teachers' planning does not identify in sufficient detail the small structured steps to learning necessary to help children with different levels of understanding achieve the goals for learning for children under six years of age. In some lessons, the teachers do not have sufficiently high enough expectations or what could be achieved and are too ready to accept 'second best.' Sometimes the lessons are over-long so that pupils lose interest and make little progress. In some lessons in Year 1 to Year 3 the teaching is mundane and lacks 'flair' so that pupils work steadily but without the real sense of enjoyment and energy which is apparent in the best lessons.
23. Across the school, the quality of marking is generally satisfactory, although in some instances the teachers do not give enough emphasis to what pupils should do to improve. Teachers regularly assess pupils' work in English, mathematics and science and particularly in Year 4 to Year 6 use this information well to help raise standards. In other subjects this is less well developed. There are sound arrangements for the setting of homework which is often closely related to the work pupils are undertaking in their lessons.
24. Teachers' planning is not consistent in taking account of the identified needs of pupils with special educational needs. They do not always set suitable tasks to address the needs of pupils across the full range of subjects. Due to the general nature of the targets on pupils' individual education plans, teachers do not use the targets as a focus for planning learning in suitable learning steps. However, these pupils have good quality support from teacher assistants that enables them to make satisfactory and sometimes good progress in the work set and are well included in oral sessions by appropriate questioning.

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

25. Overall the school provides a broad range of worthwhile opportunities for all its pupils. There is an appropriate balance between these opportunities. All subjects meet the statutory requirements. The school satisfactorily follows the locally agreed syllabus for religious education.
26. The curriculum for children under six is satisfactory. Overall, it is broad and balanced with a satisfactory range of learning opportunities provided. Some suitable opportunities are given for activities that allow for children to learn through practical and investigation activities along side the formal teaching of specific skills. It is correctly based on the Early Learning Goals, the nationally recommended curriculum for this age group. It is, however, not always planned at the correct level for the individual needs of the children. So it sometimes lacks relevance and sufficient challenge. In some areas of the curriculum, such as area of knowledge and understanding of the world, it is too narrow and limited.
27. There is satisfactory provision for pupils with special educational needs. Planning of the curriculum is carefully undertaken to meet the needs of all pupils. However, the organisation of the school day does not make the best use of the time available and is therefore unsatisfactory.

28. The school has introduced the National Literacy and Numeracy Strategies well. Teachers have undertaken a programme of training and the school has bought good quality resources. Teachers focus well on developing numeracy and literacy skills. Speaking and listening skills of pupils are being developed well in all lessons. The teaching of all subjects is supported by sound schemes of work based on recently introduced nationally agreed guidelines as well as the school's own schemes. Planning ensures that there are good links between subjects that ensures that literacy and numeracy work are extended. Information and communication technology was criticised in the previous report and the school has worked hard to rectify this. However, at the time of this inspection the new information and communication technology suite was not operational.
29. The school has a policy that ensures that all pupils have equal access to the whole curriculum. A judgement was made in the last report that the school had planned a curriculum that was broad and balanced and in most respects relevant to pupils' needs. Several initiatives to boost achievement have recently been implemented including literacy support and additional support for mathematics and in Years 5 and 6 extension classes for higher attaining pupils in mathematics. There is a satisfactory range of out of school activities available for pupils in Year 3 to Year 6. These include football, netball, choir, recorders and drama. However, they do not all run throughout the year. There is an enthusiastic take-up of these extra activities provided voluntarily by some teachers.
30. The school has an appropriate personal, social and health programme in place, including provision for sex education and drug awareness. However, it is still not regularly taught and is left to individual teachers as to how the policy is put into practice. Relevant topics, such as healthy eating and drug abuse, are included in the science curriculum. The school has reviewed how its sex education is taught and it will now be taught over a three week period instead of the previously very limited one day provided by the school nurse. Older pupils are not given the opportunity to take part in a residential visit, which would have the potential to contribute significantly to their social development.
31. The school is beginning to widen the curriculum through forming links with the community, to contribute to pupils' learning. The school works closely with the other schools in its cluster group for sporting and musical activities.
32. There is sound provision for pupils with special educational needs, which fully complies with the Code of Practice. The special educational needs co-ordinator works closely with teachers, support staff and parents to support the learning and progress of these pupils. However, individual education plans are not sufficiently detailed with suitable, achievable long-term targets. This results in a lack of work programmes that effectively support the targets identified to help pupils learn and progress in realistic steps. Pupils are well integrated into class and whole-school activities.
33. The provision for pupils' spiritual and social development is satisfactory. Provision for moral and cultural development is good and make a significant contribution to pupils' personal development.
34. Spiritual development is promoted through religious education, assemblies and in general through the life of the school. For example, respect for the beliefs and customs of others is promoted effectively through studies of world religions. This is an improvement since the last inspection when it was judged that pupils were not

being helped sufficiently to understand the nature of religious belief. Spiritual development is less successfully promoted through assemblies as these tend to lack a sense of occasion and opportunities for reflection. This was also the case at the time of the last inspection. Consideration of the principles of teamwork, helpfulness and friendship are limited by the absence of a structured programme of personal, health and social education.

35. Provision for moral development is good. Staff, and especially the headteacher, provide good role models and demonstrate strong teamwork. In addition to emphasising the differences between right and wrong, the school promotes the message that pupils can make choices about their own behaviour and that their actions have an impact on others. The school council, for instance, has organised the prominent display of pupils' own posters reminding everyone to keep the school tidy. Each class devises its own rules at the start of the school year and these may form the basis for later debate. Moral discussions play a large part in some lessons, for example in considering how to support others in difficult situations in assessing the qualities of leadership, or the benefits and responsibilities of communities. Through lessons such as these, even young pupils are helped to understand and interpret different points of view.
36. Provision for pupils' social development is satisfactory. Pupils have some opportunities to take part in sporting competition against other schools and there is a satisfactory range of out of school activities on offer including, according to the time of year, drama, art, choir, football, netball, French and athletics. Visitors to the school add interest and variety to lessons and widen pupils' experience of life.
37. Provision for cultural development is good. Through aspects of English, geography, history, religious education and, to a lesser extent, music, children are introduced to their own and other national cultural heritages. During work for religious education, pupils have studied aspects of Sikhism, Judaism, Buddhism, Islam and Christianity.
38. The school choir takes part in the Ashford Primary Schools Music Festival and visits by professional actors and musicians enable pupils to take part in interesting workshop experiences. In art, pupils have studied the creativity of such artists as Mondrian, Turner, Rousseau and Constable.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has a welcoming, friendly atmosphere that helps pupils to feel secure and confident. Staff work very well as a team, know their pupils well and provide good role models. Pupils are well supervised throughout the day, with the headteacher taking a prominent personal role in overseeing times when large numbers of children are on the move, such as at lunch and home time. When practical help is needed, such as when pupils feel unwell or require first aid, it is given calmly and quickly. There are appropriate arrangements for recording mishaps and minor accidents. The total of these each day reflects the fact that, at present, there is nothing to do in the playgrounds, which are all bleak and uninteresting. There are plans to improve this situation.
40. Child protection arrangements are satisfactory. All staff know what to do if they have any concerns but the school is aware that formal child protection training needs to be updated. Procedures for ensuring pupils' health and safety are good. Governors undertake regular itemised checks of the school site and buildings and there has been a recent fire risk assessment. The school has plans to address the potentially

dangerous situation at the end of the day when many parents drive into the school grounds to pick up their children.

