

INSPECTION REPORT

**TUNSTALL CHURCH OF ENGLAND PRIMARY
SCHOOL**

Sittingbourne, Kent

LEA area: Kent

Unique reference number: 118735

Headteacher: Mrs Kate Hutchings

Reporting inspector: Mr Barrie Mahoney
18175

Dates of inspection: 9 – 12 June 2003

Inspection number: 247952

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

School category: Voluntary aided

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Tunstall
Sittingbourne
Kent

Postcode: ME9 8DX

Telephone number: 01795 472895

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Appropriate authority: Governing body

Name of chair of governors: Mr Lee Rutter

Date of previous inspection: April 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	B Mahoney	Registered inspector	Foundation Stage English as an additional language Science Music	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
10049	M McCarthy	Lay inspector	Educational inclusion	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?
2433	I R Bennett	Team inspector	English Information and communication technology Geography Physical education	How good are the curricular and other opportunities offered to pupils?
22778	A Shannon	Team inspector	Mathematics Art and design Design and technology History Pupils with special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tunstall Church of England Aided Primary School is smaller than most other primary schools. Pupils are drawn from the village of Tunstall, near Sittingbourne, and the surrounding area and the school caters for pupils aged four to eleven. Pupils' attainment on entry to the school is above the national average overall, but with some variations from year to year. At the time of the inspection 205 pupils were on roll, with about the same number of boys and girls. Currently, 22 per cent of pupils have special educational needs, including two per cent of pupils who have statements of special educational needs. Both figures are broadly in line with the national average. One pupil speaks English as an additional language, which is low when compared with the national average. Two per cent of pupils are eligible for free school meals, which is below the national average. Denominational worship and religious education are being inspected separately.

HOW GOOD THE SCHOOL IS

This is a good school with many good and very good features. From a broadly above average starting point and through good teaching, very effective pastoral care and a good curriculum, pupils make very rapid progress and, overall, reach standards that are well above average in English and mathematics by the time pupils leave the school. Pupils' attitudes to school, their behaviour and their personal development are very good and are strengths of the school. The leadership and management of the headteacher and senior staff are very good, with a shared commitment from staff and governors to raise standards. The school provides good value for money.

What the school does well

- Standards are very good in English and mathematics by the time pupils leave the school.
- The headteacher and key staff provide very good leadership and management. They are well supported by all staff and governors.
- The quality of teaching is good across the school, and this has a good effect upon the standards achieved by pupils.
- Provision for pupils' spiritual, moral, social and cultural development is very good and this effectively fosters pupils' very good attitudes to learning, very good behaviour, very good personal development and excellent attendance.
- The school cares for its pupils very well. Pupils' academic performance and personal development is very well monitored, and the school makes very good use of assessment information to guide curricular planning.

What could be improved

- Aspects of the school's accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded well to recommendations for improvement at the time of the last inspection in April 2001 and has made good progress since then. Standards have risen in the core subjects of English, mathematics and science. The quality of teaching and learning has improved. The quality of leadership by the headteacher since her appointment in September 2002, and the establishment of an effective school management team, are very good. Governors now have a much clearer understanding of the school's strengths and weaknesses, and take an active role in shaping the educational direction of the school. Standards in information and communication technology (ICT) have improved well and are now satisfactory. However, provision is restricted by weakness in the school's accommodation and this limits pupils' learning. The school has worked hard to raise pupils' awareness of the culturally and ethnically diverse society that they live in and the provision for pupils' cultural development is now very

