

INSPECTION REPORT

**ST JOHN'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

Tunbridge Wells

LEA area: Kent

Unique reference number: 118611

Headteacher: Andrew Blundell

Reporting inspector: Raymond Jardine
7428

Dates of inspection: 14 – 17 July 2003

Inspection number: 247928

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Cunningham Road Tunbridge Wells Kent
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A J Wheeler
Date of previous inspection:	2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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7428	Raymond Jardine	Registered inspector	Science Social inclusion	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
19322	Judi Bedawi	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20614	Don Kimber	Team inspector	Mathematics Geography History	
11849	Mary Dornan	Team inspector	Music Religious education Special educational needs	
12997	Chris Cheong	Team inspector	Foundation stage Art	How good are the curricular and other opportunities offered to pupils?
10611	Martin James	Team inspector	Information and communication technology Physical education	
30705	Graham Stephens	Team inspector	English Design and technology	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a voluntary controlled Church of England primary school situated in Tunbridge Wells. With 652 boys and girls on roll, it is much larger than primary schools nationally. The great majority of pupils are of white UK heritage but a small number come from a range of minority ethnic backgrounds. Fifteen pupils do not have English as their first language but none is at an early stage of learning English. The range of pupils' social backgrounds is wide and 28 are entitled to free school meals (below the national average). There are currently 72 pupils on the register of special educational needs, below average. Of these, 25 receive additional help from outside agencies, including five that have a Statement of Special Educational Need. Their needs are mainly for speech and communication difficulties, autism, dyslexia and moderate learning difficulties. The great majority of pupils benefit from pre-school experience. Pupils' attainment on entry is broad ranging and about average.

HOW GOOD THE SCHOOL IS

This is a good school where pupils achieve well in most subjects and enjoy learning. They develop very positive attitudes and demonstrate initiative and responsibility within a secure and encouraging climate. The teaching is good; most lessons are stimulating and matched well to pupils' needs and capabilities because teachers and support staff work closely within teams. The headteacher provides very good leadership and direction and the school is well managed. It provides good value for money.

What the school does well

- Pupils achieve good standards in most subjects, including English, mathematics and science. Music standards are high.
- Close attention is given to pupils' personal development; relationships are very good. As a result, pupils are eager to learn, behave very well and are keen to take responsibility and initiative.
- Teachers challenge pupils through their questioning and the tasks provided, and pupils quickly acquire new knowledge, understanding and skills, especially those more able, gifted and talented.
- Pupils with special educational needs are assessed, monitored and supported very effectively by skilled teaching and support staff so that they progress well towards their targets.
- The curriculum is broad, relevant and enriched by many educational visits, visiting speakers and an excellent range of extra-curricular activities.
- Teachers work closely and enthusiastically within year group and subject teams to bring about further improvements.

What could be improved

- The provision for Foundation Stage children

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Since then, good progress has been made, especially on the issues for improvement identified in that report. The school is now on one site with some excellent new accommodation and facilities that the governing body was very influential in bringing about. The provision for information and communication technology is also much improved. Pupils' standards in English, design and technology, physical education, religious education and music have improved. Much of this improvement is due to the creation of management teams, including those for year groups and subjects, with considerable delegation of responsibility to them that has enabled staff to

work more closely on improvements and to provide support and guidance to colleagues. The school is well-placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	B	C
Mathematics	B	A	A	C
Science	A	B	B	C

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

In the 2002 national tests for eleven-year-olds, standards were above those nationally in English and science, and well-above in mathematics. Standards in all these subjects were in line with other schools that have similar socio-economic contexts but were above those whose standards at the age of seven were similar four years previously. A very good proportion of pupils achieved above the expected levels in these subjects. The school met its target for English and exceeded it for mathematics. Eleven-year-olds' standards have been consistently above or well above those nationally in recent years. There is no significant pattern of difference in the achievements of boys and girls in recent years. Seven-year-olds' standards in 2002 were above those nationally in reading, science and in mathematics, continuing the trend of recent years with some improvement in mathematics. However, writing standards dipped to be about average. Mathematics has improved in recent years. Boys at this age have tended to achieve a little better than girls compared to their respective standards nationally in reading and writing.

Inspection findings confirm that the above average standards of recent years are being maintained. Eleven-year-olds' standards are above those nationally in mathematics and science and well above in English. Seven-year-olds' standards in reading and mathematics are also above average. Writing has improved since last year amongst the more able pupils. Overall it is about average. Pupils with special educational needs make good progress towards the targets in their education plans and are supported very well in class. Those more able, gifted and talented achieve very well, especially in Years 5 and 6. There is no difference in the achievements of boys and girls seen during the inspection. Pupils achieve good standards in most other subjects. Their standards in information and communication technology are in line with those expected and in music they are high. Children in the Reception Year make satisfactory progress in all the six areas of learning for children of their age. Most achieve the goals for their learning by the end of the Reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, take a full part in the activities provided and persevere with challenging work.
Behaviour, in and out of classrooms	Very good. Pupils behave very well, both in class and around the school. There have been no exclusions in recent years.
Personal development and	Very good. Relationships are very good. Pupils have many opportunities

relationships	to show initiative and take responsibility and they respond well to them.
Attendance	Satisfactory. Most pupils arrive punctually and lessons begin promptly.

TEACHING AND LEARNING

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

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

Teaching and learning is mainly good and some is very good, especially in Years 3 to 6. The teaching of English and mathematics is good. The National Strategies for Literacy and Numeracy have been implemented and adapted effectively. Pupils are provided with many opportunities to apply and develop their basic skills across the curriculum. Lessons are interesting and most are well planned around clear objectives, although occasionally objectives are too broad to be helpful in focussing the lesson and reviewing what has been learned. Teachers use questioning very well to help pupils recall their learning, speculate and explain their reasoning. This helps develop pupils' thinking skills and makes them confident speakers. Teachers in Years 5 and 6 in particular have consistently high expectation of more able pupils that ensures they learn very well. Technical vocabulary is introduced well and procedures and tasks are clearly explained so that pupils have a clear understanding of what is expected. Relationships are very good and pupils are managed very well. As a result time is used productively for learning; pupils behave very well and sustain concentration throughout lessons. Teaching in the Reception Year is satisfactory; teachers have good subject knowledge and good ideas for activities but planning is sometimes inconsistent between classes.

Most lessons are planned well to meet pupils' needs. Teachers are well informed of pupils' capabilities and most use their assessments to adapt work appropriately, although this is not so successful in the Reception Year. Learning support assistants are very effective in supporting and guiding those pupils with special educational needs, both within class and in small groups. Homework is set regularly and appropriately extends the learning from lessons. Marking is regular and in the best examples, pupils are beginning to set their own targets based on their teachers' comments.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and includes a very good programme of personal, social and health education. Very good use is made of visits and visitors and there is an excellent range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Pupils' individual education plans are thorough and the provision managed well. Pupils with special educational needs are supported very well in lessons by skilled learning support assistants
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are fully integrated into lessons and activities and make good progress. Their progress is monitored by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good. Pupils' moral and social development is very good and their spiritual and cultural development are good. Pupils' personal development is central to the school's climate and ethos, enabling pupils

development	to respect and value others, take responsibility and behave very well.
How well the school cares for its pupils	Well. Child protection procedures and ensuring pupils' welfare are satisfactory. Teachers know their pupils very well and arrangements for their personal support and guidance are very good. Arrangements for assessing pupils and monitoring their progress are good and very good in English and mathematics.

The school does much to inform parents about school life and ways in which they can help their children to progress. As a result, parents make a very good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and direction for the school. Responsibilities are delegated effectively and in a way that encourages close teamwork, initiative and mutual support
How well the governors fulfil their responsibilities	Very well. The governing body is very influential in shaping the school's direction. Governors understand its strengths and weaknesses and are fully involved in monitoring key areas including priorities in the school's development plan.
The school's evaluation of its performance	Good. The school's evaluation of its work is systematic and inclusive of all staff and governors. Standards are compared with those nationally and action taken where necessary. The school's development plan contains appropriate priorities and strategies for improvement.
The strategic use of resources	Very good. The budget is very well managed and funds directed very effectively to school priorities, for example, to improve the quality of accommodation. Funding to support pupils with special educational needs is used well for its designated purpose.

The school's site is very attractive. New buildings have greatly improved the school's accommodation for some classes, although others for older pupils are cramped. There is an excellent hall and library. There are sufficient teachers and support staff; they are well-trained and work hard. Resources are good for most areas of the curriculum and especially for music. Staff are fully involved in school decisions and parents and other partners are consulted on what they want. The school compares its standards with national benchmarks and strives to improve them. It seeks good value in its purchases and overall, is implementing the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and behave well • The teaching is good • Children are expected to work hard and they make good progress • The school is helping children to mature • The school is well managed • Parents feel comfortable approaching the 	<ul style="list-style-type: none"> • Some parents would like the school to work more closely with them • More information should be provided about how their children are getting on

<p>school when they have concerns</p> <ul style="list-style-type: none"> • The range of extra-curricular activities provided is good 	
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Inspectors agree with parents' positive views about the school. However, inspectors think that the school works closely with parents and provides many opportunities for them to become involved. Parents are kept well-informed of their children's progress, both formally and informally but more information should be provided in written reports about what children need to do to improve. The school is making arrangements for such information to be provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most pupils have benefited from pre-school experience. Currently all children start school at the beginning of the autumn term of the year in which they are five years old. The youngest children do not attend full-time until the summer term and the next youngest attend full-time after Christmas. The pupils' socio-economic backgrounds are generally a little above average. While the range of attainment is wide in range, overall it is about average compared to that nationally for pupils of this age.
2. Children in the Foundation Stage make satisfactory progress in all the six areas of learning so that the majority meet or exceed the Early Learning Goals for children in their Reception year. There are strengths in children's speaking, acquisition of vocabulary and knowledge of number.
3. In the 2002 national tests for eleven-year-olds, standards were above those nationally in English and science, and well-above in mathematics. Standards in all these subjects were in line with other schools that have similar socio-economic contexts. However, they were above schools whose standards at the age of seven were similar four years previously. The school met its target for English and exceed it for mathematics last year. Eleven-year-olds' standards have been consistently above or well above those nationally in recent years. A very good proportion of pupils achieved above the expected levels in English and mathematics, and to a lesser extent, science. There is no significant pattern of difference in the achievements of boys and girls in recent years.
4. In 2002, seven-year-olds' standards were also above those nationally in reading, science and in mathematics, continuing the trend of recent years. However, writing standards dipped compared to previous years to about average. Writing standards were well below those of similar schools, mainly because very few pupils achieved above the expected level. The school has identified writing as a relative weakness and has been working to improve it over the past year. Reading and mathematics standards were in line with similar schools. Mathematics in particular has improved in recent years. Boys have tended to achieve a little better than girls compared to their respective standards nationally in reading and writing.
5. Inspection findings confirm that the good standards achieved in the past few years are being maintained across a broad range of subjects. Eleven-year-olds attain standards above those nationally in mathematics and science and well above in English and the school's targets for 2003 are likely to be met. A very good proportion of more able pupils exceed the expected standards in all these subjects. The current cohort of pupils in Year 6 was a little below average in their attainment at the age of seven four years ago. Their current standards demonstrate good achievement since then, especially in

English and for the more able, gifted and talented pupils. Seven-year-olds' standards are above average in speaking and listening, reading, mathematics and science and, taking account of their attainment on entry to Year 1, they make good progress in these subjects. Their standards in writing have improved since the previous year amongst the more able, and overall are broadly average. This improvement is due to early diagnosis and remedial action being taken by the English team.