41. There are effective procedures in place for monitoring and promoting good behaviour. This is an improvement since the last inspection when it was judged that the policy was not applied consistently. In addition to the whole-school house points system, class teachers offer a variety of incentives to their own pupils. Pupils enjoy showing good pieces of work to the headteacher and receiving special stickers. Weekly achievement assemblies celebrate especially good work or personal attainment. Midday supervisors report any particular problems in the playground to class teachers but incidents are rarely recorded in writing. The lack of a regular, structured programme for pupils' personal health and social education and discussion times means that pupils do not have enough opportunities to discuss their feelings and concerns openly. The school actively and consistently discourages bullying and instances of unacceptable incidents between pupils are almost unknown. For the few pupils with identified behavioural problems, the use of 'target sheets' over a defined period, or behaviour books over a longer time, have proved useful in encouraging pupils to take responsibility for their own actions.
42. Procedures for monitoring and promoting good attendance are satisfactory. The admissions officer undertakes regular checks on attendance figures but absences and punctuality are not monitored as a basis for improvement. There is, for example, no late book to record reasons for lateness and the number of holidays taken in term time is not analysed in any useful way.
43. In the Foundation Stage classes the teachers' systems for assessment and record keeping are satisfactory. On entry to the classes a long initial assessment is undertaken. Then later in the term the "stepping stones", the recommended stages of teaching and development for children of this age group are used. Also other recording is undertaken for reading and writing development. While this is satisfactory, it is repetitive in places, and is not being sufficiently well used to identify children's learning needs especially for the children with the potential to learn quickly. The school's systems are currently changing in line with government recommendations.
44. From Year 1 to Year 6 the staff have focused on developing a rigorous and consistent system of assessment, for English and mathematics. They monitor individuals and groups of pupils well for these two subjects as they move up the year groups. They keep appropriate records in these two subjects. Last time the school was inspected a key issue was to implement the assessment policy. This has been carried out in these two subjects well. Optional national tests are undertaken in English and mathematics, and the results of these and other assessments are analysed in detail. Teachers use some of the assessments suggested and keep individual records well.
45. There are currently no school-wide assessment or record keeping procedures for science or information and communication technology. Nor is there currently a consistent school-wide system in the rest of the subjects to assess pupils against levels of attainment of the National Curriculum. For these subjects, teachers keep informal notes and add comments to their planning sheets. While this is satisfactory for the other subjects it is unsatisfactory for science or information and communication technology. As a result, teachers do not have a complete picture of how pupils are doing for the full range of subjects. They are not always clear about the next level of work that pupils need and therefore planning does not always sufficiently address these needs in their curriculum planning.

46. Individual goals are set in English and mathematics, and these help pupils to understand the progress expected of them. Sometimes, however, pupils are not sure what their target is. Also, the size of the target for some pupils is too large and would be better broken down into smaller, more achievable, sections. Marking of pupils' work is variable in quality. In some subjects and classes too little information is given to pupils to ensure that they know how they could improve.
47. The reception class staff have generally good relationships with parents and carers. Arrangements for children starting school are satisfactory and as a result reception class children with the help of the staff make a happy start to their lives in school. Parents are made to feel welcome in the classrooms and some may come in each day when they deliver and collect children. They can request to see the teachers privately. The written information given to parents is satisfactory. They also receive useful information about supporting children with communication, language and literacy and the school lays on a meeting for parents about these areas before the children start school. Arrangements for parents to assist simple homework such as with reading are satisfactory. Arrangements for reporting to parents and carers are satisfactory across the school.
48. The school's overall assessment procedures track pupils' progress including that of pupils with special educational needs. Early identification of pupils with special educational needs ensures effective support that successfully promotes pupils' sound progress. However, insufficient use is made of diagnostic assessments to identify specific learning difficulties. Pupil progress towards the targets set on their individual education plan is not effectively tracked due to the targets general nature. Individual education plans are reviewed formally every six to eight weeks when new long-term targets are set in consultation with the class teacher and the special educational needs co-ordinator. Annual reviews are in place for pupils with Statements of Special Educational Needs. The school works diligently to ensure that the needs of these pupils are fully met. At present the full requirements have not been met for two pupils who have moved to the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Less than half the pre-inspection questionnaires were returned but those parents who expressed an opinion were generally positive about the school.
50. Almost all were confident that their child likes school and that teaching is good. Almost as many felt that behaviour is good, that the school is well led and managed and that their child is expected to work hard. A significant minority, however, stated that the school does not work closely enough with parents, that they are not kept well informed about how their child is getting on and that the school does not provide an interesting range of activities.
51. Those who attended the meeting with the registered inspector praised the attitudes and values that the school promotes, particularly good behaviour with no bullying. They were pleased with the new buildings and the security measures now in place. However, there was a general feeling that homework was not set consistently and that they would like advance information about what is to be taught. Inspectors agree with the positive views of parents and also that expectations about homework should be made clearer. There has been no improvement in the amount of curriculum information for parents since the last inspection, when this was a major cause for complaint. Inspectors find that there are sufficient opportunities, both formal and

informal, to find out how children are getting on and that the range of activities offered is satisfactory.

52. The impact of parents' involvement on the work of the school is good. Several parents regularly help in classrooms and with reading. Others offer practical support such as providing transport to swimming lessons and encouraging the more nervous pupils in the pool. The very active family association organises a good range of popular fund-raising events and just over £6000 was donated last year. This money has enabled the school to buy a splendid electric piano, hall curtains and extensive new picket fencing for the playgrounds. Almost all parents attend consultation evenings to discuss their children's progress with teachers. There is very good support for events such as the annual open day, sports day and school productions. Formal meetings, however, such as the annual meeting with governors, are very poorly attended.
53. The quality and quantity of information for parents are satisfactory. The governors' report to parents and the prospectus both contain the necessary information but the format is very dull and uninviting. The school's website would benefit from being updated more regularly. Newsletters are sent out twice every half term with additional information offered as necessary. Consultation evenings are arranged in the autumn and spring terms for parents to meet teachers by appointment and parents know they are welcome into school at any time if they have concerns. Annual written reports are personal to each child, clearly describe pupils' attainment and progress and include targets for future improvement. Parents are welcome to make appointments to discuss their child's report if they wish to do so.
54. The effectiveness of the school's links with parents of pupils with special educational needs is satisfactory. Parents receive a copy of their child's individual education plan, which they sign to show agreement. At present they are not involved in discussions when individual education plans are reviewed and the child's progress is discussed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of leadership in the school is good. This is an improvement since the time of the last inspection when the management and efficiency of the school required some improvement. The headteacher and senior management team are a strong group and work together well. They have, however, had limited time to achieve all that needs to be done and have a clear timetable and sense of priority to reach their objectives. For example, the headteacher is relatively new to the post and the deputy headteacher and two others of the senior management team of five are recent appointments. Nonetheless, much has been achieved in ensuring that the quality of teaching for older pupils is a strength of the school and that teachers generally work together enthusiastically and try hard. The school has had some success in addressing the key issues of the last inspection and is well placed to improve further.
56. There is now a comprehensive policy for assessment which provides the headteacher with considerable information about the standards pupils reach. This is beginning to be well used in some classes to identify why pupils succeed and where they experience difficulties. However, assessment procedures for children under six are not used carefully enough to ensure that these children are always appropriately challenged. In Year 1 and Year 2 this information is not utilised sufficiently well to make sure that standards are as high as they could be, bearing in mind the above average standards generally found amongst older pupils.

57. There are now thorough procedures for co-ordinators to visit classes to look at the success of teaching and learning in their subjects and the standards being achieved. However, the school has yet to establish an effective culture of reviewing systematically to ensure that areas for improvement are addressed consistently across the school.
58. There is now a thorough and well assembled school improvement plan which is closely linked to the school's budget. Standards in design and technology and music are higher than they were. The school is at the point of beginning to put into service a very good range of hard and software to raise standards in information and communication technology. Currently these standards at the end of Year 6 are still too low. Staff development is now carefully managed by the newly appointed deputy headteacher who with the other members of the senior management team, has clear roles and responsibilities. There are good arrangements to support newly qualified and newly appointed teachers.
59. The chair of governors and the headteacher work closely and effectively together. The governors have a thorough understanding of the standards the school is reaching and the progress the school is making to the targets it is setting for itself. The chair of governors is well informed and provides a strong lead to the governing body which is active and meets its statutory duties in full.
60. The school has established good systems for managing and controlling its budget and this contribute well to the smooth running of the school. Spending decisions are firmly linked to the educational priorities identified in the school improvement plan. The school's budget is conscientiously and efficiently managed by the administrative officer and monitored well by the headteacher and by the governing body. The school is able to ensure that funds provided through specific grants are used well, for their allotted tasks. The governors and headteacher give careful consideration to major decisions and this enables the school to make best use of its funds. The school applies the principles of best value – comparison, challenge, consultation and competition – well, and all large items of expenditure are put out to tender. The recommendations of the most recent audit report, minor in nature, have been fully acted upon.
61. The school has enough suitably qualified and experienced teachers for the number of pupils on the school roll. It employs a suitable number of teaching assistants. The headteacher has a voluntary teaching commitment which enables staff such as is deputy headteacher to be released for other duties. Classroom support staff are effectively deployed and generally make a good contribution to pupils' learning. The secretary, caretaker and other ancillary staff are very committed to the school and are supportive of both children and teachers. New technology is used effectively. However, the school day is not well structured so that some lessons are overlong and some too short.
62. The school accommodation is very good. It is modern, light, and generally very spacious with four new classrooms only very recently completed to accommodate the growing school population. The only classrooms that are not such a high quality are the Year 1 rooms. These are very close together. They only have a temporary barrier between them so noise tends to carry. The school is currently having a new computer suite installed. There are good facilities for reception and administration. A good-sized outdoor play area for the reception class has just been fenced. The school has good-sized playground space and large grassed areas. The school is currently developing a "wild" area for use as part of the provision for science

curriculum. The library is located in the end of the open plan Year 1 classroom block, which is not ideal for individual research or private study. It is also small.