good. Child protection procedures are clearly established and well understood by all staff. Higher-attaining pupils are identified through very effective assessment procedures and these pupils make very good progress. There are good resources for learning, particularly for English, art and design and music that were unsatisfactory at the last inspection. The school now has an additional mobile classroom, but aspects of the school's accommodation, including provision for physical education, ICT, outdoor hard play areas, ventilation and heating in some classrooms and a small car parking area for staff and visitors remain a concern, and these provide some limitations on pupils' learning.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above shows that in the National Curriculum tests for 2002 for pupils in Year 6, standards were very high and within the top five per cent nationally in English and mathematics when compared both with all schools and with schools where a similar proportion of pupils is entitled to free school meals. Standards in science for these pupils were well above average when compared with all schools, and were above average when compared with similar schools. Higher-attaining pupils achieved very well with a larger proportion than usual reaching the higher Level 5 in English and mathematics, and with some pupils achieving the higher Level 6 in both subjects. The school's thorough analysis of test data and a clear focus on areas for improvement have helped to raise standards. The overall trend in standards in English, mathematics and science has risen since the last inspection. In the National Curriculum tests for 2002 for pupils in Year 2, standards were above the national average in reading, and broadly in line with the national average in writing and mathematics when compared with all schools. When compared with similar schools, standards in reading were broadly in line with the national average, but were well below average in writing and mathematics. National Curriculum teacher assessments in science for Year 2 pupils showed that all pupils achieved the average Level 2, but insufficient numbers of pupils achieved the higher Level 3 than nationally. Higher-pupils achieved very well in reading with a larger proportion than usual reaching the higher Level 3. Standards for Year 2 pupils have fallen since the last inspection, but inspection evidence indicates that this group of pupils that is now in Year 3 has a significantly high percentage of pupils with special educational needs, including a few with challenging behaviour, and this led to the fall in standards in 2002. The present Year 2 pupils are likely to achieve better results, although national comparative data is not yet available. The introduction of the National Literacy and Numeracy Strategies and the good quality of teaching have had a significant impact on standards overall.

Attainment on entry to the school is broadly above average, with some variations from year to year. Children attain well in the reception class and broaden and consolidate their learning in all areas of development. Inspection findings judge that pupils in Year 2 attain well overall. They attain standards that are above expectations in English, mathematics, science, history and physical education. Standards for these pupils are broadly in line with expectations in ICT, art and design, design and technology, geography and music. Inspection findings judge that pupils in Year 6 attain very well overall. They attain standards that are well above expectations in English and mathematics. Standards for these pupils are above expectations in science, geography, history and physical education. Standards are

broadly in line with expectations in ICT, art and design, design and technology and music. Challenging targets are set for year groups and individuals. No significant variations were observed in the performance of boys and girls. Pupils with special educational needs achieve well and higher-attaining pupils achieve very well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they know that they are valued. They want to learn and work hard.
Behaviour, in and out of classrooms	Very good. The school is orderly, friendly and supportive. Pupils are helpful, polite and courteous.
Personal development and relationships	Very good. Pupils use their initiative and act responsibly. They get on very well together and with all adults in school.
Attendance	Excellent. Pupils are keen to attend school and the school has excellent procedures for monitoring attendance.

Pupils' very good behaviour and their very positive attitudes contribute to the calm and purposeful school environment.

TEACHING AND LEARNING

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

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

The quality of teaching is good and leads to good learning. This is a significant improvement since the last inspection. Children in the reception class learn well as a result of good teaching. English and mathematics are taught consistently well in all classes. Literacy and numeracy skills are very well taught and this contributes to the good quality of pupils' learning. In well-taught lessons throughout the school, teachers have high expectations of what they expect pupils to learn. They ensure lessons are interesting and extend pupils of all abilities with skilful questioning and work that is well matched to their particular needs. In the very small number of less successful lessons, weaknesses were due to the inappropriate match of work to pupils' needs and weaker behaviour management. Pupils with special educational needs are helped to make good progress. Higher-pupils receive effective teaching and achieve very well in relation to their prior attainment. Pupils' learning overall is enhanced by their interest and concentration and their ability to work independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities are good and meet statutory requirements and are enhanced by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils are identified at an early stage and good support is provided.
Provision for pupils'	Very good. Pupils' personal development is a high priority for the school.

personal, including spiritual, moral, social and cultural development	
How well the school cares for its pupils	The school provides very good care for its pupils. Procedures for assessing pupils' work, to guide curricular planning and to monitor pupils' progress, are very good.

The school has a very good partnership with parents and has excellent procedures for monitoring and improving pupils' attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff have very good leadership and management skills and they are well supported by staff.
How well the governors fulfil their responsibilities	Good. Governors are very supportive of the work of the school and understand the school's strengths and weaknesses.
The school's evaluation of its performance	Very good. The school has clear and very effective procedures for evaluating its performance.
The strategic use of resources	The school makes good use of available resources.