6. The school has maintained good standards at a time of considerable staff changes in the past two years, particularly affecting classes for younger pupils. The good teamwork and mutual support provided by year group and subject teams, particularly to help staff new to the school, including a number of newly qualified teachers, has been a contributory factor. The school's good systems for monitoring pupils' achievements and comparing their standards has also ensured relative weaknesses such as some aspects of writing are addressed quickly and effectively.
7. Speaking and listening skills are above average by Year 2 and some well above by Year 6. Class discussions and group activities are used very well to develop pupils' skills, for example, when pupils discuss ideas with their 'response partners' before replying to questions in class discussions. Learning support assistants help those pupils with speech and communication difficulties to use newly acquired vocabulary and to talk about their learning. Reading skills are developed progressively so that by Year 6, many pupils read very well. Teachers often demonstrate reading with expression, emphasising punctuation to younger pupils so that they quickly acquire such skills. Pupils regularly use the excellent library and consequently their library skills are very good.
8. Writing standards by Year 2 for more able pupils have improved since the previous year. Overall standards are about average. Most use punctuation appropriately and attempt to join letters. Handwriting and spelling is regularly practised and is having a positive impact on standards. Year 2 pupils are learning to write for different audiences and purposes and the more able demonstrate features of different writing forms. More emphasis is being placed on it across the curriculum and this is beginning to make a difference. By Year 6, standards of writing are well above average. Older pupils become more competent and confident in their writing and for some their vocabulary is varied and interesting. For example, when presenting an argument to persuade, they take good account of intended readers.
9. Pupils acquire good numeracy skills as they move up the school. By Year 2, most pupils have a sound understanding of place value to 100, they understand simple fractions and find the difference between numbers by counting forward and back and solve number problems involving money. In later years, pupils progress well in their skills and learn to use formal written methods of calculation. By Year 6 most are proficient in all four basic operations, and many show higher skills by apply them to numbers with two decimal places and to fractions. They are competent at displaying data appropriately in line, bar and other presentational forms.
10. Pupils with special educational needs make good progress towards the targets in the education plans as a result of careful assessment of their needs, detailed and helpful education plans and very good support provided within class from teachers and their support assistants. Those relatively few pupils whose English is not their mother tongue are integrated into school life and class activities and make good progress similar to their peers. The proportions of boys and girls in each year vary considerably across the school but there was no significant difference in their achievements seen

during the inspection. Patterns in the achievements of different groups of pupils are looked for and analysed by the school in its reviews of standards.

11. Pupils generally achieve well throughout the school in many subjects, including art, geography, history, physical education religious education and design and technology. In music their standards are high. This is because pupils are provided with many opportunities to become involved in musical activities, through choirs, orchestra and individual tuition. The team leader and subject team are talented and very influential in raising standards and resources for music are very good. Gifted and talented pupils in particular are brought on through the excellent range of extra-curricular activities provided, for example, in music, chess and sports. Standards in information and communication technology (ICT) have improved substantially since the time of the last inspection when they were identified as a key weakness. Overall, they are now satisfactory and further improvement is likely because the quality of resources is currently being improved and gaps in provision addressed.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes to learning and enjoy school. Their behaviour is very good. The quality of relationships and pupils' personal development is very good. All these positive attributes have been maintained well, since the last report. Attendance, while satisfactory, has declined since the last inspection, when it was good.
13. Pupils have very good attitudes to their work and are eager to learn. They respond very well to their teachers' questions, particularly when asked to think about and build on their previous learning. The great majority of pupils move to written work quickly and settle very well with very good co-operation. All pupils concentrate hard, remaining interested, even when having difficulty grasping a new idea, such as the link between clockwise, anti-clockwise and right and left in a Year 3 numeracy lesson. Pupils readily ask for help when needed so that they can continue working with increased independence. Boys and girls show equal enthusiasm for learning, they are curious and want to know more. They show much enjoyment when asked to share their work during the lesson. The strong school focus on responsibility and encouraging study skills enables pupils to discover and learn for themselves. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. By the end of year 6, pupils are very confident and well able to plan their own learning. They use the very good research facilities of the library or laptops to access learning programs and further information, often in their own free time.
14. Pupils' behaviour is very good. In lessons the pupils rarely misbehave. They know that they are expected to learn and to always do their best. Their teacher's approval is important to them. They feel that they are treated fairly and like the House system. However, in a small number of lessons, more often involving younger pupils, they become restless and concentration drops where introductions are too long. The pupils respond well to requests for improvement. During the inspection, the weather was extremely humid. Despite the uncomfortable learning conditions, the hot and often tired pupils behaved positively, remaining good-natured and doing their best to listen and learn. At play pupils' behaviour continues to be very good. They are kind and considerate to those around them and behave sensibly with a strong sense of community. Pupils respect each other's rights. They do not feel that issues like bullying are a major issue for them, because staff deal with any incidents quickly. No inappropriate behaviour of any kind was noted during inspection. There have been no exclusions.

15. The quality of pupil relationships with all in the school community, together with their personal development and awareness, are very good, contributing much to the positive learning that takes place. From the time that pupils enter the school, they are part of a community based on strong positive principles, such as respect, responsibility, trust and honesty. Every pupil is valued; this enables them to develop into responsible, mature young people. They are well able to make their own decisions, becoming confident in their abilities and knowing that they can succeed in many different ways, not just academically. Pupil relationships are extremely positive. They like each other and have very good relationships with their teachers and other adults in the school. Pupils appreciate the attention given to them; there is a strong bond of mutual respect and trust. The pupils learn well from the positive relationships they see between staff. There is very good social and racial harmony. Pupils from different backgrounds, minority ethnic groups and ages, mix happily forming strong friendships. Pupils have a strong sense of fairness and treat each other equally, ensuring that no one is *'left out'*. Support is readily offered to any pupil needing help, or a friend. The school council has a strong and lively voice. Pupils from Years 2 to 6 meet regularly, led by the headteacher, to discuss issues that concern them. Older pupils listen carefully, valuing the opinions of younger pupils. There is an impressive report about the quality of the toilets in the old building. Pupils have just voted to trial a rota system for lunchtime football; it will be assessed in due course. The council decided on the charity to support and pupils throughout the school have raised a magnificent £2,128 for *'Save the Children'*. Pupils are very successful at organising events and securing funds. They relish any responsibility and offer assistance if it is needed, taking duties (such as distributing the laptop computers) seriously.
16. Pupil attendance is satisfactory, but has declined since the last inspection, when it was good. The main reason for the decline is holidays taken by families, most evident in the early autumn and late summer, although records for this year suggest attendance is improving again. The great majority of pupils are punctual; a small number of pupils arrive late for lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The overall quality of teaching and learning is mainly good and there is almost no unsatisfactory teaching. It is good in the infant and junior classes and there is some, particularly in Years 3 to 6, that is very good or excellent. Over two thirds of the lessons in the infant classes are good or better and over four fifths in the junior classes. Teaching in the Foundation Stage varies in quality and is mainly satisfactory.
18. Teachers are enthusiastic and work very well with support staff and other colleagues. The headteacher has established subject leadership and year group teams that do much to promote mutual support in the planning, delivery and monitoring of teaching and learning. Teachers' relationships with pupils are very good and they are managed well. As a result, pupils show sustained interest and concentration in lessons and behave very well, especially in the junior classes. Praise is also used effectively as observed when a learning support assistant, working with a pupil with special educational needs, used a combination of encouragement, high expectations and praise to successfully practise and develop his handwriting skills.
19. National strategies for the teaching of literacy and numeracy are well established and teachers' knowledge and understanding in these key subjects and also science and music is good. Teachers explore opportunities for pupils to apply the skills they are taught across the curriculum. For example, in Year 6 they write letters applying for the position of a servant in a Victorian household, key vocabulary is highlighted in a science

- lesson on habitats in Year 2 and word problems involving maps and distances are solved in a Year 6 mathematics lesson. Basic skills such as handwriting and spelling are taught consistently and well throughout the school and pupils develop good work habits, especially in the junior classes, where they are encouraged to draft, review and improve written work before making final copies. ICT is generally used well to support pupils' learning in lessons although the reliability of some of the older equipment has undermined the school's effort to improve its use. The school has recently purchased new computers to resolve this problem.
20. The quality of teaching for the Foundation Stage is mainly satisfactory, with some good and very good teaching. Teaching assistants also make a satisfactory and sometimes good contribution to children's learning. Teachers use the Early Learning Goals appropriately to plan for work with children of this age group, although there is little reference to the "stepping stones" in children's learning, the nationally-suggested incremental stages. Teachers' subject knowledge is good. They have good ideas for activities for children to do in order to learn. However, they tend to plan and make resources separately and there is duplication of effort and too little departmental consistency in teaching methods, for example, of phonics and writing. Lessons are planned satisfactorily around suitable learning objectives. In the better lessons, expectations and teachers' questioning are good and pupils are managed well so that they sustain concentration. In the weaker lessons, plans lack sufficient detail of ways that the lesson can be adjusted to meet the needs of individual learners and as a result, the more able pupils are sometimes not extended as much as they could be. Occasionally, for example, in physical education, pupils' behaviour and attention is not managed well enough to maintain the pace of learning.
 21. Lessons throughout the school are generally planned well; learning objectives are clear and shared with pupils. Teachers often work hard to capture and stimulate pupils' interest, as occurred in Year 5 in an excellent cross-curricular music lesson observed, when pupils dressed in Tudor costume as part of their 'Tudor Day.' The musicians played 'Greensleeves' and then groups performed and evaluated each other's Tudor dances. Throughout the lesson, the teacher built very well on the pupils' existing knowledge and understanding of music, history and dance sharing her knowledge and enthusiasm with the pupils. Lessons often proceed at a brisk pace and pupils are focussed and engaged throughout. However, learning objectives are sometimes too broad to help focus the lesson as sometimes occurs in the infant classes and especially in literacy lessons that focus on writing. This makes it more difficult to teach with rigour and to review with pupils what has been learned.
 22. Teachers are skilled at asking questions that encourage pupils to reflect, explain and justify. This helps develop pupils' thinking skills as well as their speaking and listening. Teachers carefully introduce and use the correct technical vocabulary within subjects and this enables pupils to discuss subjects accurately and succinctly. Tasks are challenging and explained well and teachers also frequently demonstrate procedures and tasks ensuring that pupils have a clear understanding of the work to be undertaken. In a Year 6 mathematics lesson, the teacher solved several word problems with the class ensuring that all understood the method before they practiced and consolidated the procedures on their own. This approach is further supported by the way in which pupils are encouraged to work with response partners giving all pupils, irrespective of ability, the opportunity to discuss how problems might be solved and helping them to undertake tasks set with confidence and enthusiasm.
 23. In most lessons teachers match work well to pupils needs. They monitor pupils' progress well and use this information effectively to plan work to meet the needs of individuals, for example, those from minority ethnic groups. Teachers work in close

collaboration with learning support assistants to ensure that pupils, often those with special educational needs, are supported and guided effectively and play a full part in lessons. Pupils are clear about their targets and teachers, teaching assistants and learning support assistants make regular assessments to monitor their progress. Detailed information about pupils' progress is logged so that all staff involved in providing for the particular needs of individual pupils can work closely together. Consistently high expectations of more able pupils and challenging tasks in Years 5 and 6 also ensure that these pupils achieve very well in their final two years.

24. All work is marked and teachers' comments are having a positive impact on pupils' learning especially in pupils' English books. Some older pupils are also beginning to set their own targets based on the teachers' comments. This is very good practice. Homework is set regularly and appropriately. For example, in Year 3, a lesson in which pupils wrote letters to their favourite authors, was very well supported and resourced because the majority of pupils had brought research into school, much taken from the Internet, that supported their learning well.

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

25. The quality and range of learning opportunities is very good. The school provides a good curriculum for its pupils, and this is enriched and enhanced by an excellent range of activities, including visits and visitors as well as extra-curricular experiences. This is an improvement on the curriculum at the time of the last inspection.
26. The curriculum for the Foundation Stage is satisfactory. Visits are used well to enhance learning. It covers the appropriate areas of the curriculum and links with the requirements of the "early learning goals", but little reference is made to the "stepping stones", the developmental steps that form the curriculum for this age group. The nationally-recommended curriculum forms a common basis for planning. However, teachers tend to plan from it individually and this results in a lack of cohesion and common approaches in the system.
27. In Years 1 to 6, the statutory requirements for the curriculum are fully met in respect of the National Curriculum and religious education. The curriculum for religious education is in line with the locally agreed syllabus. The school has a broad, relevant and well-balanced curriculum. It provides a very good focus on the basic skills of literacy and numeracy and, as a result of this, pupils attain well at the end of their time in the school. The National Numeracy Strategy is implemented well and the National Literacy Strategy very well. The whole curriculum is very well planned with many connecting threads, so that cross-curricular themes are used very well. The curriculum for ICT successfully enables pupils to acquire the necessary basic skills and they apply them appropriately in most subjects. Data-loggers are not yet used in science investigations but are planned for when new resources currently on order arrive and training is provided.
28. The school provides very effectively for pupils' personal education, including health, sex, and drug misuse. Each age group takes part weekly in a very well thought-out series of lessons that cover these important areas; for instance, the dangers of drug taking being highlighted and discussed sensibly by Year 6 as the follow-up from a visiting drama group. In Year 1, pupils review the year and discuss the challenges that a change of class and teacher will bring. Some good references are also made in physical education to the importance of exercise and healthy life styles. The school has a school council that includes the election of pupil representatives. This enables pupils to begin to understand the nature and demands of citizenship and to contribute their views about the running of the school.