63. Learning resources are good. English, mathematics and science resources are good and well organised. All the rest of the subjects are well provided for except design and technology which is satisfactory, and history and geography which are satisfactory and improving. The new computer facilities will add considerably to the school provision for this area. Resources in the Foundation Stage are satisfactory.
64. The management of the provision for pupils with special educational needs is satisfactory. The special educational needs co-ordinator has recently taken this role and is suitably conversant with the new Code of Practice. She has made positive efforts to ensure effective provision for pupils with special educational needs. Documentation is well organised and easily accessible but individual education plans lack sufficient detail. In the main, teacher assistants are effectively deployed and they are sufficiently aware of what is expected of them. Most teacher assistants are well trained, capable and have a positive impact on provision. The special educational needs co-ordinator receives good support from the school governor with particular responsibility for special educational needs. All school staff contributes towards the school's supportive ethos for special educational needs, which assists in maintaining pupils' confidence. Funds and resources are used appropriately.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The governing body, headteachers and staff should:
- (1) Improve the learning experiences and progress of children under six by:
 - a. planning the curriculum for children of this age so that each child begins and moves along the small steps to learning which match their individual levels of development;
 - b. having higher expectations of what all children are able to achieve by the age of six and providing appropriately matched experiences for them. (Paragraphs 19, 22, 26, 43, 72, 73, 74, 75, 77)
 - (2) Raise standards by the end of Year 2 by:
 - a. using the information the school is assembling about individual pupil's progress to ensure that work is well matched to the different abilities in the classes;
 - b. putting in place arrangements for all pupils to be helped to reach the standards in all subjects of which they are capable;
 - c. improving the quality of pupils' writing and presentation in Year 1 and Year 2 which the school has identified as a priority. (Paragraphs 2, 7, 19, 22, 45, 46, 59, 81)
 - (3) Raise standards in information and communication technology by the age of 11 where they are currently unsatisfactory. The school has identified this as a priority and is in the process of addressing it. (Paragraphs 11, 118, 119)

MINOR KEY ISSUES

- (1) Review the procedures for the writing of individual education plans for pupils with special educational needs so that these all provide specific guidance to teachers to enable them to address all the educational needs of these pupils. (Paragraphs 48, 64)

- (2) Reconstruct the weekly timetables so that the time set aside for teaching is divided effectively. (Paragraphs 27, 61)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 67 |
| Number of discussions with staff, governors, other adults and pupils | 40 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 12 | 19 | 32 | 3 | 0 | 0 |
| Percentage | 1 | 18 | 28 | 48 | 4 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage 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 | 358 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 9 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – 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 | 54 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 3 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 26 |
| Pupils who left the school other than at the usual time of leaving | 18 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 4.1 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.1 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 29 | 29 | 58 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 28 | 23 | 29 |
| | Girls | 29 | 27 | 29 |
| | Total | 57 | 50 | 58 |
| Percentage of pupils at NC level 2 or above | School | 98 (89) | 86 (86) | 100 (93) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 29 | 26 | 27 |
| | Girls | 29 | 29 | 29 |
| | Total | 58 | 55 | 56 |
| Percentage of pupils at NC level 2 or above | School | 100 (89) | 95 (91) | 97 (98) |
| | 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 | 20 | 13 | 33 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 16 | 20 |
| | Girls | 13 | 11 | 12 |
| | Total | 29 | 27 | 32 |
| Percentage of pupils at NC level 4 or above | School | 88 (97) | 82 (88) | 97 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 15 | 16 |
| | Girls | 12 | 10 | 10 |
| | Total | 24 | 25 | 26 |
| Percentage of pupils at NC level 4 or above | School | 73 (91) | 76 (88) | 79 (97) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

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

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 155 | 0 | 0 |
| White – Irish | 1 | 0 | 0 |
| White – any other White background | 5 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British - Indian | 1 | 0 | 0 |
| Asian or Asian British - Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 2 | 0 | 0 |
| Any other ethnic group | 3 | 0 | 0 |
| No ethnic group recorded | 139 | 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) | 13.6 |
| Number of pupils per qualified teacher | 26.3:1 |
| Average class size | 29.8 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 13 |
| Total aggregate hours worked per week | 243 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher | N/A |
| Total number of education support staff | N/A |
| Total aggregate hours worked per week | N/A |
| Number of pupils per FTE adult | N/A |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 3 |
| Number of teachers appointed to the school during the last two years | 4 |

| | |
|--|---|
| 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.

Financial information

| | |
|----------------|-----------|
| Financial year | 2001-2002 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 602,984 |
| Total expenditure | 546,306 |
| Expenditure per pupil | 1,713 |
| Balance brought forward from previous year | 18,320 |
| Balance carried forward to next year | 56,678 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 355 |
| Number of questionnaires returned | 156 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 28 | 1 | 2 | 0 |
| My child is making good progress in school. | 54 | 36 | 2 | 2 | 6 |
| Behaviour in the school is good. | 44 | 49 | 2 | 0 | 6 |
| My child gets the right amount of work to do at home. | 32 | 43 | 17 | 4 | 4 |
| The teaching is good. | 54 | 40 | 2 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 31 | 40 | 20 | 3 | 6 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 35 | 5 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 53 | 40 | 4 | 0 | 3 |
| The school works closely with parents. | 36 | 42 | 15 | 3 | 4 |
| The school is well led and managed. | 61 | 32 | 3 | 0 | 4 |
| The school is helping my child become mature and responsible. | 46 | 47 | 2 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 18 | 35 | 25 | 5 | 17 |

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. The education that the school provides in the reception classes is satisfactory overall. On entry to the reception classes there is variation in children's stages of development levels but with a substantial minority above that normally found. Taking the intake as a whole however, children's attainment is similar to the nationally expected level. When they enter the Year 1 classes the vast majority, including those with special educational needs, will have made satisfactory progress towards the Early Learning Goals, the nationally agreed curriculum framework for this age group. Nearly all of the children are likely to have achieved satisfactorily in nearly all areas of the curriculum. Standards are in line with those generally found in all areas of the curriculum, except in writing, and in knowledge and understanding of the world where they are below those found nationally. In personal, social and emotional development and in understanding number, standards are higher than average. Teaching is satisfactory. Last time the school was inspected, attainment on entry was above that found nationally and like now, satisfactory standards were being achieved.

Personal, social and emotional development

67. Children make good progress in this area and are on course to exceed the nationally expected standards by the end of the school year. This area of the curriculum is promoted well by teaching and assisting staff. As a result, the personal, social and emotional development of the children is good. Children are happy and settled, they take turns and generally share and co-operate with each other well. Staff have good relationships with the children and promote this part of the school curriculum well.
68. The school provides a caring and welcoming environment. Teachers have high expectations for this area of the curriculum and as a result most children come in happily. They separate from parents and carers confidently and settle promptly to both self-chosen and teacher-chosen tasks. The children demonstrate independence well in lessons, in personal hygiene and when selecting activities and materials promptly when invited to do so. They are able to sustain concentration for a good length of time for their age. They are willing to try out new activities when asked. Most children show a good level of commitment to the task, apart from when the task given is not well matched to their next learning needs or when the purpose or expectation is not clear. With good adult support they are beginning to be aware of the needs of others, such as sharing boats in the water tray and taking turns outside on the bikes.
69. Although there is some variation in teachers' skills, the overall quality of teaching and learning in this area is good. Teachers and teaching assistants work well together and as a result children are beginning to establish effective relationships with adults and other children. Teachers take good care to include all children in activities, so that those children with special educational needs are able to participate fully. While children work in small groups, adults give good reminders to children about acceptable behaviour and kindness to one another. The only part of this area of development that is not so strong is that of expectations of the children's behaviour during whole class activities. Here, some children are allowed to stand while others sit, not listen well, shout over other children or not consistently conform to the classroom rules. Sometimes teacher expectations for behaviour are not high enough.