There is a very good match of teachers and support staff to meet the demands of the curriculum. Learning resources are good. However, the school provides unsatisfactory accommodation overall. Despite the school's efforts to make best use of the accommodation, the hall, playground and some classrooms are too small for the school's needs, together with inadequate parking facilities. The school is in discussion with various bodies in an attempt to resolve the many complex issues that presently preclude an amicable solution. Inspectors feel that the unsatisfactory elements of the accommodation prevent pupils from learning satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations of pupils. • The school is well led and managed. • Pupils like coming to school. • The teaching is good. • Parents feel comfortable in approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • No significant concerns were raised.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils start in the reception class with levels of attainment that are broadly above those expected for their age, although there are some variations in attainment from year to year.
2. National Curriculum tests for 2002 for pupils in Year 2 show standards that were above the national average in reading and in line with national averages in writing and mathematics. When compared with similar schools, standards were in line with the national average in reading, yet well below in writing and mathematics. The percentage of pupils achieving the higher level (Level 3) was above average in reading, but below it in writing and mathematics. The school identified this group of pupils as weaker than usual, because of the high number of pupils with special educational needs.
3. National Curriculum test results in 2002 for Year 6 pupils show results that were very high in English and mathematics, in the top five per cent nationally, and well above the national average in science. When compared with similar schools, standards were very high in English and mathematics and again in the top five per cent nationally, and above average in science. The number of pupils achieving the higher levels (Levels 5 and 6) was well above the national average in English and mathematics and broadly in line with national averages in science.
4. Trends over time for pupils in Year 2 indicate one of improvement in reading, writing and mathematics until 2001. However, standards in these subjects fell sharply in 2002, due to the composition of that year group of pupils. Trends over time for pupils in Year 6 have shown overall improvement in English, mathematics and science since 1998, with standards falling sharply in English in 2000, yet all subjects showing improvement from 2001.
5. Inspection evidence indicates that, from a mostly above average starting point, pupils achieve very well overall. The improvements in the quality of teaching and learning and the attention given to identifying areas of weakness also contribute to pupils' good achievements.
6. In English, inspection evidence indicates that standards attained by pupils are above expectations in Year 2 and well above expectations in Year 6. Literacy skills are used well across the curriculum. Pupils' progress in speaking and listening is good. Pupils are given many opportunities to speak in class and to offer their opinions on a range of topics in many subjects. Pupils' progress in reading is also good. Pupils take an interest in reading and improve their skills effectively. Their skills are developed through the good teaching they receive in literacy lessons. Writing is also well taught in other subjects across the curriculum.
7. In mathematics, inspection evidence indicates that standards attained by pupils are above expectations in Year 2 and well above expectations in Year 6. Very good progress is made by all pupils as they move through the school, including higher-attaining pupils. Numeracy skills are used well across the curriculum.
8. In science, standards attained by Year 2 and Year 6 pupils are above national expectations. Pupils throughout the school make good progress. Pupils show a good

understanding of the concept of a fair test, test their predictions and record their results successfully. Pupils attain a good scientific vocabulary.

9. In ICT, standards attained by pupils in Year 2 and Year 6 are in line with expectations, and standards have improved since the last inspection. The school has made considerable improvements in both resources and accommodation for ICT, pupils' progress is still hindered by problems of accommodation.
10. Standards attained by pupils in Year 2 are above national expectations in history and physical education. Standards are in line with expectations in art and design, design and technology, geography and music. Standards attained by pupils in Year 6 are above expectations in geography and history and physical education. Standards are in line with expectations in art and design, design and technology, and music.
11. Recent improvements in the planning of work, as well as the teaching of key skills, have ensured that pupils of all abilities are making good progress throughout the school. Higher-attaining pupils and those who are gifted and talented are effectively identified and challenged in most lessons. These pupils make good progress and this is an improvement since the last inspection. There were no observable differences in the attainment and progress made by girls and boys during the inspection.
12. The headteacher, staff and governors are very well aware of the school's strengths and areas for development, and set challenging targets for year groups and individual pupils. Good progress is made towards achieving these targets and 2002 targets in English and mathematics were met.
13. All pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and some make very good progress, achieve their targets and are removed from the register. They have good attitudes to the school and work hard during lessons.