29. Provision for pupils with special educational needs is very good, including those pupils with a Statement of Special Educational Need. This provision is a strength of the school. The policy for special educational needs has been reviewed and updated to meet the New Code of Practice for Special Educational Needs and all staff have received training. The quality of targets on individual education plans for pupils with specific learning difficulties is very good. Target and achievement criteria are clearly identified on these plans and evaluated termly by staff and reviewed with parents. Expert advice from outside agencies is sought where necessary. Pupils with special educational needs make good progress towards meeting their individual learning targets and are fully involved in class activities. This was evident in a cross curricular Greek drama where pupils were skilfully helped in reading challenging text by their learning support assistants.
30. A real strength of the school's provision is that for extra-curricular activities. This is excellent. The richness of the whole curriculum is greatly increased by the excellent provision of out-of-school clubs and activities. There is a very wide range of clubs and over half of the school population are involved in at least one. With the very high standard being achieved in clubs such as the orchestra and the boys' choir, the clubs form a very strong part of the school's provision and encourage those who are gifted and talented to excel.
31. The school provides an extremely wide range of visitors into the school for pupils of all ages and covering all areas of the curriculum. Provision ranges from a visitor bringing artefacts from the Tunbridge Wells Museum for the reception classes to environmentalists, demonstrators of musical instruments and *Aelfic* the 'Anglo Saxon' higher up the school. The school also provides an excellent programme of educational visits including opportunities for two residential visits in Years 5 and 6. All visits strongly support pupils' knowledge and understanding of the curriculum, as well as helping to capture their interest and enthusiasm. They include visits to museums and castles and well as sporting trips such as skiing and sailing.
32. The school's links with its community are very good. The community contributes very well to pupils' learning through fundraising for specific targets in school as well as pupils raising funds for outside charities. The local church contributes to assemblies and two ex-pupils help to run a bible club in the school. Tunbridge Wells Business Partnership, a group of local companies, provides contact and support from the locality. Recent involvement has included Year 5 pupils attending a "Mad Materials" science show in conjunction with a local business.
33. The overall provision for the pupils' spiritual, moral, social and cultural development is very good. There are particular strengths in the very good provision for their moral and social development which result in very good behaviour and attitudes to school and to each other.
34. The provision for pupils' spiritual development is good. Pupils are valued as individuals by all adults, and they are encouraged to share their own ideas and thoughts. Daily acts of worship and class assemblies provide time for thinking about themes that promote feelings and imagination. In a Year 5 class assembly, pupils were encouraged to challenge greed and self-interest, and to develop a sense of empathy and compassion to help those who are poor and in need. Grace is said in many classrooms before going to lunch. Pupils are immediately quiet and attentive at the end of a busy morning to listen or to join in saying the 'Grace' together. Topics in religious education also enable pupils to gain knowledge and insights into the beliefs of other faith traditions.

35. The provision for pupil's moral development is very good. Class rules are discussed, and pupils respond increasingly well to the school's high expectations of conduct and respect for others as they mature. Many pupils show their considerate nature in the way in which they initiate and support a wide range of fund raising ventures in school. Some efforts by individuals raised two or three pounds for a good cause and are recorded in the school newsletter. Pupils from Years 3 to 6 raised £1,500 to support two local hospital wards in 2001/2. Through South African music, pupils are made aware of and explore issues such as 'apartheid'. In history, topics such as 'colonisation and slavery' in Year 5, and, in geography, questions relating to the use and misuse of the environment in Year 6, help pupils to develop a sense of their own principles, and to express their views on ethical issues.
36. The provision for pupils' social development is very good, and all pupils are well supported. Teachers clearly demonstrate their respect for pupils, and encourage them to form constructive relationships, and work together collaboratively. Drama, musical activities, role-play, and frequent working together in pairs in the classroom illustrate this. Pupils undertake responsibilities willingly. The school council members are drawn from each class from Year 2 upwards. Many other types of responsibility are undertaken, including library monitors, looking after the lap-top computers and various monitors' jobs in classrooms. Pupils, through the school council, decide the school charity for the year. This teaches pupils about their responsibility to others in the wider community. Their social development is further developed through involvement in musical activities, after school clubs, and residential and other visits. Older pupils display self-confidence and reliability, show respect for others, and relate very well to other people.
37. The provision for pupils' cultural development is good. Pupils' appreciation of their own cultural traditions is sharpened through work in areas such as history, English and music. The work, and experiences, of Year 5 pupils on the Tudors demonstrates this very well. Many pupils are also involved in the school's orchestra and choirs. Pupils are also helped to appreciate cultural diversity in other settings, such as the study of St. Lucia (geography) and related stories by Malorie Anderson (English). Religious education provides pupils with insights into faith traditions. African songs and Aztec painting enrich pupils' multi-cultural awareness. There is also a 'Roots and Shoots' display, featuring 16 families in school, that helps widen pupils' cultural awareness. The school's success in promoting cultural awareness was shown in talking with Year 6 pupils about their study of Mexican village life in their geography. Discussion included life in the 'third world' cities, with central tarmac roads and unplanned shanty towns; small towns with dirt roads and 'poor' housing. One boy observed: 'They have their traditions that are different to ours, but are just as happy'. A girl then responded: 'Yes, they have their own culture, with bull fighting, which we are against. But we have fox hunting and they probably think that is just as cruel'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Overall, the provision for pupils' care and welfare is good. The personal and educational guidance offered to pupils is very good. The staff, through their positive relationships with pupils, has come to understand them very well. Teachers work closely and successfully with their learning support assistants, as a combined team, offering individual help that enables pupils of all abilities and aptitudes to make good progress, personally and academically. This support is often offered on an informal one-to-one basis. Pupils respond very well to the interest that teachers show in their progress. Whole staff weekly meetings are held, highlighting any pupils with difficulties or

experiencing changes of mood or circumstance, so that sensitive support can be provided.

39. The monitoring of behaviour and the prevention of bullying is good. The school has positive behaviour related policies, based on family style values, such as respect for others. These values are successfully reflected in school. Pupils like the reward and House systems; they particularly enjoy being included in the Deputy Heads' *'Merit Book'* for mention in assembly. Pupils feel they are treated with respect. The school has no pupils requiring support through behaviour plans at the moment, but there is good practice in informing parents of more minor misbehaviour, through the home reading book records. Harassment including bullying and racism are not tolerated, pupils are encouraged to *'tell'*, if they have any difficulties. The school has not had cause to record any racist incidents in its record book.
40. Attendance monitoring is satisfactory. Registers and attendance monitoring systems are computerised. Up-to-date records are kept, of pupils who arrive late or those who leave during the day, perhaps for medical or dental appointments, or because they are unwell. Phone calls are made regarding any unexpected absence. A small number of pupils across the school arrive very late for reasons that include oversleeping, or going on shopping trips. These late pupils do not necessarily receive an *'unauthorised late'* mark in the registers.
41. The monitoring of pupils' personal development is very good. The school helps its pupils achieve and realise their emerging potential for success, whilst they become confident and happy individuals. Pupils are very well supported in developing interests and talents and in being introduced to new skills and experiences. The raising of their self esteem has a high priority, as does the need to remove any potential barriers to learning, whenever possible. A very good example was seen, in a cross-curricular performance of Year 5 Tudor Dance when all pupils, including boys and pupils with special educational needs, gave an excellent final performance that combined dance and music making, really bringing Tudor history alive. Teachers and support staff often provide high quality informal support to pupils, who readily accept their advice. The personal, social and health education programme offers pupils more opportunities to learn, for example, about life beyond their immediate community; Year 1 pupils were able to talk very sensibly about charity fundraising for other countries.
42. Child protection procedures are satisfactory. There is a trained designated person and the whole staff has had recent training. The school uses the appropriate guidance in the Kent Child Protection Policy. The school does have a few children in public care or looked after; appropriate personal plans are in place for them. The school maintains initial concerns notes; this is good practice, but the system for monitoring the notes needs developing further. Sensitive records are properly kept with restricted access. The school can get supportive informal advice, for example, from the local authority, before moving towards referral.
43. Arrangements for health and safety are satisfactory. The school has qualified first aiders and minor accidents are appropriately recorded. Required tests and checks take place. Risk assessment for outside trips is very thorough, however school based procedures are not so comprehensive; a few issues relating to health and safety checks brought to the school's attention have been acted on. The school is rightly concerned about risk to children from cars arriving to drop off and collect children at the beginning and end of the school day and has put in place very clear guidance for parents. Even so, the school is working hard to ensure adherence to these rules but concerns remain.

44. Overall procedures for assessing pupils' attainment and progress are good. In English and mathematics they are very good. They have improved significantly since the time of the school's last inspection as a result of developments undertaken by the staff team responsible. The use made of information gained from these procedures is good. In the core subjects of English, mathematics and science, assessments are undertaken at the end of suitable topics of work, and teachers keep detailed records of their pupils' attainments. This assessment information is used effectively to ensure that pupils are provided with work that is suited to their particular needs. Particularly good use is made of assessments in English and mathematics in Years 4, 5 and 6, to place pupils in appropriate sets and groups for lessons and to ensure work is appropriately demanding.
45. Procedures for monitoring pupils' progress through the school, especially in English, mathematics and science, are good. The school retains considerable evidence about pupils' attainment, from its own wide-ranging procedures, as well as from national tests. This information is used to set targets for pupils in English and mathematics, review their progress and to look for patterns; by gender, capability and for those whose English is not their mother tongue. In other subjects assessment procedures are satisfactory. Assessment opportunities are listed in teachers' planning, and suitable activities are undertaken to test pupils' present knowledge and understanding relating to key skills. Records are kept to exemplify pupils' attainment and to illustrate their progress.
46. Pupils with special educational needs are assessed very well. Their detailed and very specific individual education plans are fully implemented in the classroom. They are clear and give attainable learning targets that are regularly reviewed and modified accordingly. The school encourages close liaison with parents of pupils with special educational needs and they are fully involved in reviews of their children's progress.
47. Assessment and record keeping systems are satisfactory in the Foundation Stage. A department-wide system for the assessment and recording of children's progress is being developed. Assessment is undertaken at the start of the year and this is built upon as the year progresses. However, to date this has been insufficiently used to ensure that each child is provided with the right level of work; the correct "stepping stone". The management team has started to use the new format of record keeping for individual children well. This is providing the school with information about overall progress of groups of pupils in order to compare their progress year-on-year or between groups of children such as boys and girls. Currently there is no department-wide target-setting system for individuals or groups of children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has a good partnership with its parents and carers. Parental involvement in school life is very good and the support of the Parents' Association is excellent. The quality of information provided to parents is good. Parents make a very good contribution to their children's learning, and have good opinions of the school.
49. The school has a good partnership with parents and works well to maintain and develop the relationship. Arrangements for starting school are good and, as a result, most children settle in to school life quickly. Parents receive a warm welcome when they visit and staff do their best to ensure that any queries or requests are met as far as is possible. The school understands and values the part parents play in their children's education, regularly consulting them. For example, homework was reviewed in response to parental opinion. Communication with parents is good.