Communication, language and literacy

70. Most children are on target to achieve the expected national standards by the end of the reception year in speaking and listening, and reading. Fewer are likely to achieve the expected standard for writing. By the time children enter Year 1 their skills in speaking and listening are satisfactory. Overall teaching is satisfactory. Most children are keen to answer questions. Nearly all are confident to speak in a small group and some in front of the class. Their listening skills are not so well developed. Sometimes when sitting in a whole-class group the teachers' expectations are too low. Social times, such as having a drink in the middle of the morning, and outdoor play, are used satisfactorily to encourage conversation between children. Children are developing some satisfactory vocabulary relevant to their work, such as what happens when you melt jelly. However, expectations for vocabulary development are too low when teachers focus creative work around primary colour names, already well known by the children.
71. Reading is taught satisfactorily and as a result children make satisfactory progress. Children are developing a satisfactory interest in books, recognising that words and pictures carry meaning. Children hold books carefully, turn the pages correctly and nearly all can tell the story from the pictures. Many are beginning to recognise a few familiar words. They are learning to say and write initial sounds helped by the good daily teachings they receive for this aspect. A few children are already confident readers. By the time pupils enter the Year 1 class they are likely have made satisfactory or better progress in this aspect. Parents contribute well to children's reading through books being regularly set home and the use of the home-school reading record.
72. By the time pupils enter the Year 1 classes the standard of writing overall is lower than that generally found, and many do not achieve the nationally expected level. Each day children are correctly given access to writing tables, with supplies of paper, pens, crayons and pencils readily available. Some children, often boys, never choose to use them and too little is done by staff to give them the incentive to want to write. In more structured writing times, progress is slow. Planning for this area does not clearly support the whole range of children's development. Therefore opportunities are sometimes missed to develop children's knowledge and skills further. Teachers make satisfactory use of parts of the literacy hour, and use computers and tape recordings satisfactorily.

Mathematical development

73. Children are well on course to reach the nationally standard for mathematics by the end of the reception year. In their understanding of number many will have exceeded expectations. A few have already done so, half way through the school year. At the time of the inspection many of the older children already count beyond ten easily and the most able, far beyond it. Many could, with good help from the staff, form themselves into a "number line" when they hold up a card with the numbers on them and stand in the correct order. The more able pupils write numerals and work out simple calculations such as 'two more' in their heads. Children are learning to use mathematical language appropriately to describe amounts, positions and shapes. Many recognise basic shapes and can name shapes such as circle and triangle as they use them to form pictures. Teaching for this area of the curriculum is satisfactory overall. While much of the teaching is well focused on the developmental needs of

individual children, and in spite of the high levels of attainment being achieved, the needs of the most able are not being sufficiently well catered for.

Knowledge and understanding of the world

74. By the end of the reception year, it is likely that few children will achieve the nationally expected level in all of the parts of this area of the curriculum. This is due to limited curriculum planning and provision. Children come to school with a basic knowledge of the world around them. They make satisfactory progress in some parts of the curriculum; for instance they are learning satisfactorily about information technology, with children being introduced to the skills of using the computer mouse. They are encouraged to construct using bricks with a purpose in mind. They are given a lot of opportunities to investigate materials such as water and sand. Children enjoy exploring their world. During the inspection children were learning the colour yellow, while earlier in the term they had learnt about winter. Staff provide a too limited range of activities over a half term. Too little is included to teach children about their local surroundings, the recent past or the people who support their world. Nor are they sufficiently encouraged to look closely at features of living things and notice changes. Too little is done to help children to an understanding of their own culture and beliefs and those of others.

Physical development

75. Most children are on course to achieve the Early Learning Goals in this area of the curriculum by the time they leave the reception classes. They make satisfactory progress over the year. Children move with confidence, both in large and smaller spaces. Teachers give them a suitable range of activities for physical development such as peddling bikes and other wheeled vehicles outdoors, manipulating giant dominoes and balancing. Children move with ease, they use space well in the classroom and the hall in physical education lessons. There is no opportunity to climb outside. Children are presented with suitable activities to develop their physical skills through handling appropriate small objects and tools. They show a range of developing skills in manipulating pencils, dough tools and paintbrushes, and they use scissors and glue with some success. Opportunities to play imaginatively outdoors are provided well by a large play bus tent, but little inside for example, with no house, shop, or vets clinic. In a movement lesson in the hall, the teacher's cheerful manner encourages children to join in confidently, but her low expectations of behaviour and the high level of noise interrupts the learning. While this area is satisfactorily taught overall, it is not clear from the planning what the children are expected to learn from these activities and opportunities are sometimes missed to improve children's skills further. Nor are pupils, who only choose one type of activity, sufficiently encouraged in their child-initiated play to develop other skills or try something different. Though staff do keep detailed records of where the children choose to work.

Creative development

76. Most children are on course to achieve the Early Learning Goals for this area of the curriculum. Teaching is satisfactory so children make satisfactory progress over the year. Children enjoy working with the appropriate variety of materials given to them. They show curiosity as they explore and experiment, for instance, when given different sorts of yellow paper. A suitable range of opportunities is provided for children to develop their early music skills and the class teachers use singing satisfactorily to reinforce other areas of the curriculum, such as mathematics. Children make colourful musical instruments that make different sounds. Staff

provide a satisfactory range of activities for art and craft and as a consequence pupils learn how to explore colour, shape and texture but the finished result are all too similar, such as all making similar penguins. Too little choice or experimentation is encouraged and little use is made of role play. Learning is supported satisfactorily by classroom displays, such as a snowman in a wintry landscape and red and blue collages.

77. The quality of the teaching overall for children under six is satisfactory with a little good and some unsatisfactory teaching seen. Teachers generally have satisfactory knowledge of individual subjects but lack suitable methods that will enable each child to achieve their full potential. This affects the pace and productivity of the children's learning. Teaching lacks sufficiently high expectations for children, for example in listening and writing. Also children with the potential to learn more quickly are not always sufficiently catered for especially in small group tasks. Sometimes teaching lacks the skills to further challenge children in their free play. The teaching of knowledge and understanding of the world and writing is not producing such strong results as other subjects. At its best their teaching is well tuned to the needs of individuals and small groups of pupils and is skilfully done with tightly focused aims. Teachers and teaching assistants collaborate well together, with teaching assistants making a valuable contribution to the children's learning and the happy atmosphere and smooth running of the classrooms. However, they are only briefed in general terms by teachers, so they sometimes do not understand the reason for an activity and how to further challenge the children or give the correct amount of help to individuals. They make a particularly good contribution with children with special educational needs where they work well enabling all children to take part fully in the lessons and the life of the classroom.

ENGLISH

78. Standards of attainment are in line with the national average at Key Stage 1. At the end of Key Stage 2 pupils achieve standards that are above the national average. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, with the best progress being made in the top three years. All areas of the English curriculum (speaking and listening, reading and writing) follow this pattern of progress. Standards are similar to those at the time of the last inspection. Pupils with special educational needs make satisfactory progress in relation to their personal targets.
79. Most pupils' listening skills are satisfactory and frequently good, particularly at the top of the school. Pupils listen and sustain concentration well when the work is involving and interesting. For example, in a Year 2 lesson two children dressed up as the main characters in the story they were currently studying - a pirate and an "olden days girl". The pupils then listened carefully, as they tried to elicit answers to questions that they ask the pair as to what might happen next in the story and why. This type of session gives pupils very good opportunities to gain confidence in speaking as well as in listening, by demanding that they ask questions rather than just answer them, and that they speak together briefly in twos. Higher up the school, teachers use question and answer strategies well to encourage language development in all abilities of pupils. The beneficial effects of this were particularly noticeable in Years 5 and 6, where pupils are able to explain complex ideas clearly; for example, how to build suspense in the detective writing they are undertaking in Year 6. Within English lessons, technical vocabulary such as similes and commas are well taught. In other subjects, pupils are given some good opportunities to express ideas and develop an

appropriate vocabulary, with subject-related vocabulary generally being well reinforced in subjects such as mathematics and history. At the top of the school, speaking and listening are being taught well. Lower down, too few planned opportunities are given for pupils to briefly speak or listen to others rather than to the teacher, such as to develop their ideas before writing or to remind each other what they had learnt in the previous week's lesson. This is a factor that is also adversely affecting the standard of writing being achieved in Year 1 and Year 2. Also, few opportunities are given where speaking and listening are the main subjects of the lesson, such as drama or debate.