Pupils' attitudes, values and personal development

14. Pupils are very eager to come to school and take pleasure in its pleasant and challenging atmosphere. Their attitudes to the school are very good. They work hard and join fully in school life. Formal and informal discussions with pupils showed that they were proud of their school and appreciated the help and opportunities it offered them in making good academic progress and expanding their potential through its wide range of extra-curricular activities. Pupils show great respect for the school's environment and respond cheerfully and co-operatively to the teaching and support staff. They appear very well motivated and the encouragement of a dedicated school team nurtures this. These measures are clearly effective in its drive for higher academic standards, together with the development of enterprise and constructive relationships with others. Pupils from the school council talked enthusiastically about their school, their teachers and their role as members of the council. They were also excited about the wide range and quality of the school's clubs that were all well supported by pupils.
15. Pupils' behaviour, both in lessons and around the school, is very good. They are attentive and well focused in class and respond well to their teachers and learning support assistants. A firm and clear behaviour code ensures a generally agreeable atmosphere in which pupils feel safe and make good progress. Lunch and other break-times are orderly and harmonious, despite the limited play area, with little need for the intervention of supervising staff. Pupils are courteous and keen to enter into

discussions about their school and, in Year 6, their responsibilities regarding the reception class. No bullying or other anti-social behaviour was observed during the inspection. A friendship bench where pupils can sit in moments of uncertainty and attract the attention of other pupils or a supervisor has proved a valued innovation.

16. Pupils' attendance is excellent. The attendance rate and the authorised and unauthorised absence figures are better than the national average. This commendable statistical information, together with the impressive punctuality of pupils at the start of school and at lessons, make this a notable feature of the school. At the time of the inspection, there were no permanent or fixed-term exclusions.
17. Personal development is central to the school's philosophy of raising the aspirations of its pupils and developing their self-confidence and decision-making skills. Circle time, a considered reward policy, a tradition of support and encouragement within a thoughtful discipline code come together to sustain and promote this ethos. The school has recently introduced a school council, with members being elected by their peers from each year group. This has proved a popular and effective body and the realisation of many of its suggestions has given it early credibility. Discussions with members show that they value this forum both as a means of achieving things that benefit them practically as well as giving them the opportunity to develop their organisational and speaking skills. Pupils are also actively involved in charitable fund raising and have collected a substantial sum for their nominated charities, including £1000 for the charity Children with Leukaemia.
18. Year 6 pupils also have the responsibility for the care and behaviour of reception class pupils in many situations, such as assembly and break-times. They value this opportunity to develop and learn key citizenship skills and express mature opinions concerning these duties.
19. Overall, the school sets high expectations of all pupils, including those with special educational needs, and successfully implements policies to achieve them. The school ensures that all pupils are fully included in the life of the school, and all pupils have full access to the curriculum. The outcome is that pupils' very good attitudes clearly reflect the commitment and effort the school has made in this matter.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning is good overall and has improved since the last inspection, when there was some unsatisfactory teaching. A significant amount of very good and excellent teaching was observed during the inspection. The appointment of a new headteacher has led to rapidly increased expectations throughout the school. The quality of teaching and learning is monitored effectively by the headteacher and senior staff, and particularly in English, mathematics and science. No significant differences in the learning of girls and boys were observed.
21. The quality of teaching and learning is consistently good for pupils in the reception class. It is very good in English and mathematics and good in science, art and design, history, design and technology, music and physical education for pupils in Years 1 to 6. The quality of teaching and learning in ICT is satisfactory for pupils in Years 1 and 2 and good for pupils in Years 3 to 6. The quality of teaching and learning in geography for pupils in Years 3 to 6 is good, but there was insufficient evidence to make a judgement about the quality of teaching and learning in Years 1 and 2. One unsatisfactory lesson was observed.