50. Parental involvement in the daily life and work of the school is very good. A great many parents offer regular help. Each class has a parent representative who communicates with other parents. In addition, the majority of classes have a good number of parents willing to volunteer their time and skills. Many of the extra-curricular clubs, including football, table tennis and the gardening club, rely on parental support. The school is always keen to recruit more or new parents, particularly to develop more opportunities for younger pupils. Parents become very involved in specialist activity weeks, a good number go on residential trips and many help on school visits. If the school needs help, parents quickly '*rally round*'.
51. The impressive work and the fundraising secured by the very dedicated Parents' Association, a registered charity, are excellent. Many events are organised throughout the year and are extremely well supported by parents. The main fundraisers are the Christmas and summer fairs, but other events are also very successful. The generosity of parents resulted in the '*Auction of Promises*', raising £4,500. New parents and ideas are welcomed, for instance a children's fashion show is being considered. Social events such as Discos are organised for pupils and adults. Over the last two years parents have raised £42,000 in total, an amazing amount. They are providing substantial funding that has a very positive impact on pupils' learning opportunities. The association bought equipment for the Foundation Stage and infant classes, funded the library and are justifiably proud of the newly developed music room.
52. Parents receive good quality information from the school. Newsletters are regular and very informative, especially about the curriculum, homework expectations and guidance and details of school events. The prospectus meets requirements and is particularly helpful for new parents. The annual governors' report is also informative. Parents are very pleased with the way that they can see staff informally to discuss their children's progress in addition to the three formal progress meetings. However, some parents express concerns about written reports. Inspectors judge that reports meet requirements and provide much detail about what has been taught with good information about what pupils can do. However, reports are less consistent about the '*next steps*' needed to enable pupils to improve and make further progress. Some of the reports provide a good indication of areas needing development, but many do not and there is presently no space for pupil or parental comments. The school is aware of the shortcomings in current reports and plans to develop them further during next year, so that targets provided in school work are properly reflected in them.
53. The contribution parents make to their children's learning is very good. Parents are very aware and keenly interested in supporting their children. They want the very best for them. Parents support the school very well by doing all that they can to help their children. Active help is given to support school projects and topics. For example, parents made some stunning Greek and Tudor costumes, for end of year performances. Most are pleased with the good homework provision, encouraging their children by hearing reading regularly or helping them to undertake research. Communication between school and home is very good with positive two-way communication through the reading record books. Attendance at education based meetings and school events are high.
54. Overall, parental views of the school are good. Parents are really pleased with the progress that their children make, knowing that they are happy. They like the staff approachability. Inspectors agree with all the positive points raised by parents and partly agree with the concerns about information in pupils' reports. However, they disagree that the school is not working closely enough with parents, or with the small

minority who have concerns about homework. Parents have much to celebrate in their school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school's leadership and management are good. Essential procedures and functions are covered well by three teams; school organisation; teaching and learning and inclusion. Each of these teams has clear roles and responsibilities and is led by a member of the senior management team. Day-to-day management and the school's systems are managed effectively by the school organisation team. The inclusion team, led by the special educational needs co-ordinator, has last year updated the school's inclusion policy, including its provision for promoting racial tolerance and harmony and it is monitoring its impact. Access around the school for disabled people has been reviewed and an action plan to address the few issues raised is in place. Pupils' progress in relation to targets for their achievement are monitored and analysed, including the progress of pupils of different capabilities and those who's English is not their mother tongue. The school also rigorously analyses its standards in relation to a range of national benchmarks and reports these fully to the staff and governing body. Patterns in these analyses are acted on; a fall in the proportion of pupils in Year 2 achieving above the expected level in their writing led to a strategy for improvement within the current school development plan. Overall, the school's aims and values, focussed on social inclusion, maintaining a secure and well disciplined learning environment, close partnership with parents and academic and personal achievement, are reflected very well in its work.
56. The headteacher provides very good leadership and direction for the school and has been very successful in promoting close teamwork and mutual support throughout the staff. Staff, governors and parents have been consulted and involved in evaluating the school's educational provision and a clear and wide ranging framework for reviewing its performance is well-established. Teaching is monitored and supported both formally to appraise teachers' performance and where teachers request support to help them improve in an area they have identified. Subject and year group teams are involved as well as the senior management team. One consequence of this good provision is that the relatively high numbers of new and newly qualified teachers over the last two years have been well supported by colleagues. The school's development plan is detailed and very well founded as a result of the rigorous and inclusive evaluation of the school's performance. It provides a good basis for further improvement.
57. The school has established teams both for year groups and for each subject. Subject teams may include four or five teachers from different year groups. These teams are very effective in promoting good teamwork. Teachers are enthusiastic and most teams are led very well. The National Strategies for both Literacy and Numeracy have been implemented and adapted well. Curriculum teams regularly review pupils' work in books to establish what is working and what is not. In addition, in English, mathematics and science, patterns in their assessments are centrally retained and analysed to guide their team's planning and focus for improvement. Each team is expected to evaluate its performance and include this with its proposed actions for improvement in the school's development plan. These arrangements are very well developed in most areas but need developing further for the Foundation Stage curriculum where common approaches and practice have yet to be established in areas such as short-term planning, the teaching of handwriting, phonics and writing.
58. The leadership and management of special educational needs, has improved since the last inspection and is now very good. Teachers and learning support assistants are

very well supported by the special educational needs co-ordinator. The co-ordinator is in regular contact with concerned external agencies via the Local Education Authority, such as the Cognition and Learning Service, Communication and Interaction Service and Attendance and Behaviour Service. Early contact is made with parents as soon as concerns are noted about their children and parents are involved at all stages of the Code of Practice. The special educational needs governor meets with the special educational co-ordinator on a regular basis.

59. The governing body is very effective in carrying out its statutory duties. Governors are very well informed of the school's strengths and weaknesses. They receive regular reports from the headteacher, especially about standards. Governors also visit regularly and focus these visits on key areas of the school's provision identified in its development plan. They monitor the school's actions on relative weaknesses and hold it to account. For example, one governor visited and reported back to the governing body the progress being made on improving pupils' writing. Governors are also centrally involved in shaping the school's development. For example, in addressing the key issues identified at the time of the last inspection, a project board drawn from parents with the relevant expertise was assembled to manage the building of new accommodation and bring the school onto a single site. The original plans provided by the local education authority were changed to a higher specification; the project board evaluated several building designs and tenders and successfully secured additional funds to cover the extra costs involved. The new building is excellent for which the governors are justly proud.
60. Resources are directed very well to school priorities. For example, extra-spending to address key weaknesses in ICT provision identified at the time of the last inspection have been very effective in bringing about improvements. The school's budget is closely monitored by the finance committee; financial controls are very good and the budget managed very well by the bursar. Recent auditing reports by the local education authority show controls fully in place with minor recommendations fully implemented. A system of bidding for funds by curriculum teams, focussed on priorities in the school's development plan, helps the governors to direct resources to appropriate areas. Resources to support pupils with special educational needs are added to from the school's budget and used appropriately. Governors plan strategically for contingencies, for example, they pay due regard to the likely impact of local demographic changes. The school's relatively high financial carry-forward into the 2002/3 budget was due to accumulated and ear-marked funds to pay for the additional costs of the school's new building. The carry-over into this financial year and forecast for next is at appropriate levels of about four percent.
61. The principles of best value are being implemented very well. Staff, governors and parents are fully consulted about important aspects of the school's development. The school rigorously evaluates its standards and strives to bring about further improvement by challenging the quality of its work. This shared commitment to further improvement pervades staff within curriculum teams and the governors as well as the senior management team and is effective. The school is also adept at seeking good value for money in major purchases. Pupils achieve well in relation to their attainment on entry to the school in a broad range of subjects. The curriculum includes some very good features and the teaching is good. When the additional cumulated funds to pay for the new building carried forward from 2002 is taken account of, typical spending per pupil is about average. Overall, the school is providing good value for money.
62. Arrangements for monitoring and supporting teaching staff's performance are well-developed and linked to school priorities, including those for the headteacher and senior

managers. A strong feature is that objectives set for individual teachers reflect a shared responsibility for achieving success. Teachers are given developmental feedback on their teaching and their progress is reviewed by team leaders. The school plans to extend the arrangements to learning support assistants and other support staff. Good procedures are in place to support staff new to the school and those who are newly qualified so that they settle quickly and confidently.

63. Teachers and support staff are well qualified and trained, with a good spread of expertise to meet curricular demands. The learning support assistants are valued as key players in helping raise standards and they work as a co-ordinated team. They are encouraged to develop their own skills and there is a commitment to life-long learning throughout the school. Teachers disseminate their learning from courses to relevant staff and the quality of training providers is evaluated to help guide future spending. Secretarial support staff are very experienced and skilled in managing the school's systems and records efficiently and provide a welcoming first point of contact to parents and other visitors.
64. The overall quality of the accommodation is very good, and it contributes much to the quality of pupils' education. This is a very significant improvement since the time of the previous inspection, especially for the pupils in the infants and reception, where the previous accommodation was poor and on a separate site. The school site is now very attractive, with pleasant play areas provided for the benefit of the pupils, and spacious playing-fields available. Although some of the classrooms are rather small for the numbers of pupils present, the majority are bright and airy, with plenty of room for pupils to carry out a range of activities, both within the classrooms themselves, and in communal areas. The music room and the special educational needs room are most pleasant places in which pupils can work. The library is an outstanding feature that is used and enjoyed by everyone. A large and well appointed hall can be used for whole-school activities, or divided into two self-contained areas for class activities. The accommodation is also enhanced by a climbing wall that is an integral part of the building. Colourful and thoughtful displays of pupils' work further enhance the quality of the working environment.
65. The overall provision of learning resources is good, particularly for design and technology, music, physical education and for pupils with special educational needs. The stock of books in the library is very good. Resources are generally of good quality, suitable and relevant to the needs of the pupils and neatly and carefully stored. Resources are accessible to staff, and, where appropriate, pupils, and they are put to good use. They successfully enhance most aspects of the curriculum. The current stock of computers is good in number, although some have become unreliable, resulting in some frustration on the part of both staff and pupils. However, the school has very recently taken delivery of new computers to address these difficulties.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To raise standards further, the headteacher, staff and governors should develop the provision for the Foundation Stage by (paragraphs *that refer to the actions below are in brackets*):
 1. Putting in place common approaches and teaching methods in key areas, for example, handwriting, writing and the teaching of phonics (20, 26, 57, 70, 73, 76,)
 2. Setting high expectations and targets for children's achievements and monitoring their progress and the quality of their education (20, 26, 47, 76).

3. Improving the provision for outdoor education (69, 82)
67. Minor issues the governors may wish to take account of:
- Continue to improve pupils' writing in Years 1 and 2 (8, 21, 93)
 - Introduce data-logging into science investigations (27, 108, 136)
(these are current priorities in the school's development plan)
 - Improve the system by which initial concern notes are monitored as part of the Child Protection Policy (42)
 - Provide more information in written reports of what next steps pupils need to take to improve (52).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	56	22	1	0	0
Percentage	2	17	57	22	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	652
Number of full-time pupils known to be eligible for free school meals	-	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register	-	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

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	25

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	37	44	81

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	35	34
	Girls	42	41	43
	Total	77	76	77
Percentage of pupils at NC level 2 or above	School	95 (93)	94 (95)	95 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	34	36
	Girls	41	42	42
	Total	76	76	78
Percentage of pupils at NC level 2 or above	School	94 (90)	94 (94)	96 (93)
	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	46	49	95

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	40	42
	Girls	44	39	46
	Total	81	79	88
Percentage of pupils at NC level 4 or above	School	85 (83)	83 (80)	93 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	38	37
	Girls	44	38	41
	Total	83	76	78
Percentage of pupils at NC level 4 or above	School	87 (79)	80 (84)	82 (83)
	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	549	0	0
White – Irish	0	0	0
White – any other White background	21	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	61	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)	24.8
Number of pupils per qualified teacher	26.2:1
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	333

FTE means full-time equivalent.

Financial information

Financial year	2002 - 3
	£
Total income	1,547,546
Total expenditure	1,680,728
Expenditure per pupil	2,638
Balance brought forward from previous year	197,833
Balance carried forward to next year	64,651

Recruitment of teachers

Number of teachers who left the school during the last two years	11.4
Number of teachers appointed to the school during the last two years	11.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	508
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	49	43	5	1	2
Behaviour in the school is good.	37	58	4	0	1
My child gets the right amount of work to do at home.	26	57	12	3	3
The teaching is good.	51	43	2	1	3
I am kept well informed about how my child is getting on.	30	44	23	2	1
I would feel comfortable about approaching the school with questions or a problem.	49	40	8	1	1
The school expects my child to work hard and achieve his or her best.	53	41	3	0	3
The school works closely with parents.	26	49	20	4	1
The school is well led and managed.	57	39	3	0	1
The school is helping my child become mature and responsible.	49	41	5	1	5
The school provides an interesting range of activities outside lessons.	51	32	10	1	6

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

68. The education children receive in the Foundation Stage is satisfactory. This is similar to the findings of the last inspection. Teaching is satisfactory with some good and very good features. Children start school with levels of attainment in line with that found generally, but with wide variation from child to child. The school's beginning-of-year assessments show this clearly. Children make steady progress in reaching the Early Learning Goals, the targets for pupils in this age group, by the time they reach the end of their Reception Year. Consequently, when they move into Year 1, the majority of children have made satisfactory progress in the subjects of personal, social and emotional development; communication, language and literacy; mathematical development; creative development; knowledge and understanding of the world and physical development. In vocabulary work and speaking they make better progress than average, as they do within the parts of the curriculum for mathematics to do with number. This is due to good teaching in these areas of the curriculum. Children with special educational need progress at a rate similar to their classmates as do gifted and talented children.
69. A key issue from the last inspection was to improve accommodation for the Foundation Stage. This has been achieved most successfully in terms of buildings but remains to be achieved with regard to provision for outdoor education.
70. The adult teams, teachers, learning support assistants and parent helpers working in the reception classes, provide a happy environment for children in their first year of schooling where the needs of all children, including those with special educational needs, are met satisfactorily. Currently all children start school at the beginning of the Autumn term, but the youngest children do not attend full-time until the summer term and the next youngest attend full-time after Christmas. On admission, these cohorts are put in separate classes, keeping the youngest children together and curricula, priorities and methods have evolved separately for these classes.