80. By the end of Year 2, standards in reading are average. Pupils make satisfactory progress from their individual starting points, but too few pupils exceed this average standard. Staff in Year 1 give pupils satisfactory opportunities, and in Year 2 good opportunities to develop reading, such as when reading a "big book" together. Most are able to read familiar texts with appropriate accuracy and understanding for their age. Many enjoy reading. As a result of satisfactory teaching, many pupils use their knowledge of the sounds letters make to decode words, but too few consistently use other strategies. Pupils regularly take books home and parents are rightly encouraged to help and record comments. By the end of Year 6, attainment in reading is above average. Pupils make good progress in relation to their prior attainment over the four years. Many are able to read to a high level. For instance, they understand the meaning of the narrative poetry they are studying, identifying key words and features to support their views in Year 5. In Year 6, pupils are given very good opportunities to scan the text of the suspense novels they are reading, in order to identify quickly what sort of story-starters the three given examples are. The teacher's choice of text is very good, with Arthur Conan-Doyle, Agatha Christie and Dash Hammett being used. She then presents them with a "crime file" that is beautifully labelled individually for the pupils' attention. It contains factual information about a crime that they will later write about. These materials are well matched to their reading level and encourage pupils to use inference and deduction in their reading, which a substantial minority can do, to a good level. Library skills are well developed by Year 6. Most pupils can explain clearly how the library is organised and know how to locate relevant books in the school library and find information quickly by using contents and index pages.
81. Pupils' writing is in line with the national average at the end of Year 2 and above average at the end of Year 6. Pupils make satisfactory progress at Key Stage 1 as many pupils achieve the nationally expected level, but too few do better than the average. By the time pupils leave the school they make very good progress with a large minority achieving levels higher than those found nationally. In Year 1 and Year 2 teachers provide some good opportunities for writing. They correctly encourage pupils to write for different purposes, such as to write a list or describe Katie Morag's two grannies and write their own stories. The majority of work in Year 2 is written in sentences. As a result of the satisfactory teaching, most pupils are able to spell a satisfactory range of simple words and have a solid understanding of letter-sound relationships. Most have an understanding of full stops and capital letters but a few do not use them consistently. Pupils' attitudes to learning are generally satisfactory. Handwriting is taught satisfactorily overall, with pupils being encouraged to join letters as soon as letter formation is established. However, many pupils start Year 1 with low levels of handwriting skill, with letters formed incorrectly and too much variation in letter size. More needs to be done, particularly in Year 1, to address this with higher teacher expectations and more consistent teaching. Spelling varies in quality at the beginning of the key stage but shows satisfactory progress over the two years.

Teachers' instruction of spelling rules is generally satisfactory but pupils do not transfer this knowledge well to their own story writing.

82. For pupils in Year 6, attainment in writing is high with a substantial minority exceeding the expected standard. This is achieved by good, and sometimes very good, teaching in Year 4, 5, and 6, with progress increasing as pupils move up the key stage. Here teachers provide the correct level of challenge in the tasks set. They teach the skills well that pupils need to be able to write to a good standard. For example, in Year 6, pupils write good individual descriptions of a detective to go into the first chapter of a suspense novel they are writing. Where the teaching is lively, pupils are keen to take part and they concentrate well. They generally behave well. Lower down the key stage they use a wide range of styles for different purposes such as writing factual accounts in subjects such as history, where they report on the beheading of Ann Boleyn. Also as a result of the good teaching they receive, their presentation skills, handwriting and spelling all progress well, so that by the time they are in Year 6 they can write clearly and with a good level of spelling. Across the school, teachers use information and communication technology a little to support pupils' learning.
83. Teaching and learning are good. Teaching in Year 1 and Year 2 is satisfactory. In Year 3 to Year 6, teaching is good. Generally teachers have a secure knowledge and understanding of how to teach English. Especially near the top of the school, they challenge pupils' thinking very well through good levels of questioning and discussion. In the best lessons, where pupils give good reasons and examples for what is going to happen to their detective character, the teacher encourages less-confident pupils to join in very well and shows humour and enjoyment at their efforts. In all classes, reading and writing activities are used as part of the daily lesson. There is a good balance in most lessons in terms of whole class, group and individual activities; for instance, in a Year 4 class where the teacher shared poetry which contained similes and drew good attention to the use of "as" and "like" in the poems. After that groups worked at slightly differing levels of task and were drawn back together at the end of the session to share their work and reinforce what they now knew and understood. They shared their good examples such as "as crunchy as a chocolate flake" for snow or "as soft as fake fur". The literacy hour sessions are generally well conducted with a good concentration on the development of skills and clear learning objectives shared with pupils. The whole-class part of the lessons are mainly taught well and are of a suitable length with a good concentration on the development of skills, often with a lively pace and good reminders from staff about what needs to be achieved in the time available. Pupils are generally well involved in this part of the lesson and are usually appropriately challenged by teachers who know the individual needs and strengths of their pupils well and encourage the whole ability range of pupils to join in by asking individual pupils appropriately targeted questions. When it is too long, pupils lose concentration and the learning points are missed. The tasks set in the individual work part of the hour generally contain the correct amount of challenge and support pupils' learning well. Methods and materials are generally sufficient and suitable for the pupils. The final plenary sessions are normally well used effectively to review and reinforce the work undertaken. Overall the approach to the literacy strategy is successful. Teachers' planning is mainly good but it rarely includes drama or identifies opportunities for speaking and listening. Overall the other areas of the curriculum contribute well to pupils' competence in English; for example, the copying out of a Tudor poem to practise handwriting. Targets are set for individual pupil's learning but sometimes these are too general and pupils are unsure of what they personally need to do in order to improve. The marking of pupils' work sometimes lacks developmental comments.

84. The leadership of the subject is satisfactory. The enthusiastic co-ordinator has good subject knowledge and manages the day-to-day running of the subject well. The careful analysis of the performance of groups of pupils is taking place within a good comprehensive assessment system. The monitoring and record-keeping of pupils' progress are good. But the co-ordinator has not yet been able to lead the subject to higher standards at Year 1 and Year 2. Resources are good and are readily available.

MATHEMATICS

85. Standards in mathematics are average at the end of Year 2 and above average at the end of Year 6 but have fluctuated over the past four years. This is the same picture as at the end of Year 2 and an improvement at the end of Year 6 as that taken at the time of the last inspection.
86. No marked differences were noticed between boys and girls during the inspection. Pupils with special educational needs are well supported and teachers are careful to ensure the full involvement of these pupils in mathematics lessons. They make satisfactory progress and mathematics targets are sometimes identified on pupils' individual education plans. In order to help raise standards in mathematics for older pupils, the school has introduced an acceleration class for the more able pupils in Years 5 and 6. This not only stretches the more able pupils, but it means all pupils are taught in smaller groups according to their ability for mathematics lessons. This ensures that work is matched carefully to all abilities.
87. Pupils enter Year 1 with mathematical skills, which are average for their age. By the time they reach the age of seven, they are still attaining at expected levels. This represents satisfactory achievement. Good procedures are in place to track pupils' progress and effective use is made of the information gained to ensure that in all lessons work is matched to pupils' levels of attainment. In lessons during the inspection, average attaining Year 6 pupils were seen to be attaining at higher than expected levels. This is largely due to the very good teaching which is a feature of the mathematics teaching in Year 1 and Year 2.
88. Pupils of all levels of ability make satisfactory progress in acquiring the knowledge and skills expected in Years 1 and 2. By the age of seven, pupils have a sound understanding of how to double and halve numbers. Most understand that subtraction is the inverse of addition. They recognise numbers that, linked together, make ten and they add and subtract simple numbers correctly in their heads. Most pupils in Years 1 and 2 recognise and name regular two-dimensional shapes. By the age of 11, pupils can work out calculations in their heads quickly. A good understanding of measures is achieved through practical activities involving estimation, approximate measures and accurate measures. Pupils are able to successfully use protractors and have a good knowledge and understanding of how to find the measurements of the angles of a triangle. They understand, and use correctly, the terms scalene, isosceles and equilateral when describing triangles and use the mathematical terms for different angles. They have a good understanding of fractions and percentages and can quickly work out in their heads such problems as 25 per cent of 48. They know the value of the digits in numbers with one or two decimal places.
89. The quality of teaching and learning in mathematics is good and a particular strength in Year 4 to Year 6. In the very good lessons, the pupils are given opportunities to describe and explain their thinking processes to each other and the beginning of lessons is always made interesting with a mental starter such as 'Complimentary

Tennis', where pupils are given a number by the class teacher and they quickly have to calculate the number needed to make 100. In these lessons, the pace is brisk and the pupils respond with enthusiasm and enjoyment. The teachers are secure with the National Numeracy Strategy and apply this effectively. The three-part lesson structure is well established and planning is good. The end of the session is used well to assess what pupils have understood and to correct any misunderstandings. Aspects to be learned in each lesson are clearly defined in the planning and written on the board and shared with the pupils at the beginning of the lesson and reviewed at the end. Expectations are high and good account is taken of the needs of all ability groups so that work is matched to the range of attainment within the group. This ensures that good progress takes place and higher achievers are sufficiently challenged. Classroom assistants make a valuable contribution to the good progress made.