22. Lesson planning is of very good quality across the school. This work is effectively monitored and supported by subject co-ordinators and senior staff, particularly in English and mathematics. As a result, there is steady progress across year groups, which effectively meets the learning needs of all pupils.
23. Teachers' expectations of pupils' work and behaviour are high and pupils respond well to the challenges that they are given. Effective behaviour management strategies in most classes are another reason why the quality of teaching and learning is mostly good or better across the school. Pupils are well known by their teachers, are clearly aware of rewards and sanctions and want to give of their best. It is a strong feature of the school that all teachers know pupils' strengths and what they need to do to improve.
24. In the most successful lessons observed, teachers explained at the beginning what pupils were going to learn and reinforced this effectively throughout the lesson. A thorough review at the end of most lessons ensured that pupils make good gains in their learning. A common feature in many of the good and better lessons observed was the use of challenging questions to extend learning.
25. In the very small number of less successful lessons, weaknesses were due to the inappropriate match of work to pupils' prior attainment and weaker behaviour management strategies.
26. The consistently good or better teaching makes a significant impact on the good progress made by all pupils. Teachers have very good subject knowledge and use support staff well. Questioning techniques are used effectively; for example, in a science lesson about electrical circuits, very good probing questioning and a good pace resulted in good progress for all pupils.
27. Information and communication technology is used appropriately as a tool to enhance teaching and learning across the curriculum, although this is sometimes inhibited by a lack of accommodation and resource difficulties. There is an appropriate balance between the direct teaching of skills and the application of their use. Although ICT is used effectively to extend pupils' learning in some subjects, such as English and mathematics, it is not used consistently across all subjects.
28. Teachers show very good understanding and application of the National Numeracy and Literacy Strategies. Teachers are successful in matching their questions to the needs of individuals in whole-class sessions. This contributes positively to the quality of learning and standards attained. Other strengths in the quality of teaching include well-focused teaching, based upon good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. Pupils listen and behave well during lessons. When the teaching is particularly good, skilful questioning and good use of support staff ensure that pupils learn well. Higher-attaining pupils, including those who are gifted and talented, are also challenged appropriately in most lessons.
29. The quality of marking is consistently very good across the school and is a significant strength. There were many examples of marking of high quality, with detailed, constructive comments to help pupils to improve. Teachers make very good use of on-going assessment during lessons; for example, through perceptive questioning. Key vocabulary to be used and explained to pupils is clearly identified in the best lessons.

30. Learning support staff make a good contribution to the effectiveness of most lessons. These staff are mostly appropriately briefed, involved in planning and also know pupils well.
31. The use of homework is good throughout the school and complements school work effectively. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents. There are many examples of pupils using homework effectively to extend their learning in a variety of subjects across the curriculum.
32. Pupils with special educational needs are given good support by the special educational needs co-ordinator and learning support assistants. All have good relationships with the pupils. They offer unobtrusive but effective support and as a result pupils make good progress. Lower-attaining pupils receive support in lessons from classroom assistants who help them develop their spelling and reading skills.

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

33. The quality and range of learning opportunities offered to pupils are good throughout the school. There has been some improvement in provision since the last inspection, although generally improvement has not been fast enough, inhibited by the constraints imposed by the unsatisfactory accommodation and rising pupil numbers. Good attention has been given to ensuring that pupils build progressively on their skills.
34. The curriculum for children in the reception class takes account of the required areas of learning for children of this age and is good. It puts a strong emphasis on the teaching and learning of literacy and numeracy. Overall, curriculum provision throughout the school is broad, balanced and relevant, and meets statutory requirements. It provides a good basis for the next stage of pupils' education.
35. There is a very good range of extra-curricular activities to enrich pupils' learning. Sports teams frequently play against other schools. Both boys and girls play football. Teachers ensure that learning opportunities are enhanced by visits to museums and other places of interest. Older pupils participate in residential visits and have opportunities to pursue adventurous activities. Visiting musicians and artists offer pupils the opportunity to experience a wide range of interesting activities.
36. The school has adapted its policies and schemes of work, making appropriate use of national guidance. The National Strategies for Literacy and Numeracy have been implemented very effectively, leading to improvement for all pupils. The teaching of literacy and numeracy skills is very good across the curriculum.
37. Planning provides a very good framework, showing what pupils will learn throughout their years in school and in particular year groups. The time allocated for some subjects is inconsistent across the school. This is mainly due to the pressures caused by the recent rise in the school roll, leading to split playtimes because of the lack of adequate playground space. While it is satisfactory overall, there are some weaknesses in provision for ICT because of the lack of space.
38. Everyone is made to feel welcome and fully included in all the school's activities; staff put much of effort into maintaining a caring ethos. School resources and access to the curriculum are distributed equitably. Pupils are valued for themselves. Pupils with

disabilities are well integrated into the life of the school; they are fully included in all aspects and are catered for well.