Personal, social and emotional development

71. Children enter the school year with skills in personal and social development in line with expected standards. By the time they leave the reception classes they have improved their skills and made satisfactory progress, and the majority achieve the early learning goal in this area.
72. Children are helped to develop positive attitudes to learning satisfactorily. They settle quickly to the wide range of interesting tasks provided for them. They demonstrate satisfactory level of independence; for example, in working out on the verandas and in personal hygiene. The teaching team promote children's personal development satisfactorily by ensuring that some equipment and resources are labelled and easily accessible for children to get out and put away themselves. However, children are usually required to select toys and activities from a range provided by the teachers, which they do successfully, but opportunities for greater independence and responsibility are consequently missed.
73. Adults encourage children satisfactorily, and sometimes very well, to show and talk about a range of feelings and be respectful of those of other children. This is achieved though weekly "circle times", where children sitting together are encouraged to reflect

and talk about their feelings such as being happy or sad. In a very good lesson, all children were encouraged to speak, and all did. The teacher very skilfully used a puppet, “Ellie” the elephant, who talked about her disappointment of not going on holiday. In all three classes, the majority of children are keen to learn, and take part willingly in the life of the classroom. They are learning to work together and share equipment but small disputes, such as over who will have which coloured pen or a particular toy, mar some sessions. While the behaviour of most children is satisfactory, the behaviour of a minority of children sometimes hinders learning and the adults are not applying consistent practices and strategies to improve this.

Communication, language and literacy

74. The teaching of communication, language and literacy is satisfactory and children make satisfactory progress. At the end of the reception year, children’s attainment in is in line with those expected. Teachers provide many satisfactory opportunities for children to listen to and enjoy stories by reading a wide range of books such as “Handa’s Surprise” and “No Roses for Harry”. When the books are of a good size and the teacher provides pertinent discussion questions and relevant props (such as the types of fruit in the story of “Handa’s surprise”) the teaching is good and as a consequence children concentrate well and learn from the story reading.
75. Standards in speaking and listening are above those generally found, with children’s speaking often being better than their listening. This is due to the good teaching provided for speaking. By the time children end their reception year, most of them are able to communicate successfully about a range of topics. A considerable minority in each class have a wide vocabulary. For example, with good encouragement from the teacher, children were able to think of better words for “jumped” and suggested “pounced”. They also suggested sensibly why Harry the dog did not want to be given another coat with roses on it.
76. Attainment in reading and writing is satisfactory with the majority finishing the year reaching the Early Learning Goals. While children make satisfactory progress, it could be better, especially for children with the ability to learn more quickly. Staff provide some regular opportunities for children to learn initial sounds and start to learn to read and write, but standards are not high enough because inconsistent methods are sometimes used within a class, leading to confusion and lack of progress. Opportunities are also missed to extend children’s understanding of writing sentences and spelling, for example, by demonstrating sentence writing when looking at a sequence of pictures that form a story. Key words for reading and writing are not displayed or referred to sufficiently. There is insufficient agreement on approaches and expectations between staff and much duplication of effort. Children are appropriately encouraged to take books home and parents support reading well.

Mathematical development

77. Progress is good in the area of number. This is due to staff having high expectations and good methods for teaching and constantly reinforcing numerals and number patterns. For the rest of the curriculum for mathematical development progress is satisfactory. Teaching is satisfactory, with a little good teaching seen during the inspection. By the end of the reception year, a majority of children have achieved the Early Learning Goals. A small minority exceed them, with many children doing this in their ability to count objects beyond ten, compare two numbers and make simple calculations.

78. Teachers and support staff provide a wide range of suitable opportunities for children to develop mathematical skills and vocabulary. For instance, they use rhymes, games and songs such as “When Goldilocks went to the House of the Bears”, which reinforces comparative size well. As a result, children are beginning to be able to order objects by height and name and describe two-dimensional shapes as well as make simple repeating patterns, all to a satisfactory level.
79. Staff teach number well. They are good at including appropriate number challenges for more-able children. Through this practice a few children are beginning to show an awareness of number operations and can use their fingers correctly to work out sums such as “four away from 30” which is a very good level of understanding for their age. Teachers set suitable problems for less-able children and those with special educational needs through activities such as counting numbers of small toys into a pot.

Knowledge and understanding of the world

80. The teaching of knowledge and understanding of the world is satisfactory overall. Children enter the school with experience of the world around them in line with that generally found. Children’s attainment by the time they leave the Reception year is in line with national expectations. They are given a wide variety of sometimes stimulating experiences to enable them to learn more about the world in which they live. A recent visit to a sea-life centre is an example of this, with children making good gains in knowledge of fish and other sea creatures. Here teachers provide shells and lenses for children to look closely and encourage children to draw the creatures they remember seeing. Children work well and with confidence, unaided by an adult, in pairs on the computer. They enjoy their operation of computers and are able to follow a simple story by controlling the computer mouse correctly, sometimes to a good level. Children learn about the local environment and shops by playing with shops set up for them. However, their knowledge of their routes to school and what they pass on the way is limited in terms of direction, distance or time. Teachers sometimes repeat activities too often, so children are not stimulated by the activity. There were also missed opportunities to extend learning by encouraging children to find a book to look up what a particular fish looks like so they could draw it accurately.

Physical development

81. Teaching for this area is satisfactory. Satisfactory progress is made in the development of children’s physical skills. Most children achieve the Early Learning Goals for this area of the curriculum by the end of the Reception Year. Children have satisfactory control over their bodies. They handle small objects satisfactorily with a small minority having good control over objects such as crayons and scissors. Staff give children many suitable opportunities to develop skills such as manipulating puzzle pieces or the computer mouse. The development of large physical movement is provided by outdoor play and with equipment in the hall. The classes use the school hall regularly for physical education and movement activities, where the children can run and try hard to catch and throw small objects accurately. Here again provision and teaching is satisfactory but sometimes the behaviour of a small number of children interferes with the learning of the majority.
82. The new halls are an excellent resource. The playground space has not yet been developed to support the outdoor curriculum but plans are currently well advanced to address this.

83. The new Foundation Stage classrooms with their wide verandas and large areas are an excellent resource for physical development and other areas of the curriculum

Creative development

84. Children make satisfactory progress in creative and aesthetic skills and attain the Early Learning Goals by the end of the Foundation Stage. Their attainment in this area of development is in line with that normally found. The teaching of the creative areas of development is satisfactory overall and sometimes good. When it is good, teachers make available a wide range of materials. When it is also coupled with a very good stimulus such as drawing and decorating fish resulting from their visit to the 'Sea Life Centre' the children produce very individual, but good, responses. Teachers provide a satisfactory range of activities including role-play, art, craft, music, and imaginative play. Children enjoy singing and can do so to a satisfactory standard. Most children express their ideas satisfactorily in painting, modelling and drawing; for example, when they looked closely at pictures of fish and tried to draw them in such a way that they were camouflaged against the background. Classroom displays, such as a giant caterpillar, enliven the classroom and contribute to children's learning.

ENGLISH

85. Pupils enter the school with language skills that are average. Good teaching in the infant classes ensures that pupils achieve well and attain standards that are above the national average in reading and speaking and listening but average in writing by the time they enter Year 3. Good teaching continues in the junior classes, pupils continue to achieve well and by the time they leave, they currently attain standards well above those expected nationally and the school is likely to meet its target for 2003. This is an improvement since the last inspection and since 2002 when eleven-year-olds' standards were above those nationally. Teachers are knowledgeable and enthusiastic and apply the literacy strategy very well. As a result pupils have developed very positive attitudes to this subject and work very well together when discussing and planning their work. Teachers carefully track the progress of every pupil, consequently all pupils, including those with special educational needs and English as an additional language, are supported well in their learning, receiving very good support either individually or in small groups, from teachers and skilled learning support assistants.
86. Standards in speaking and listening are above average by the end of Year 2 with a significant minority achieving standards well above average. In one class a pupil doesn't listen well and interrupts. Immediately the teacher says 'this is her time to speak and your time to listen.' In another the teacher says 'holding a pencil doesn't help you listen,' again demonstrating the teachers' high expectations. Teachers and learning support assistants are very skilled at asking questions that encourage the pupils to reflect and justify their answers. This was demonstrated very well as a pupil with special educational needs explained very clearly the next stage in the construction of a wind-up toy. Pupils are confident speakers and enjoy the planned opportunities to talk about their work. In Year 1 the 'speaking and listening group' discuss the story of the Rainbow Fish. Later, in the same lesson, the teacher seizes every opportunity to develop pupils' speaking and listening skills again as she says 'I want you to talk about ideas for your play as you make your hats.'
87. Opportunities to develop speaking and listening skills continue to be exploited in the junior classes and by the end of Year 6 standards are well above average. Throughout the school, teachers encourage pupils to work with 'response partners' and this regular practice ensures that pupils come to regard focussed discussion as a normal part of

the learning process. Pupils are taught the correct 'technical' vocabulary for different subjects and this enables them to discuss their ideas, explaining their thinking clearly and succinctly. For example, Year 6 pupils discuss whether recounts should be written in the first or third person and in a mathematics lesson a pupil says 'I think the product of 68 and 3 is 204.' Teachers plan opportunities for pupils to organise and take part in plays adopting different roles, as observed when Year 4 pupils worked well together planning and performing a Greek play. Teaching assistants ensure that all pupils are included well by explaining to pupils with special educational needs exactly what the teacher means and encouraging them to answer questions when possible, thereby boosting their self-esteem.

88. Standards in reading are above average by the end of Year 2. Pupils enjoy reading. The majority are well supported by parents who listen to them read regularly at home and teachers provide daily opportunities for pupils to read either to themselves or with the teacher in a guided reading group. Teachers often demonstrate reading skills by emphasising expression and the importance of punctuation as observed in a Year 2 class when the teacher read an extract from 'Fang.' Pupils groaned with disappointment when they realised that the end of the story would not be read but were reassured when a pupil said 'Don't worry there's a copy in the library!' Pupils know the difference between fiction and non-fiction books, explain the need for an index and know that it is arranged in alphabetical order. Weekly visits are arranged to the excellent school library and pupils confidently search for books as others settle quickly to read the book of their choice. In Year 2, the teacher selected a range of reading books that describe the adventures of a girl growing up on a Caribbean island and used these well to establish cross-curricular links with geography as the pupils are studying the island of St Lucia. Pupils' progress in reading is very carefully tracked and those who need additional support are identified early and given help in small groups by either the class teacher or learning support assistants.
89. By the end of Year 6, pupils read very well and use both books and the Internet as tools to support learning across the curriculum. In Year 3, pupils have researched their favourite authors at home, many using the Internet, and explain with enthusiasm why they enjoy their books so much. One explained that Terry Deary makes history fun and another was keen to explain that Dick King-Smith wrote Sophie's Snail, 'which was great,' and that he had once been a farmer but she didn't think that he did that any more. In Year 5 the teacher read Ted Hughes' poem, Armulet. Pupils listened and one exclaimed 'This poem is full of metaphors,' initiating an interesting discussion, led well by the teacher, on the form and meaning of the poem. Year 6 pupils have developed very positive attitudes to reading. They talk animatedly about their favourite authors, one saying, 'Tolkein's books are so descriptive and magical- it's like being hypnotised'. Many use the library on a regular basis and were observed every day sitting quietly, enjoying books. They are well trained in library skills and can locate books and information quickly.
90. In the national tests in 2002, writing at the end of Year 2 was average when compared to all schools but well below average when compared to schools in a similar context. It remains average and teachers are aware of this. Their efforts to raise standards are making a difference; a significant minority now achieve standards that are above average. Scrutiny of work shows that pupils are now given more opportunities to write for different audiences and purposes and many are aware of the importance of a good beginning as one writes 'One sunny day, Emma, Daisy and Elvis found a carpet,' and another 'Far, far away where the stars are sweeties, a girl named Josie was dreaming.' Most are aware of the need to use capital letters and full stops and a few are capable of using a range of punctuation accurately, 'Where did you get this carpet?' 'I found it'

murmured Holly. The majority of pupils attempt to join their letters and handwriting is taught regularly, as is spelling. Pupils take home words to learn to spell regularly and teachers use resources effectively, distributing both dictionaries and thesauruses that the pupils use well to support their writing. Teachers are also now aware of the need to exploit opportunities to write for different purposes across the curriculum, work hard to identify writing opportunities in different subjects and plan their lessons to include these wherever possible. In science, pupils in Year 2 studying habitats, write clues to help their friends identify different animals and one writes 'I eat lots of insects. My body is covered with spikes that protect me from danger.'