90. Pupils enjoy mathematics. They behave well in lessons and work hard applying themselves to the tasks set. Older pupils present their work well. These very good attitudes to work impact very positively on the standards the pupils achieve. They work well in pairs or in groups, often of mixed gender, discussing their work sensibly. Homework tasks support class work appropriately. Mathematics makes a good contribution to pupils' personal development because they learn to collaborate with one another. The lessons are planned to help the pupils experience success and as a consequence self-esteem and self-confidence develop.
91. The school has made good progress since the last inspection. The National Numeracy Strategy has been adopted successfully and standards of attainment have risen alongside the standards of teaching. The co-ordinator, who has a commitment to improving standards, manages mathematics very well. Future plans for the subject are good and focus on areas that have been identified to improve standards. All members of staff have a common commitment to improving standards.

SCIENCE

92. Standards in science are average at the end of Year 2 and well above average at the end of Year 6. This is a significant improvement at the end of Year 6 since the time of the last inspection. The picture is the same one as at the time of the previous inspection for seven year olds. In the most recent national assessments of seven year olds carried out by teachers, most pupils attained the expected standards (Level 2) and a below average proportion reached the higher level (Level 3). In the most recent assessment tests for 11 year olds in 2002, standards were average when compared to schools nationally and below average for schools considered similar. A below average proportion of pupils reached the higher level (Level 5). Currently standards at the end of Year 6 are high because of the consistently good teaching in Years 4, 5 and 6 which is having a significant impact on the way pupils are making very good progress, particularly in how they conduct and interpret practical investigations.
93. In Year 1 and Year 2 pupils are able to classify objects by their physical properties. They know that some objects reflect and others absorb light. Pupils are able to appreciate that forces work in different directions. They are able to conduct simple experiments to measure how forces 'push' and 'pull' in opposite directions. They know that some changes are irreversible and others are permanent. They are able to use symbols to represent a simple electric circuit which they are making. Pupils in Year 3 to Year 6 make very good progress in learning how to conduct a fair test and in understanding the need for control as well as variables, for example when looking at

insulation and conductivity. Pupils in Year 6 are able to observe and record in detail how some substances such as rock salt dissolve and how some substances change in a simple chemical reaction. They are able to predict realistically what will happen when different materials are used to muffle the sound of a buzzer. They know that microbes and bacteria reproduce and form living organisms. Pupils are aware that some fungi are harmful and others are not. They pose simple hypotheses about 'what we think we know' and carefully follow them through to their conclusions.

94. The quality of teaching in science is very good overall. It is satisfactory in Years 1, 2 and 3 and very good in Years 4, 5 and 6. In the best lessons, the teachers have very secure subject knowledge which enables them to introduce and explain complex ideas clearly and straightforwardly; for example when describing a chain reaction. They hold their pupils' attention very well by encouraging them to think carefully about their work and by encouraging them to plan out their experiments themselves. Good links are made with previous work so that pupils are able to apply their knowledge of how to measure lung capacity to a different problem, for example when collecting carbon dioxide in an experiment involving a chemical reaction. Pupils are warmly encouraged to make sensible suggestions about likely outcomes and sometimes 'to make a crazy, wild guess.' Pupils know that their answers are valued by the teachers and they work with eager enthusiasm to find the correct answer first.
95. Where the teaching is satisfactory and has some weaknesses, insufficient attention is given to setting work which extends the learning of the more able pupils. Teachers do not give enough emphasis on the careful recording of observations. The tasks set are mundane and do not hold the pupils' interest as they do in the best lessons. Too often the pace of learning is held up by over-elaborate explanations when pupils already know what is expected of them.
96. The quality of leadership is good and the subject is well managed. The co-ordinator has worked hard to complete a detailed scheme of work and has looked carefully to see how well teachers teach and pupils learn. In this process the co-ordinator uses a good range of techniques to identify what needs to be done to improve standards further. These initiatives have had mixed success. Standards currently being attained in Year 4 to Year 6 are much higher relatively than in Year 1 to Year 3. The long-term needs of the subject have been carefully and correctly identified and are closely linked to the school improvement plan for example, to increase the use of information and communication technology in science. There is an appropriate annual budget for science which the co-ordinator manages efficiently. Resources are of a good quality and quantity and are readily available and carefully stored.

ART AND DESIGN

97. Attainment in art and design is above national expectations by the ages of seven and 11. This is an improvement since that last inspection when standards were found to match national expectations.
98. From age five to seven, pupils use a range of media, including paint, crayon, and tie and dye to experiment successfully with colour and shape and to develop appropriate techniques. These good foundations to learning, result in pupils working creatively, as is evident in their self portraits and weaving with a range of materials. The weaving of varieties of white fabrics through branches by Year 1 pupils makes a very effective and creative display. By Year 2, pupils are sufficiently confident to develop their own ideas as in designing a postcard and a stamp. They demonstrate growing attention to detail in their recording of close views of the texture of objects.

99. Eight to 11 year olds make good progress and achieve well as they learn to work in the style of famous artists. Year 4 pupils make very effective patterns with primary colours to effectively illustrate their knowledge of the work of Mondrain. Pattern work is successfully evolved from the work in Year 3 where pupils successfully create repeat patterns using their own templates on grids and a range of computer generated ideas. These pupils produce good quality group portraits with good attention to position and detail. Drawings from observations develop well across the school. This is evident in the work by Year 5 pupils who confidently produce self-portraits in pen with good position and detail of facial features. Pupils show interest in the work of Eduardo Paolozzi and are eager to start on their own creations of 'Journeys' in his style. By the age of 11, pupils use their knowledge and understanding of art and design to critically analyse the work of famous artists. They demonstrate their knowledge of different types of paint and why they were used when discussing the work of John Constable, John Sell Cotman, Theodore Rousseau, Lowry and Turner. They use a range of specific vocabulary such as vibrant colours, composition and focal point. These pupils make good progress towards understanding the meaning and identifying rural and urban environments used in paintings.
100. The general quality of the work demonstrates that pupils have positive attitudes towards the subject. The school values individual interpretations and effort by the way pupils' work is thoughtfully and well displayed, effectively enhancing the learning environment and successfully building pupils' self-esteem and self-worth. Teaching overall is good. In the three lessons observed, teaching was satisfactory, good or very good. Where teaching is very good, a range of quality resources are shared with pupils to illustrate the styles and work of famous artists. Very good knowledge and understanding stimulate good quality discussion in which key vocabulary is used and understanding developed. Pupils' understanding is successfully established then effectively extended through well-planned learning steps that benefit pupils of all abilities. Where teaching is satisfactory, insufficient consideration is given to the needs and abilities of pupils. As result of this, pupils with special educational needs do not always make effective progress. An art club effectively develops pupils' confidence and appreciation of art.
101. The subject is appropriately managed by the co-ordinator who has identified areas to improve the teaching and learning of art and design. These are in line with the inspection findings: to develop the multicultural aspect and organise more visits and visitors to enhance the curriculum. The school lacks a system to assess pupils' progress in skills, knowledge and understanding to assure more effective planning of teaching and learning.

DESIGN AND TECHNOLOGY

102. The school has made some improvement since the last inspection. Standards are in line with those expected notably at the end of Year 2 and Year 6. The scheme of work now addresses the requirements and there is a more consistent approach to design and make activities. Teachers are more confident and knowledgeable but progress of pupils' knowledge, understanding and skills throughout the school are not effectively tracked.
103. No lessons were observed to allow secure judgements to be made about the quality of teaching and learning. From examining the displays of work, past work and talking to pupils, it can be seen that pupils develop sound learning and have positive attitudes

to their work in design and technology. Work includes designs for 'new knickers for the Queen' by Year 2 pupils. The range of designs were sent to the Queen whose Lady-in-Waiting replied with a letter of thanks. The outcomes are colourful, individual and with an innovative range of decorative ideas. Pupils have designed and made hand puppets, cards with moving parts and sandwiches. Older pupils use simple joints when making Tudor houses to support their history project. Year 6 pupils show a sound understanding of the design process. They collect information from the Internet about India to inspire their designs for a wall hanging. Design specifications are clear and labelled. Material needs are listed and procedures to be undertaken are recorded. Final evaluations are sound and include comparison with the original design, skills learnt and difficulties encountered as well as considerations on what would be done differently and how they would improve. The outcomes are very effective, illustrating good skills in the use of silk paints, felt appliqué work and wonderful use of sequins, bells and tassels.