39. The school makes good provision for pupils with special educational needs. Procedures are well organised. The requirements of the New Code of Practice for special educational needs are fully met and pupils' individual education plans are effective and contain appropriate targets for improvement. There are many initiatives used to support pupils; for example, the additional literacy provision. The school ensures that there is full inclusion for the pupils on the special educational needs register.
40. The provision for pupils' personal, social and health education is very good. Sex education is taught effectively and pupils are made aware of the uses and dangers of drugs. Health education is taught as part of the science and physical education curriculum; for example, the importance of exercise and what constitutes a healthy diet. Younger pupils are taught road safety and they show appropriate knowledge and understanding of the safety issues involved. The use of circle-time allows pupils to discuss issues related to their personal development and to reflect on the impact of their actions on others.
41. There is a good range of visitors to school, including members from the local church. The school has encouraged visits from individuals and groups who represent other faith or ethnic groups to enhance pupils' understanding of life in a multicultural society.
42. Relationships with partner institutions are very good. There are good links with the local secondary schools, which support the transfer of pupils effectively, including those with special educational needs. Resources are exchanged and teachers from the secondary schools and a local Beacon School have supported the school effectively to improve the provision in a range of areas.
43. Provision for pupils' spiritual, moral, social and cultural development is very good. There has been very good improvement in the provision for cultural development and good improvement in pupils' spiritual, moral and social development since the last inspection.
44. Provision for pupils' spiritual development includes useful opportunities to explore the values of others through stories. Pupils' own ideas are valued when they talk about things that are important to them. Assemblies are Christian-based and enable pupils to recognise God as a higher being.
45. Provision for pupils' moral development enables pupils to recognise the difference between right and wrong. Honesty, fairness and a respect for the truth all feature in discussions between adults and pupils. All classes have discussed rules to make their learning environment a good place for all. Behaviour is dealt with effectively and consistently.
46. Provision for pupils' social development is well enhanced by encouraging pupils to take responsibility for carrying out a range of jobs around the school, such as monitors in the playground. Pupils are caring and helpful to those who have special educational needs. These all contribute towards the effectiveness of pupils' social development.
47. Provision for pupils' cultural development includes teaching about pupils' own traditions and customs as well as some from around the world. Educational visits to historical sites effectively broaden pupils' perspectives. The visits by representatives of other

faiths or ethnic minorities have enhanced the curriculum and help pupils to understand what it is to live in a multicultural society. In all classrooms, there are displays reflecting other faith beliefs and customs and the school has recently held a French Day when pupils explored the language, traditions and customs of the country. This was well supported by parents who provided French artefacts and products.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school makes very good provision for the care and welfare of its pupils and this is a very good improvement since the last inspection. The teaching and support personnel form a cohesive team that has a thorough understanding of the educational development and emotional needs of pupils. This detailed knowledge and level of care ensure that each pupil has a secure and trusting relationship with one or more adults within the school. Meetings with pupils confirmed their awareness of the support, advice and guidance available to them and their confidence in approaching their teachers and other members of the school's staff over matters of concern.
49. The school has a warm and friendly feeling that is highly valued by pupils, staff and parents. The bond between pupils and staff noticeably underpins the secure and caring environment that is central to the ethos of the school. A detailed knowledge of pupils' individual circumstances is apparent and the school uses this well to create an inclusive atmosphere.
50. A well-structured child protection policy follows local authority guidelines and is a significant improvement since the last inspection, when it was judged to be unsatisfactory. The deputy headteacher is the named person and he is experienced and fully trained in the appropriate procedures. He is fully aware of concerns in relation to child protection issues and regularly updates the staff on policy matters and has regular contact with other agencies in this field.
51. The school has very good procedures for monitoring pupils' academic performance and personal development. Staff know pupils well and it is this personal knowledge and directed support that gives strength to these procedures. Targets and performance in academic subjects are comprehensively documented for the information of both the school and parents. Similarly, personal development progress is recorded and objectively assessed. The school seeks, and acts on, pupils' views expressed both on an individual basis and through the school council. A formal record is made of the proceedings of the latter forum and forms part of the school's record in assessing personal development.
52. The health and safety policy of the school is well met in practice. The school site is secure, an annual statutory risk assessment is undertaken, and other matters of concern reported by staff members are dealt with promptly. The caretaker carries out regular safety checks and works hard in maintaining a high standard of cleanliness in the school and school grounds. Pupils dispose of litter responsibly and respect their surroundings. Fire precautions are sound and drills well rehearsed. First-aid provision is very good with many personnel trained to the nationally recognised standard.