91. By the end of Year 6 standards in writing are well above average. Pupils are both confident and competent and clearly enjoy the writing process. They write for a range of audiences and purposes with a display in one class containing numerous letters to the headteacher persuading him to improve conditions in the school toilets! Opportunities to use ICT are not always exploited, for example, leaflets advertising holidays are handwritten. However, pupils have produced attractive books with one beginning, 'The rectangular door creaked open. The room was pitch black and was only slightly illuminated by the shimmering human light.' They write poetry in the Japanese style of Haiku:

Frozen roses stand
Pond shivers as small fish glide
Purple rocks look down

92. Pupils write in paragraphs and structure their writing well using devices such as flashbacks for effect, 'As I remembered that time, I wondered, do people ever change?' Work is well presented and teachers set homework regularly to both support and consolidate work taught in class.
93. The quality of teaching and learning is good overall throughout the school. Teachers are enthusiastic; they manage pupils very well and build well on their knowledge and understanding. In Years 5 and 6, teaching is very good because teachers have consistently high expectations and teach with pace and rigour and pupils respond very well to this. Pupils with special educational needs are supported well either in withdrawal groups or in class where work is planned appropriately to match their needs. Teachers also take account of the needs of those pupils with English as an additional language with one teacher praising a pupil and saying 'Look at the tenses and check that they are correct.' Pupils' progress in reading and writing is tracked carefully and this, together with the results of national tests, has made teachers in the infant classes aware that the standard of writing for younger pupils needs to improve. Staff have responded to this by increasing the range of writing opportunities and also by reviewing the marking of English books throughout the school. The change in marking procedures is making a difference as teachers comments now inform learning far more as observed in Year 2 when the teacher writes, 'Well remembered and organised – now could you space your work with sub-titles?' To raise standards for younger pupils still further, particularly in writing, teachers should make learning objectives more explicit, brief and relevant to the needs of the group being taught, as currently they are too general and do little to impact on learning or help pupils review their progress. In contrast in the junior classes objectives are clear and easily understood by pupils, which make the review of what has been learned at the end of the lesson meaningful and part of the learning process.
94. English is very well led by two team leaders who meet weekly to review all aspects of the subject. Twice a term they lead a meeting of teachers that represents every year

group and their knowledge, enthusiasm and anxiety to raise standards still further is creditable. They scrutinise pupils' work regularly, (recently to check on the impact of changes in marking procedures). The team leaders and other members of the senior management team monitor teaching and give both written and oral feedback.

95. The school has a good range of books and other resources to support both teachers and pupils. The library is an excellent resource. It is attractive, well stocked and much used. It is run by a very efficient part-time librarian who has trained 30 pupil helpers to assist with both the issue of and replacement of books on shelves. An efficient computerised system is used well to monitor lending patterns and this has led the school to purchase a range of books attractive to boys in an attempt to increase the number that borrows books on a regular basis. The replacement of reading stock in the junior classes is a current priority.

MATHEMATICS

96. The results of the national tests in 2002 showed that seven-year-olds' standards were above the national average. For eleven-year-olds they were well above and more able pupils in particular achieved well. Inspection findings confirm that current standards in mathematics are above those nationally for both Year 2 and Year 6 pupils, and they achieve well throughout. In Year 6, good proportions attain standards well above the national expectations. Taking account of their attainment in Year 2 four years ago (which was lower than is typical for the school) pupils in Year 6 have achieved well. Pupils with special educational needs are well supported, and they make good progress in mathematics, as do those pupils for whom English is an additional language.
97. These good standards are due to a number of factors. The National Numeracy Strategy has been implemented well, and has helped increase teachers' confidence and pupils' enjoyment of mathematics. Teaching styles have been developed, which help pupils to recognise that there are often different approaches to a problem, and which encourage them to share their individual strategies with the rest of the class. The school is seeking to boost the level of practical work in Year 1, and to consolidate familiar numbers in Year 2, rather than 'rushing ahead to 1,000'. The very good procedures for assessing and monitoring pupils' progress as they pass through school are used effectively. Assessment data are analysed, and used very well to support learning in a variety of ways. Springboard, sets, and booster groups of pupils have been identified, as have particular topics, such as fractions, decimals, and two stage problems, for increased attention. Setting arrangements for older pupils are also contributing to this overall good achievement.
98. Most Year 2 pupils have a sound understanding of place value to 100, and they know and use halving as the inverse of doubling. They understand simple fractions as parts of a whole, and use pounds and pence notation in addition. Pencil and paper methods to support calculations are introduced, for example, pupils count on and count back to find the difference between two numbers. Most pupils can estimate and measure lengths, using centimetres, and can name and describe many common shapes, recognising right angles when present.
99. In junior classes, pupils develop their knowledge and understanding in number and algebra; space, shape and measure; and data handling well. They become more proficient in their use of the four operations as they go through the school. Year 3 pupils extend their knowledge of fractions to include $\frac{1}{8}$ ths, and many in Year 4 have a good understanding of the equivalence of decimals and fractions. More able pupils in Year 5 respond very well to the challenge of solving number problems involving a four-by-four

grid, with partial information provided in some cells. Less able pupils display similar interest and effort when working upon scale representations of 0.2 and 0.1 to represent a baby's body, although some have difficulty in working with numbers to one decimal place. Many in Year 6 can add and subtract decimals to two places using pencil and paper procedures. They use their understanding of number well to solve problems, featuring distance, money and time. Most have a good appreciation of constructing line and bar graphs, and many use spreadsheets and databases to compose pie and other charts. The school aims to develop the use of ICT further in the subject. Many pupils use the language of probability well to discuss events. From work seen in books, there are fewer opportunities for interpreting and interrogating graphs.

100. The quality of teaching and learning in mathematics is good overall. Teachers have good subject knowledge; lessons are planned well and adapted appropriately to meet pupils' needs. Teachers have high expectations, and provide challenging questions and tasks that pupils respond to very well, especially those more able, gifted and talented in Year 6. Relationships are very good and teachers' very good classroom management promotes a calm and purposeful learning environment in which pupils feel confident in expressing their ideas, and are listened to well by their peers. Support assistants, working closely with class teachers, make a very good contribution to pupils' learning. They consistently use approaches and methods which successfully include all pupils in the activities provided.
101. Some resources are made especially relevant and interesting to motivate pupils. These included train timetables, some linked to the Isle of Wight, and body measurements of a teacher's 7-month-old baby who was due to visit the school the following week. The school has worked successfully to strengthen cross-curricular links in mathematics, and to increase the balance of practical activities particularly in infant classrooms. This was seen to very good effect in a Year 1 lesson where pupils were learning to tell the time on the hour, and half hour. A rich and thoughtfully planned sequence of activities was provided and a lively 45 minutes ensued, which included a variety of features such as counting in twelves around their class circle; alternately sitting and standing to represent 'o'clock', and 'half past'; slowly rotating an out stretched arm as the clock hands ticked around each hour; listening to a shortened version of The Enormous Turnip. Pupils completed a concertina storybook, drawing pictures and the times on the clock face. With effective support from a learning support assistant, pupils with special educational needs and with English as an additional language made good progress in their understanding. The closing sequence of lessons is sometimes less successful where the main objectives are not used as a focus for pupils to review what they have learned. Visual resources are generally used well, but less so to support pupils' mental imagery of mathematics at the beginning and end of lessons.
102. Pupils' good achievements have been maintained since the last inspection and progress since then is satisfactory. Mathematics is led and managed very well. The team work closely together, and cite the benefits of mutual support: sharing 'the load', and helping build key ideas and skills systematically over time. Teaching is monitored and supported, pupils' work reviewed and analysed regularly and action taken to help raise standards. The very good procedures for assessing pupils' attainment and progress also have a positive impact upon standards.

SCIENCE

103. In the 2002 national tests for eleven-year-olds, standards were above those nationally. In relation to schools with similar socio-economic circumstances they were about average. However, when compared to schools that had similar standards at the age of

seven four years previously, pupils' achievements were above average, particularly amongst the more able. There has been no significant difference in the achievements of boys and girls in recent years. In the same year, seven-year-olds achieved standards above those nationally in their teachers' assessments.

104. Standards by the age of eleven have been consistently above or well above the national average in recent years and the findings of inspection confirm that these good standards are being maintained. Pupils' attain above average standards both by the age of seven and eleven years. In relation to their prior attainment at the age of seven, they are achieving well by Year 6, especially the more able, gifted and talented. Those pupils with special educational needs make good progress towards the targets in their education plans as a result of careful assessment of their needs and very effective in-class support from teachers and their assistants. In one Year 6 class, two pupils who have speech and communication difficulties made very good progress in understanding ideas about food chains as a result of skilled questioning and discussion with their learning support assistant who understood their needs very well and encouraged them to speak about their learning and to apply new scientific terms. Pupils with English as an additional language make similar progress to their peers and are integrated very well into class and group activities.
105. In Years 1 and 2, pupils learn to work productively in groups and are strongly encouraged to observe carefully, record and talk about their learning. For example, pupils in Year 1 learn about and describe types of forces such as pushes, pulls in a range of contexts and talk about their effect on moving cars and in changing the shape of play dough. Pupils know about sources of light such as the Sun, torches and fire and describe how shadows are formed. By the age of seven, almost all attain at least the expected standard and about a third are above. For example, many Year 2 pupils describe features of animals that make them suited to their habitat, such as thick skins and fur amongst arctic animals and some describe how camouflage helps protect animals in rain forests. Most acquire good skills in observing and recording information from experiments, for example, when comparing the distance cars move across different surfaces, and they draw simple conclusions from the results.
106. In Years 3 to 6, pupils build on their knowledge and skills across all the areas of science so that most are competent in planning and carrying out a fair test by Year 5 and many are progressing to some higher skills in Year 6. For example, Year 5 pupils have a good understanding of the position, size and function of major organ systems such as the heart, lungs and stomach. Many can relate the need for extra oxygen and food in muscles to higher heart and breathing rate during exercise. They increasingly draw on their scientific knowledge to make predictions, such as about factors affecting heart-rate.
107. By Year 6, the great majority of pupils have acquired a good grasp of scientific facts and principles. Many use particle theory well to explain properties of solids, liquids and gases. They understand features of food chains and webs in habitats and the more able describe environmental differences between habitats and the different organisms found in them. Pupils understand features of dissolving and melting. When investigating what effects the rate at which sugar dissolves, many Year 6 pupils confidently plan and carry out fair tests and make predictions based on their scientific knowledge. They tabulate results and draw conclusions from evidence. However, few are repeating measures where appropriate, explaining anomalies and acquiring good skills in suggesting improvements to their working methods.

108. Pupils assimilate and apply new technical terms in science well because teachers routinely plan their introduction carefully, highlighting and helping pupils use them. For example, Year 4 pupils quickly learned a range of new terms relating to food chains and could describe features of producers, consumers and the term habitat as a result of their teachers' well-conducted class discussion and prominent display of these terms. Pupils also write for different purposes and develop their literacy skills through science well. Year 5 pupils researched information about the planets and the Solar System on the Internet and produced interesting information leaflets about them. Pupils apply their numeracy skills effectively; they estimate and measure in correct units, tabulate and display data graphically and calculate. They use ICT, for example, to research and present information and process and display data graphically. However, they are not yet using sensors and data-loggers to gather data from experiments, for example, relating to sound, light or temperature changes, although this equipment is ordered and its use planned for next term.
109. Teaching and learning is good, and some is very good, especially in Years 5 and 6. Teachers have a good knowledge of the subject and as a result new concepts and terms are introduced and explained very clearly. Lessons are stimulating and planned well around objectives that give due attention to pupils' enquiry skills. Teachers have a very good relationship with pupils and manage them very effectively. Consequently, time is used very well and pupils' behaviour and attitudes are very good. Lessons are challenging, particularly in Years 5 and 6. Teachers' skilful questioning brings out clearly what pupils have learned and they are encouraged to explain and speculate. More able pupils in particular respond very well to this approach, using appropriate vocabulary when explaining their ideas. In one Year 6 lesson, the more able pupils discussing their sea-shore food chain and web, talked about primary and secondary consumers and speculated about how an oil spillage may change the balance of animals within it. Teachers generally encourage pupils to research further and report. Homework is set regularly and extends the learning from lessons well. Marking is regular and the much of it provides useful feedback to pupils on how to improve.
110. Satisfactory progress has been made since the last inspection, for example, in curriculum planning and the use of ICT, although there are still gaps in the latter. The subject leader works closely with a science team drawn from across the years. This arrangement has helped promote closer teamwork, enthusiasm and sharing of best practice. The team review pupils' work and retains standardised assessment information centrally to help guide priorities for developments. For example, their recent focus on improving pupils' scientific enquiry skills is having a positive impact on standards. Teaching and learning is monitored, particularly to support new teachers or to assist those who request guidance. Overall, their impact on developments in the subject has been very good. Resources for the subject are adequate and the lack of data-logging equipment is currently being addressed.