104. Projects that take place are carefully prepared to ensure the design and make process is carried out in full. However, there are not sufficient opportunities for pupils to work with construction kits in order to provide more experience of mechanisms. Furthermore, pupils do not use their information and communication technology skills enough to help them in their design and technology, for example, by using computers to develop design ideas or to apply their knowledge of control technology.
105. The co-ordinator holds the position on a temporary basis, due to staff reorganisation. She ensures appropriate organisation of the subject throughout the school by checking teachers' plans are in line with the school's decision to adopt national guidelines. Teachers record what pupils have covered at the end of each topic. However, they do not collect sufficient information on which they can effectively plan work that systematically develops pupils' knowledge, understanding and skills from one year to the next.

GEOGRAPHY

106. At both seven and 11 years of age pupils are achieving satisfactorily and attaining the expected levels. In Year 1 they are able to successfully talk about the similarities and differences of transport in Delhi and Leicester after watching a programme. Year 2 pupils have learned about the differences between living on a small island and living in a town on the mainland. They understand what is meant by a landscape and what is natural and what is man-made in our environment. They also have a good understanding of the jobs people could do who live on an island, and why the ferry is so important to the islanders. They are able to make good comparisons between Ashford and the island of Struay and are beginning to understand that the world extends beyond Ashford. Pupils in Years 3 to 6 learn about human and physical features of an area and by the end of the key stage they are able to consider the similarities and differences between their own local environment and other parts of the British Isles such as Llandudno. They learn how to use and interpret maps beginning with a simple key and devising their own keys to show for example the amenities in a town. Work in Year 6 folders shows a good understanding of mountains and their environment and the use of graphs to show the annual rainfall.
107. Pupils of all abilities make satisfactory progress in acquiring geographical skills and knowledge. In two lessons seen during the inspection good learning was observed. Pupils were building on their previous knowledge to extend their skills and understanding.

108. Attitudes to the subject are very positive. Pupils are enthusiastic and conscientious, well behaved and show a willingness to achieve. Relationships between teachers and pupils are very good and also between pupils. There is a caring, friendly atmosphere in all classrooms. Pupils work well together and share ideas and help each other, which aids learning. Year 6 pupils show independence in their learning. Those who have Internet access at home do their own research and bring new information to the lesson, which benefits the whole group. Work is carefully presented.
109. The quality of teaching is good in most year groups although it is better in Year 4 to Year 6 than with the younger pupils. Lessons are well planned and the work is challenging for all pupils. Teachers' classroom management is good and in some classes the lively approach to teaching engages the interest of all pupils and ensures that good learning takes place. The pupils' attainment is not formally assessed. Teachers make good use of the local environment. There are many displays around the school, drawing pupils' attention to the larger world.
110. The co-ordinator is knowledgeable and experienced and is working to raise the profile of the subject. She identified areas of the subject that needed to be developed such as map work and has made the necessary improvements. Geography makes a good contribution to the pupils' spiritual, moral, social and cultural development. The pupils are encouraged to be responsible for their environment and to be aware of differences in other cultures. There are good cross-curricular links, for example with literacy through the study of African Stories; and mathematics and Information and communication technology which all enhance the learning of the pupils.

HISTORY

111. Standards in history are in line with those expected at the age of seven and above the expected average amongst 11 year olds. Standards have been maintained for pupils aged seven and at 11 years of age pupils are exceeding the standards seen at the time of the last inspection. There is now more emphasis on teaching historical skills than at the time of the last inspection. Teachers are aware of the varying attainments of their pupils and most make good provision to meet the needs of lower attaining pupils and there is challenge planned for the higher attaining pupils.
112. By the age of seven pupils have learned about the lives of some outstanding historical figures such as Florence Nightingale and have successfully compared hospitals and nurses from her time to those of the present day. Older pupils achieve well due to the high expectations of their teachers who provide good support and guidance as well as encouraging the pupils to use initiative in researching the topics they are studying. Pupils successfully build on the knowledge and skills they have developed in previous years. They learn about social, cultural and religious differences through studying topics such as the ancient Greeks. Through learning about historical periods they are able to reflect on the diversity of beliefs and customs and make sensible comparisons with modern times. They are able to correctly use more complex historical language when discussing the past such as, 'ancient', 'modern', 'BC and AD', 'century' and 'decade'.
113. By the age of 11 pupils have a reasonable knowledge of different periods of history, which have helped to shape the world, as we know it today. The use of primary and secondary resources is used to bring the past to life for the pupils wherever possible and the school has collected a good range of artefacts to support the history topics. For example, Year 6 pupils have made very good use of the 1851 and 1901 census

which they were able to download from the web-site. The school is fortunate in that there is a wealth of opportunities in the vicinity for visits to enhance the curriculum. For example, Year 6 pupils study the Victorians and some of their work is centred round the town of Ashford, which they are able to visit to study how the use of buildings in the town has changed through the last century. Year 4 pupils learn about life during Tudor times and something of the lives of the Tudor kings and queens.

114. Pupils' learning in history makes a strong contribution to their literacy skills. In all history topics they are required to do some research and present their findings in written form.
115. No lessons were observed with the younger pupils but the work in their books shows that, by the age of seven most pupils are beginning to have an understanding of the passage of time and that we know what happened in the past because of writings and documents and other artefacts which have survived from the time. In the only lesson seen during the inspection with the pupils in Year 6; the teaching was very good. Planning was thorough with clear learning outcomes for the pupils and detailed activities listed which were well matched to the ability of the pupils. The teacher gave clear explanations and instructions and made very good use of information and communication technology resources, enabling the pupils to begin to have some understanding of the fashion in architecture during the Victorian period. By the end of the lesson pupils were confidently using technical vocabulary such as *neo-classical* and *gothic* to describe the architecture of the buildings in the photographs they were studying. Work in pupils' books shows that they enjoy their history lessons. Pupils are also eager to talk about what they have learned.
116. The co-ordination of history is satisfactory. The co-ordinator is very competent, enthusiastic and eager to develop the subject. The co-ordinator sees her role as making things happen and supporting it. Assessment is being planned for the end of each topic but there is none at present. She monitors the planning and the pupils' work against the attainment targets to make sure progress is being achieved.
117. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through the carefully chosen topics that they studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Pupils' attainment in information and communication technology is similar to that usually found in most primary schools by the time they are seven years old. However, although pupils' achievements are improving, they do not meet national expectations by the time they are 11. This was the finding of the last inspection. In the last two years the school has given a high priority to the subject. Very recently a computer suite has been established and each class has two computers available for use in their individual classrooms. However, the computer suite is at present not in use but is planned to be on line in the next few weeks when technicians have completed their work. The networking of the school and the attendance at training for teachers means the school is in a very strong position to raise standards further in the near future.
119. Pupils in Year 2 use a word processor and use 'backspace', 'shift key' and the 'space bar'. Most can save and retrieve their work from the class file. They use a graphics programme for pictures and demonstrate their ability to use the facilities of the programme. This was evident as two pupils made appropriate decisions when using the graphics programme to copy the use of lines, colour and effects on the montage

they were studying. Pupils make steady progress in using the computer to play games and support their learning in other subjects, such as mathematics using counting and matching programmes for younger pupils and work on angles in Year 4. By Year 6 most pupils are familiar with using the computer to write newspaper articles and successfully cut and paste pictures to enhance the presentation. They are able to increase the size of work on the screen for easy reading and download information and pictures from one programme to another. Pupils learn how to edit text, change font size and colour, organise and print their work. Most have had experience of sending and receiving e-mail but this area is not fully developed. Pupils make satisfactory use of CD-ROM programs and the Internet to research for other subjects. For example, pupils in Year 6 researched information on Harry Potter before designing and making a range of 'Sorting Hats.'