53. The school monitors attendance thoroughly and its procedures for encouraging regular attendance and punctuality are excellent. A very beneficial relationship exists between the school office and the educational welfare officer to implement remedial action where appropriate. Registers are correctly completed and registration procedures are sound. The school day and lessons start promptly. The recording of absence is consistent across the school.
54. The school's provision for inclusion and equality of access for all pupils is very good, reflecting the importance attached to equal opportunities. Whilst the school has a limited ethnic mix, it successfully explores the issues of other cultures and religions to prepare its pupils for life in a diverse and interdependent society. The school is aware of the individual differences of its pupils and an inclusive approach is central to its ethos.
55. Overall, the school makes very good provision for the care, welfare, health, safety and protection of its pupils.
56. The school's procedures for monitoring pupils' academic performance are very good and standards have improved significantly since the last inspection.
57. Children are assessed when they start school in the reception class and appropriate targets are set. A record of individuals' attainment is passed on to the next teacher. The school is using a range of commercial tests to assess attainment from Year 1 upwards, mainly relating to language skills, and optional standardised assessment tests in Years 3, 4 and 5. The results of these tests are also recorded on individual records and used to track the progress of each pupil. This data is very thoroughly analysed for gaps in learning and is used constructively to guide curricular planning. It also forms the focus of classroom displays. Assessment co-ordinators monitor teachers' planning and assessments weekly for appropriate match of work to ability. These procedures are effective.
58. Teachers' marking is carried out to strict criteria and clearly informs pupils how to improve their work. However, this is not consistently applied to subjects other than English, mathematics and science. There is good provision for pupils with special educational needs to be supported in the classroom. Pupils' progress reports at the end of the school year are detailed and give a clear indication of improvement and what has been covered and parents have good opportunities to discuss their children's progress with staff.
59. Pupils with special educational needs are given good support. The school identifies pupils with special educational needs at a very early stage and makes appropriate provision. Assessment information is used well to identify these pupils, to set their targets and to monitor their progress. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. Individual education plans usefully include a section showing pupils preferred learning styles. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress.
60. Individual education plans are reviewed at least termly. They are used as a working document by staff. The school also uses group individual education plans for certain areas; for example, the social skills support. The co-ordinator for special educational needs regularly reviews targets. The school works closely with the local education authority's support services; for example, speech and language support and the educational psychologist.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. Parents' views of the school are predominantly positive. The parents' meeting and their response to the questionnaires show they are supportive and appreciative of the way the school cares for and educates their children. They welcome the improved standards that have been a noticeable feature since the last inspection. Parents like the warm and thoughtful manner of the staff and the ease with which they can approach them in matters of concern. Parents value the help and interest they show in their children's education, welfare and development. They consider the school a supportive, friendly and safe environment and feel well informed about their children's progress.
62. Most parents consider that the school has improved significantly since the last inspection with higher expectations, better teaching and a change of culture that has brought a family feeling to the school. They are also encouraged by the headteacher's efforts in increasing the range of extra-curricular activities. The school's reputation has risen significantly since the last inspection, with a corresponding rise in its roll that has resulted in a waiting list for places.
63. The quality of information provided to parents is very good. The school's prospectus is clear and written with the reader in mind and the annual report from governors to parents meets statutory requirements and gives a full picture of school life. Regular newsletters are informative, and include matters of general interest, together with periodic directives such as the importance of good attendance. Pupils' progress reports at the end of the school year are detailed and give a clear indication of improvement and what has been covered. Parents of children with special educational needs are properly informed of the provision available and fully involved in decisions regarding their child's learning programme.
64. The school has a very active parents' and teachers' association that works very hard to raise funds for the school. This helps the school to purchase items or services specifically identified as beneficial to pupils' education and development. Such purchases have included a climbing frame for the play area, musical instruments, computers, bookstands and class tables and the provision of subsidies for the French language club and the school Christmas party and outing. It attracts widespread backing by parents for its full calendar of social and fund-raising activities. Parents also give full-hearted support to the school's highly regarded musical and dramatic events.
65. The school makes a very good effort to include parents in its work with their children's learning and parents recognise this. Teachers are available at the beginning and end of the school day and readily deal with any concerns parents have regarding their children's schoolwork. Parents make a very good contribution to their children's learning at school and home. They are supportive of the school in its efforts to educate and develop their children and many actively assist in the school. Parents have a clear understanding of homework expectations, which, together with the school's contact books and regular meetings with them, ensure that they are fully engaged with their children's learning.
66. There is a very good range of community links that enrich the curriculum and add to pupils' personal development. Outside visits and guest speakers support topic work in both academic and welfare subjects. Talks by the fire service, catering nutritionists, drug counsellors and road safety officers are just a sample of the input by other agencies to the school's personal development initiatives. Visits to Dover Castle, the Tate Modern Art Gallery, museums and animal centres enable pupils to make useful connections to their classroom learning. Strong church links, the school fete,