ART AND DESIGN

111. Standards of attainment are better than national expectations at both the ages of seven and eleven and pupils' progress is good. The good attainment is due to a very wide art curriculum and teachers' good subject knowledge that helps them teach basic skills effectively. All pupils take part fully in lessons and those with special educational needs and with English as an additional language produce work as good as their peers. Gifted and talented pupils are helped very well to reach their potential.
112. By Year 2, pupils have made good progress and are able to draw and paint to a good standard. When drawing themselves to add to a composite carnival scene, they draw

with good proportions and detail. When given opportunities to do so, they are able to evaluate their work and suggest good improvements. By the end of Year 6, a good proportion of pupils' work is above that generally found; for example, watercolour pictures in Year 6. When asked to evaluate their own and other pupils' work, those in Years 3 to 6 are able to make thoughtful and helpful comments for their age.

113. Throughout the school, pupils have sketchbooks and are encouraged to use them. Good use is made of them to practise techniques and try out ideas. However, work is rarely dated or labelled so it is hard for both pupils and adults to remember what it is they are trying to improve. At both key stages, pupils are given some good opportunities to practise drawing and painting from real life, such as in Year 3 where they have a go at painting flowers after the visit of a local artist who demonstrated watercolour techniques to them. Pupils sometimes use second-hand sources, such as in copying a photograph. While this is not as powerful as using real life with its different angles and perspectives, it can be a helpful stimulus; for example, when trying to record creatures that camouflage themselves, which produced good results in Year 5. Very good use was made of sketching from real life during the Year 6 residential visit to the Isle of Wight.
114. Pupils are given many good opportunities to link artistic work to other subjects, but time allotted for art is used well for art itself and not merely to illustrate other subjects. As a result, pupils' artistic knowledge and skills are gradually being developed and reinforced well. For example, in Year 2, the theme of 'mother nature' is used to explore leaf shapes in charcoal and pencil before the knowledge gained is used to form giant collages and print large creatures.
115. The work of a wide range of artists, mostly from the European tradition and culture, is built well into the schemes of work for both key stages. As a result, pupils have good knowledge of artists and their work. Some good use is made of this throughout the school to further artistic knowledge and to encourage pupils to be aware of similarities and differences in styles and techniques. For instance, in Year 4, wool, paint, ink and pastel are used to produce work in the style of Piet Mondrian to a good standard.
116. Teaching and learning are good throughout the school and the curriculum is very good. Teachers have adapted a nationally available scheme well to match the rest of the curriculum and pupils' needs. In the better lessons, teachers have excellent subject knowledge and pupils are taught techniques well but also given ample opportunities to learn by investigating for themselves. This results in pupils having a good developing set of knowledge and skills. Occasionally too little choice of media or approach is given and then, while producing satisfactory work, all the result are too similar, and the important stage of discussing contrasting pupils' work and different techniques and media is constrained. There is currently no whole-school system for assessment and record keeping in the subject. Pupils' work is marked conscientiously, providing praise but fewer comments that help guide ways of improving their work
117. The subject team has a clear vision for the future and know how they are going to achieve it. Overall co-ordination is satisfactory. ICT is used a little in the subject and to good effect. The school has a good range of art materials and a good collection of reproductions of artists' work. Displays are labelled well to increase pupils' knowledge and interest in the work.

DESIGN AND TECHNOLOGY

118. In the week of the inspection, two lessons were observed, both in infant classes and therefore a rounded judgement on teaching in junior classes cannot be made. Scrutiny of work and discussions with pupils indicate that standards throughout the school are above those expected nationally; an improvement since the last inspection. Pupils talk with enthusiasm about their work and much of this is clearly valued highly by teachers. Much, recently completed, is displayed very well both in classes and in corridors around the school, giving design and technology a high profile. From Year 1, pupils know that products need to be designed for a purpose, resources collected and organised, and the final product evaluated and, if possible, improved.
119. Teaching observed in the infant classes is good. In Year 1 pupils have designed and made 'moving pictures.' The teacher focuses pupils' attention clearly on skills in evaluation and improvement as she says 'How well have they turned out? What would you change next time?' At the end of the lesson when the evaluations are discussed a pupil says 'it worked but next time I would use cardboard,' and another says 'It's good because it did all the things that I wanted it to.' In Year 2 pupils have made toys with 'wind up mechanisms.' They are very proud of their achievements and keen to discuss them. One pupil asked why he wound string around a drum said 'A wind up toy with a drum winds up quicker, it just needs a few turns.' The pace of the lesson was driven by the pupils' enthusiasm and notable for the very good way in which pupils co-operated and supported each other and the knowledgeable way in which they selected and used resources. One girl glancing at a boy struggling to cut very thin doweling said, 'Actually I think you would find technology scissors useful for that!'
120. The subject is very well led and managed by a group of teachers, representing several Year groups and led by the team leader. They have adopted a national scheme that is being adapted over time to meet the needs of the school. Products and pupils' 'design books' are collected and moderated and there is a very clear focus on the development of pupils' skills. They have made changes to timetables to enable pupils, especially in the upper junior classes, to focus on design over two or three days enabling them to complete the whole process and to reduce the risk of products being accidentally damaged between lessons. This was very evident in Year 6 where displays of powered buggies were testimony to this focussed way of working and showed standards above those expected nationally.

GEOGRAPHY

121. Standards for seven and eleven-year-olds are above average compared to those nationally. Pupils achieve well in geography as they develop a good understanding of people and of places, begin to recognise issues concerning the environment and how people use, or misuse resources, and develop skills of fieldwork investigation and of using maps. This maintains the good standards reported at the time of the last inspection and overall, progress since then has been satisfactory.
122. Pupils respond very well with very positive attitudes to geography. Lessons are relevant and practical so that pupils of all abilities and backgrounds take a full part in lessons. Pupils with special educational needs, and those for whom English is an additional language make good progress and are fully involved in learning.
123. Pupils in Year 1 develop their knowledge of people, places, and different environments, in the on-going theme of 'Where in the world is Barnaby Bear?' His visit to Brittany supports discussion about clothing and other items appropriate for going on holiday in a warm place. Year 2 pupils build on this with their work on St. Lucia. They can express their views about places and environments, and know about the importance of fishing,

forests, and fruit growing, in the economy and life of the inhabitants. Fieldwork and visits, such as school ground surveys, St. John's Church building, and to Hadlow, also greatly enrich infant pupils' geographical learning.

124. Field work and visits continue to support learning and progress amongst junior pupils and are a strength of the subject. Year 3 pupils visit Penshurst village as part of their settlement theme. Most are able to describe and compare physical and human features in different localities and develop their geographical vocabulary and mapping skills further. There are consistently good cross-curricular links with other subjects, including mathematics, ICT, and English. Year 4 pupils study the local environment. They develop a 3D map of Silverdale Road, and use ICT to create bar charts and pie charts to display counts of pedestrians and shoppers. Year 5 pupils, studying the people and village of Tocuaro, in Mexico, refine their understanding of places, people and their distinctive cultures. Year 6 pupils in particular, enjoy a rich geographical curriculum. Their work on a proposed local bypass for Tunbridge Wells helps them to recognise ways in which human activities cause changes to the environment, and the different views people hold about them. Investigations on their residential visit to the Isle of Wight supports their increasing appreciation of geographical patterns and of physical and human processes, especially in relation to coasts.
125. Teaching and learning is good throughout, an improvement since the last inspection. Teachers' very good classroom management, high expectations, and use of resources help pupils to become strongly involved and they respond with much enthusiasm. Teachers provide very good opportunities for pupils to apply mathematical and literacy skills. Geography also makes a very good contribution to pupils' spiritual, moral, social, and cultural development through the strong focus on the study of people and other traditions. Often teachers organise pupils in mixed ability groups, such as Year 3 pupils working in Penshurst, and they support each other well, including those with special educational needs. The closing sequence in some lessons is less successful in summarising how well pupils have progressed because the learning objectives are not used well to focus it.
126. There is very good subject management, with the team led very well by the team leader. The team do much to ensure a strong emphasis is placed on practical work, field work and investigation in the geography curriculum. This helps to engage all pupils in their work and thus to maintain high standards in the subject. Pupils' standards are reviewed termly by the team to help guide the focus of improvements and teaching is monitored and supported. This has a positive impact on the quality of pupils' learning.

HISTORY

127. Standards are above national expectations for both seven and eleven-year-olds, maintaining the standards at the time of the last inspection. Pupils generally achieve well; more able pupils in years 5 and 6 show very good level of understanding, both in discussion and in their writing. Pupils with special educational needs and those with English as an additional language are making a good progress and boys and girls progress at a similar rate.
128. By Year 2, pupils can place events and objects in chronological order. Those in Year 1 develop their understanding of change and continuity through their topic of 'Toys'. Having looked at toys old and new; parents' toys; illustrations of toys 'from long ago' in pictures, they make observations of three 'teddies' and talk about their features to justify suggestions as to which are older or newer. Year 2 pupils, studying Tutankhamen, and

later the Great Fire of London, demonstrate a good knowledge and understanding of people and events studied, and of reasons why people in the past acted as they did.

129. The very good levels of interest and enthusiasm which junior pupils show in class, is reflected in their recorded work. Year 6 pupils respond freely and actively as they engage in different activities, whether in empathetic writing (as a Victorian maid, an archaeologist, and chimney sweep), writing a biography of Florence Nightingale, or recording their experiences of role-play and a museum visit. The school provides a rich curriculum, and pupils' learning about topics is very well supported by visits, visitors and drama. Year 4 pupils, collectively as three classes, shared their presentations of Greek drama, featuring stories such as Theseus, Pandora, and Icarus. This was much enjoyed by all those present. Year 5 pupils studying characteristics and impacts of Tudor exploration were able to link this very successfully with other subjects as they performed dances together in costume.
130. History makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils develop their ideas about influences shaping our cultural heritage; they engage in discussions about prejudice and race equality; and they can work well together in class, or on visits, where they know they are valued and respected, and are likewise encouraged to respect others.
131. The quality of teaching and learning is good. Teachers strongly encourage pupils to be active learners by providing them with stimulating activities that are organised very well. Relationships are very good and pupils managed very well. They respond very positively in their behaviour and attitudes. Teachers have very high expectations, especially in junior classes, of what pupils can achieve, and more able, gifted and talented pupils, achieve very well. Teachers vary the tasks for pupils with different abilities and activities planned to engage and motivate all pupils. Those with special educational needs sometimes take a leading role, for example, Year 4 pupils with weaker literacy skills read out parts in the whole year Greek theatre presentation. Cross-curricular links make a very strong contribution to pupils' learning, with literacy and the use of ICT prominent among them, for example, when pupils research information from the Internet and other sources. Visits and visitors also have a very positive impact on pupils' learning. Teachers make good use of varied resources to engage pupils' interest, for example, 'mummified fish' for Year 6 pupils in their work on ancient Egypt.
132. History is managed very well, and the team enjoy working together. There is good monitoring and support of teaching. The management team has imaginatively adapted a nationally produced scheme of work to ensure pupils enjoy a wide and varied curriculum which is enriched by visits and visitors. These factors have had a significant impact on standards in the subject. There is satisfactory monitoring of pupils' progress with termly reviews of their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards by the end of both Year 2 and Year 6 are broadly in line with the national expectations. Pupils' achievement is satisfactory. There is no difference in the achievements of boys and girls. At the time of the school's previous inspection standards were below those expected by the end of Year 6 and good improvements have been made since then.
134. By the end of Year 2, pupils confidently name items of computer equipment such as screen, mouse and keyboard. They show the appropriate skills in using all forms of equipment. Most pupils type text with reasonable skill, including simple poems

produced in Year 1, and writing about aspects of history in Year 2. Using an appropriate graphics programme, pupils produce an interesting range of pictures, such as those of flowers in Year 1 and winter scenes in Year 2. Many confidently and independently access the menu to print or store their finished work. Pupils programme a floor turtle to make straight line movements over varying distances, and they successfully plan a route for the turtle to follow. They also undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen, such as those about Egypt.