120. No direct teaching was observed during the inspection and there is insufficient evidence to make a secure judgement on the quality of teaching. Teachers plan appropriate tasks and give brief instructions to pupils. Nevertheless, opportunities to support learning in other areas of the curriculum are sometimes missed. For example, pupils' use of data-handling programs for analysis and production of different types of graphs to record their findings is underdeveloped. In all classes, pupils work independently of teachers, asking for help when this is required. More able pupils help others to learn procedures. Although some pupils are familiar with logo, control technology is overall underdeveloped. Resources are in place to develop this area and the monitoring of external events. Computers are not sufficiently used to support pupils with special educational needs in their learning. The use of information and communication technology across other curriculum areas is improving as the school has more software available.
121. The co-ordinator was appointed after the last inspection and has made positive moves towards improving teaching and learning in order to raise standards. He has successfully acquired the resources and improved teaching through a program of training but still has some way to go. Although computer access and what pupils have done is recorded by some teachers, the lack of clear assessment procedures restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next.

MUSIC

122. Standards are in line with those generally found for pupils of seven and 11 years of age. This is better than at the last time the school was inspected. At the last inspection, standards in music were found to be in line with those expected nationally for seven year olds and below those expected for 11 year olds. Now all teaching is satisfactory and sometimes good. This is due to better teaching within Year 3 to Year 6 and a better curriculum used through out the school.
123. Teaching correctly covers all aspects of the curriculum for the subject. Pupils are taught an appropriate range of skills such as in Year 2 where they play a game to help reinforce their ability to recognise which is the higher of two similar notes. They discuss the mood that the music portrays. They listen to music and try, with good modelling by the teacher, to draw notation for the contrasting pitch and melody, using well chosen music from the "Carnival of the Animals" by Saint-Saens. They sing enthusiastically to a satisfactory standard overall, such as in acts of collective worship. In lessons, when given good teaching and feedback about their performance, pupils are able to practise their singing and improve it, and then it reaches a good standard. An example of this was a Year 5 lesson where the

teacher's good knowledge of the subject helped pupils to improve the round they were learning and add simple accompaniments with chime bars. Teachers correctly stress the correct vocabulary. As a result, a boy from Year 1 could remember the word "rhythm" while a Year 5 pupil could remember the term "ostinato". Pupils with special educational needs are integrated well in lessons, and the practical nature of the learning objectives helps ensure that all pupils have the opportunities to take part and make appropriate progress. Very few pupils currently are learning musical instruments. Nor are instruments regularly played by pupils to enhance acts of collective worship although there is a choir made up of chosen older pupils that sing in local music festivals. Information and communication technology is under-used in this subject. Music does not have a high profile in the school.

124. The quality of teaching is satisfactory. In the best lessons, good class management promotes a brisk pace of learning, positive attitudes and good behaviour. High expectations, and the teachers' good subject knowledge, ensure that pupils' knowledge and skills are systematically being developed. In less effective lessons, the song or chosen activity does not sufficiently hold the interest of the pupils. Sometimes the opportunity to evaluate their performance is missed. The school uses a published scheme. This has helped to raise standards since the last inspection by giving staff a framework for their teaching. It has also boosted the teachers' knowledge and understanding. The school has a good set of musical instruments and other resources to enable pupils to learn. A recent visitor to the school helped increase pupils' interest in music by running a drumming workshop. Currently there is not a school-wide system for regular assessment or record keeping other than informal comments written after some lesson. The co-ordination of the subject is satisfactory.
125. The recently appointed co-ordinator for the subject is managing the subject well. New resources have been bought. The co-ordinator has a strong vision for the development of the subject but has not yet been able to put it into practice

PHYSICAL EDUCATION

126. Standards in physical education are in line with those expected at the age of seven and above those expected at the age of 11. Many exceed the standards expected in swimming (to swim 25 metres). Overall, this is a similar picture as at the time of the last inspection. Pupils in Year 1 and Year 2 are able to develop simple sequences of movement, balancing and changing shape and direction confidently. Pupils demonstrate well and evaluate the performance of others fairly. They practise dance appropriately to illustrate part of the story of Cinderella. They link their own series of movements to match the music well. Within Year 3 to Year 6 pupils learn to move in mechanical ways when pretending to be machines and robots. They are able to improvise a sequence of dance movements to create a 'motif', using stimulating music from a current musical success 'Bombay Dreams' which inspires pupils to dance in the Indian Bhorigia style. They are able to extend a series of movements into a longer sequence showing 'connections and transitions' so that the movements flow smoothly together. Pupils are able to evaluate their own and others' performance in detail, remembering to start their evaluations by emphasising 'what they liked.'
127. The quality of teaching is good. Good teaching is found across the school but is a particular strength within Year 4 to Year 6 where all the teaching seen was of this standard. In the best lessons the teachers begin by setting very good examples of how to warm up. They stress the importance of these activities well. The teachers challenge their pupils to work hard and to reach still higher standards. The teachers

encourage this in a friendly and supportive way, emphasising that 'it can be tricky sometimes' when encouraging pupils to perform more demanding movements. Occasionally the interest and enthusiasm of the pupils are given a jolt by the introduction of an unexpected activity such as 'salsa dancing' which the teacher and pupils perform with a real sense of shared enjoyment. Teachers demonstrate clearly what is expected of their pupils so that they have a good idea of the standards they should try to reach.

128. Where the teaching is satisfactory and has some weaknesses the teachers take too long to explain what is expected of the pupils so that the pupils sit motionless for long periods. The benefits of 'warming up' are lost because in the time they have been waiting, they have already 'cooled down.' Pupils try hard but there is insufficient time for them to gain any significant benefits from the lesson. In some lessons, the tasks set are not sufficiently challenging and the teachers are prepared to take 'second best.'
129. The co-ordinator leads the subject well and has assembled a very useful scheme of work which sets out very clearly how different skills should be taught and when. This is being tried out in five of the classes and the co-ordinator is evaluating its impact. The co-ordinator also provides teachers with specific training to use this scheme effectively. Resources are of a good quality and quantity and include a well established playing field and gymnastics hall. These are all well used. The curriculum is also enhanced by an appropriate range of out of school sporting activities which include a number of team games. These are well supported and pupils in these teams have in general achieved success in local competitions.

RELIGIOUS EDUCATION

130. Most pupils throughout the school attain standards above those expected for their age. At the ages of seven and 11 pupils make good progress in their knowledge, understanding and skills and develop an appreciation of faiths from different cultures. This is an improvement since the last inspection where standards were as expected for their age and progress was sound.
131. By the age of seven, pupils consider their own importance and that of the family and express their own views about the importance to them of special events in the Christian calendar, such as harvest thanksgiving. Year 1 pupils demonstrate good knowledge of the historical background to the story of Moses that enables them to understand the sequence of events more clearly. Their thoughtful ideas about the qualities of a good leader demonstrate the ability to think independently. Introductions to other faiths are suitably introduced through stories, such as the Hindu story of Rama and Sita. They recognise some distinctive features of different religions, such as those of the Jewish faith and the celebration of Pesach and the Christian celebration of Christmas, pupils effectively learn how symbolism is a significant part of any religion.
132. Throughout Year 3 to Year 6, pupils acquire new knowledge and understanding of the distinctive features of religious traditions. Year 3 pupils are beginning to understand the importance of christening and baptism to Christians. They make sound progress in understanding the symbolism connected to these events. Through quality discussion, Year 5 pupils share their personal perception of heroes, how they help others and the difference between right and wrong. By Year 6 pupils share mature and thoughtful ideas about feelings. They recognise elements of diversity and similarities in beliefs and values found in a number of religions. The different values

and beliefs of Christians, Muslims, Sikhs, Hindus and Buddhists are compared when considering the subject of death. Pupils have good understanding of the benefits and responsibilities of a community. They consider in depth the difficulties in setting up a Sikh community in the United Kingdom.

133. The quality of teaching is good. Teachers have good knowledge of the subject as demonstrated in quality discussions particularly at the end of both key stages. They plan good depth to the topics studied and make effective use of resources, including the video, to enhance pupils' learning. Good opportunities are given to pupils to reflect, consider and share their thoughts and ideas, helping them to develop and value others' beliefs, customs and points of view. Religious education makes a good contribution to pupils' moral and cultural development, as they are encouraged to learn about faith traditions, and gain insights into their ways of life and belief systems compared to their own. In the main, work is set to meet the ability of pupils. Teachers successfully involve all pupils in oral discussions and question and answer sessions.
134. The subject is well managed and led by an enthusiastic co-ordinator who supports teachers effectively. She ensures that knowledge, skills and understanding are developed throughout the school in line with the locally agreed syllabus. The budget is handled thoughtfully resulting in good quality resources that are used well. The co-ordinator wants this subject to be lively, interesting and realistic for pupils by extending the use of visits and visitors of different religions to the school. At present, teachers annotate their planning and with marking these inform future teaching and learning. Pupils' progress and attainment are not recorded in line with the criteria of the locally agreed syllabus.