135. By the end of Year 6, pupils show sound skills in bringing together and presenting information, deciding about the font, colour and the size of their work appropriately. Older pupils move portions of text from one place to another. Pupils in Year 3, for example, have produced detailed writing about the Romans, and those in Year 6 have written comprehensive reports about life in Victorian times. Pupils use the mouse accurately to help produce and access various forms of illustration, and they successfully merge this work into their writing to create an impact for their audience, such as when pupils in Year 4 produced detailed and colourful newsletters. Pupils in Years 5 and 6 build on their skills in control technology to sequence traffic lights with the computer.
136. Pupils apply their basic skills in ICT across most subjects. They routinely access the Internet, as well as other sources such as CD ROMs, to research a variety of information for subjects such as history, geography and religious education. For example, pupils in Year 3 learned about Judaism by researching information on the Internet and e-mailing questions to a Rabbi. Pupils recognise patterns and relationships in simulations such as adventure games, and they predict the outcome of different decisions. Those in Years 5 further improve their presentation skills by producing spreadsheets that process and display information about the price of sweets when shopping. Pupils are showing increasing confidence in sending electronic-mail; Year 4 pupils make contact with a school in Japan and exchange information with them. Year 6 pupils produce multi-media presentations on topics such as the environment and their visit to the Isle of Wight. Overall, ICT is being used to help improve pupils' literacy and numeracy skills but this should be developed further. A lack of appropriate equipment has prevented pupils from gathering and storing information from sensors in science experiments using data-loggers, although these are ordered and plans are well advanced for their use next term.
137. The overall quality of teaching is good. This is an improvement since the previous inspection. Teachers throughout the school are enthusiastic towards ICT, and they provide regular opportunities for pupils to use computers, both to acquire the basic skills and in most other subjects. Most teachers have good knowledge and skills, and through careful planning, they are providing pupils with most appropriate and often challenging learning experiences. They provide clear and careful instructions on how to use various items of hardware and to carry out tasks, demonstrating new procedures and skills very well. However, some of the laptop computers have become unreliable in the past year and this has frustrated pupils' learning and progress in their basic skills and knowledge that might otherwise have been better. These have very recently been replaced by new computers that are being put to good use. Relationships are very good and pupils managed very well. They listen carefully and settle very well to all tasks, with good levels of concentration that help them learn at a good pace. Pupils clearly enjoy the subject and they work well, both alone and with a partner when necessary. They share computers amicably, and are careful in their use of all forms of equipment. Teachers, learning support assistants and the newly appointed technician provide most appropriate help and advice throughout.

138. The school has a good scheme of work, adapted from national guide-lines to the school's needs. The leadership team is knowledgeable and enthusiastic, and they have worked hard to enhance the overall provision. Their leadership is very good, and has contributed much to the improvements being made. Assessment procedures are satisfactory, and much improved. Suitable information is now being collected to enable teachers to assess pupils' skills and to plan the focus of developments.

MUSIC

139. Pupils throughout the school achieve very well and attain standards at the end of Years 2 and 6 well above those expected nationally. All pupils make at least good progress in music and the more able and talented, very good progress. This is an improvement since the last inspection. Music plays a very important role in school life and is now a real strength of the school. Pupils are encouraged to take part in many music activities including choirs and an orchestra.

140. The school has been particularly successful in its endeavours to involve boys and has established a boys' choir. This choir involves at least forty boys from Years 4 and 5. The choir practises once a week and sing a variety of songs. Boys can list the songs they like best and have learnt by heart. They sing confidently, in tune, with clear diction and in unison. The boys are proud to belong to the choir and know they sing well. Pupils are encouraged to play musical instruments and many play in the school orchestra. Some who play musical instruments attain particularly good standards in their ability to read and play music. Visiting specialist teachers provide additional lessons for pupils learning to play a range of instruments, including the violin, bassoon, flute, clarinet, cello, classical guitar and the oboe.

141. Pupils show a real sense of purpose when exploring musical ideas and using musical instruments. There is a great willingness to be involved in lessons and pupils demonstrate enjoyment and interest. For example, in a Year 1 class, they recorded their own sounds to go with a favourite class story read by pupil. Pupils know the sounds of instruments well and are able to choose from a variety of tuned and untuned percussion instruments. They know the voice can be used as a musical instrument, and many create the right sound for a part in a story. Pupils consolidate knowledge of long and short sounds and how sounds may be combined and used expressively. In a Year 4 class, pupils extended their musical vocabulary by learning about raps. They are confident in using words such as rhythm, rap, chorus and syllables and perform for an audience with the teacher being asked by pupils to 'count them in'. A more able group produced a rap about a controversial issue relating to apartheid in St Africa. Activities such as these contribute much to pupils' personal development. All pupils, including those with special educational needs, sing well showing good control of pitch, dynamics and rhythm. Pupils confidently and accurately sing in two-part songs and rounds. Simple tasks, such as singing a well-known hymn in assembly are performed to a high musical standard.

142. The quality of teaching is at least good and some is excellent. Learning objectives are shared with pupils at the start of lessons and are referred to throughout. Lessons are well prepared and very focused. Pupils' earlier learning is built on effectively. Time is used very well and pupils are highly motivated by the variety of experiences presented to them in lessons. In an excellent Year 5 lesson, two classes worked together to present a 'Banquet scene' in Tudor times. Music had been carefully considered and one class performed 'Greensleeves' using a variety of musical instruments to a good standard whilst the other Year 5 class performed their Tudor dance in groups. Relationships

throughout are excellent. Pupils concentrate and persevere and good links are made between subjects where it is productive. Pupils' timing is very good both in playing the instruments and whilst dancing, with many pupils seen counting silently to themselves.

143. The school offers a wide range of extra-curricular musical activities. This includes a variety of choirs, orchestra and recorders. Pupils from Year 2 are able to join these groups and clubs take place during lunchtimes as well as after school. Pupils also have opportunities to participate in recorder workshops and to visit such places as the Royal Opera House. This contributes much to pupils' enthusiasm and to the standards achieved.
144. Leadership by the music team is very good, especially from the team leader who is an enthusiastic musician. She is highly motivated, skilful and manages the subject very well. Teachers are clear about what needs to be taught and when so that pupils' knowledge and skills are improved as they move through the school. The new accommodation provides an excellent music room with a variety of very good resources.

PHYSICAL EDUCATION

145. Standards by the end of both Year 2 and Year 6 are above those expected nationally and pupils are achieving well. No difference was noted in the performance of boys and girls. Standards have improved since the time of the school's previous inspection.
146. By the end of Year 2 pupils move confidently around the hall, showing awareness of space and other pupils. Year 2 pupils confidently acquire gymnastic skills of climbing, jumping and rolling, using both the floor and suitable apparatus, and introducing appropriate balances into their work. They work constructively with partners to develop their sequences of movements, and show higher than expected skills. Pupils in Years 1 and 2 develop good skills when moving with a ball and passing it to a partner, demonstrating appropriate accuracy and control and apply them in simple football activities, involving attack and defence. Pupils understand and explain the need to warm up for, and recover from, exercise.
147. By the end of Year 6, in games, pupils successfully develop their throwing and catching skills and they show good levels of performance in catching in particular. Most control a ball well, and they throw the ball accurately. Pupils in Year 3, for example, developed their skills when taking part in small-sided team games such as bench-ball. Pupils acquire dance skills in a range of contexts, for example modern dance in Year 4, square dances in Year 3 and Tudor dances in Year 5. They learn to move most rhythmically to the music, showing good co-ordination and balance, and stepping and skipping lightly and easily.
148. Pupils develop their athletic skills of running, throwing and jumping. Most show higher than expected levels of skill, providing suitable techniques and control in all areas. Pupils in Year 6, for instance, show power and control in performing long jumps. All pupils in Years 4 and 5 go swimming during the year, and by the end of Year 5 almost all swim at least 25 metres unaided. They show suitable swimming techniques in a range of swimming strokes. Pupils recognise and explain some of the effects that exercise has on their bodies. Those in Years 5 and 6 are provided with opportunities to develop outdoor skills through annual residential visits.
149. The overall quality of teaching and learning is good and some very good. Teachers plan lessons well and provide clear instruction and skilful demonstration, together with a

varied range of resources, allowing all pupils, including those with special educational needs and English as an additional language, to make good gains in their physical skills. All staff change appropriately for lessons, and regularly join in the activities with pupils and advising on ways in which they might improve their present performance. Teachers have good subject knowledge and have high expectations of pupils' performance. Instruction and coaching by some teachers is very good, enabling pupils to make very good gains in their skills and techniques. In all lessons, pupils join in and make a good physical and, where appropriate, creative effort. Lessons are usually conducted at a lively pace and pupils managed well, with behaviour generally good or very good. Pupils show good attitudes, enjoying themselves, and working well, especially with a partner or group, and carrying equipment carefully and safely, as requested by staff. Teachers often ask pupils to demonstrate good practice, but opportunities are often missed for pupils to discuss the quality of each other's work and to decide on what needs improving.

150. The school has a suitable scheme of work, based on national guide-lines, and all aspects of the curriculum are covered well. Resources are much improved since the time of the previous inspection; in particular, the accommodation is now very good and has contributed significantly to improved standards.
151. The subject team is enthusiastic and knowledgeable, and by seeing plans and keeping photographs they are aware of the work being covered. They also observe lessons to see for themselves the standards achieved. Leadership is very good, and the subject team has contributed much to improvements in the subject. Assessment procedures have improved, and are now satisfactory, with suitable information being recorded about individual pupils to identify both their current attainment and the progress they are making. Activities involving counting and measuring in various aspects of physical education, especially in relation to athletic activities, contribute to pupils' numeracy skills. The school makes very good provision for extra-curricular sporting activities and it has a number of successful sports teams. These activities contribute well to pupils' social skills. A number of particularly talented pupils have also been successful in various local teams.

RELIGIOUS EDUCATION

152. Standards by the age of seven and eleven have improved since the last inspection and are above those of the locally agreed syllabus. The syllabus has been fully implemented and all pupils including those with special educational needs make good progress. Close links are made between the work in religious education lessons and sessions devoted to their personal, health and social education, and to citizenship. For example, Year 5 pupils reflected on the effect reading the Bible has had on the life of a Christian youth worker.
153. Pupils in Year 1 are introduced to stories and events from the New Testament. They study stories told by Jesus and discuss the morals they contain. A variety of approaches help pupils understand these stories and relate the messages they contain to their own lives. The story of the 'Wedding Feast at Canaan' was read from the cat's point of view who is watching the events from a hot rooftop. Pupils showed a good understanding of the story and discussed other miracles that Jesus performed. In Year 2, pupils are introduced to some of the main festivals that are celebrated by different religions. They are keen to talk about the contents of their workbooks and can quickly remember visits they have made to St John's church and Battle Abbey. They remind each other about the 'rose' glass window they saw and are able to discuss the role of the vicar in the local church.

154. From Year 3, pupils are introduced to features of other religions, such as the importance of the Torah, Rabbi and the synagogue in Judaism. They learn that people who share the same religious beliefs have rules that govern their religious practice and lives. Pupils have considered questions they would like to ask the Rabbi such as, 'Do synagogues have cushions to kneel on? Do synagogues have graveyards? How old is the Torah? There is no synagogue nearby, so pupils have e-mailed a Rabbi who has replied to their questions, further deepening their understanding of Judaism. Pupils also visit a 'virtual synagogue' through the Internet and discuss the shape and features of a synagogue. They are encouraged to work in pairs and enjoy their work. They listen attentively to each other and question what it is they are learning to clarify their thinking. Pupils with special educational needs are fully involved in lessons and make good progress, as when some in Year 3 discussed with a learning support assistant the significance of The Torah; that it is written in Hebrew and reads from right to left.
155. The quality of teaching and learning is good. Teachers have good subject knowledge and lessons are well organised and productive. Lessons are challenging and interesting; teachers use a variety of methods to involve pupils in learning. In a Year 1 lesson pupils learned about the value of symbolism through their role-play of a wedding. Teachers use questioning well to help pupils recall their learning, ensure they understand what is expected and explain their ideas. Pupils are assessed at the end of each unit of work informally to provide teachers with the information they need to monitor pupils' progress and plan future work.
156. Since the last inspection good progress has been made in the subject. The team leader has worked hard to introduce and adapt the new agreed syllabus and overall, leadership and management are good. The team is currently being expanded to involve more teachers from across the school in the subject's development, and one of their priorities is to monitor and support teaching more extensively. The new accommodation has further enhanced religious education provision as resources are now on one site and more easily accessible to all. Resources are good, well organised and teachers make good use of them.