charitable initiatives and shared waste paper recycling facilities strengthen the links with the local community. The headteacher and governing body are keen to explore many other ideas that link learning to the wider community.

67. The school works closely with parents when their child is put on the register for special educational needs. Parents' views and opinions are sought and are considered when drawing up targets for the child to achieve. An 'open door' policy operates where parents are able to discuss their child's progress with the co-ordinator for special educational needs to discuss the targets, which have been set for their child.
68. Overall the very good partnership between the school and parents contributes significantly to the learning and social development of pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The leadership and management of the headteacher and key staff are very good. Since her appointment in April 2002, the headteacher is making a very successful contribution to a rapidly improving school, and has introduced effective strategies to overcome the serious weaknesses identified in the previous report; for example, in the monitoring and evaluation of the quality of teaching and learning, developing policies and schemes of work and developing the role of subject co-ordinators. All are now having a very positive impact upon the school ethos and standards achieved by pupils.
70. The headteacher's supportive manner to all involved in the school, and, in particular, to pupils and their parents, makes a valuable contribution to the school and pupils' learning. Priorities are closely linked to the needs of pupils, with a very strong emphasis upon promoting higher standards and effective teaching and learning. She is very well supported by the deputy headteacher, senior management team and staff.
71. School review and development are very much part of the school's culture. The monitoring of the quality of teaching and learning by the headteacher and senior staff is thorough and is an integral part of usual school practice, particularly in English and mathematics. Although there is effective monitoring of standards in other subjects, the monitoring of the quality of teaching and learning is at an early stage of development as the school has made English and mathematics a priority.
72. Staff are very well supported and opportunities for their professional development are thorough. The headteacher's enthusiasm and commitment to the school have encouraged everyone who works there to reflect upon the quality of their work and to strive for improvement. There is a very strong sense of a shared commitment to improvement by all those involved in the life and work of the school. This is a strength of the school.
73. The school demonstrates a strong commitment to educational inclusion and to ensuring that the needs of all pupils are met. Equality of opportunity is very good and pupils with special educational needs and higher-attaining pupils, including gifted and talented, are well supported. All pupils are seen as individuals and the school does its utmost to meet individual needs.

74. The governing body plays a significant part in the success of the school and provides effective support. It fulfils its role as 'a critical friend' well and a number of governors visit the school regularly; for example, for monitoring visits. Governors have a good understanding of the school's strengths and areas for development. A range of their responsibilities is delegated to committees that effectively support the school. The governors fulfil their statutory responsibilities well.
75. Since the appointment of the new headteacher, there have been continuous improvements in the quality of the learning environment, the quality of teaching and learning and the curriculum provided. This is due to the strong commitment of the headteacher and staff in providing the best that they can for pupils. A team approach is very well developed and members of staff work hard to improve the quality of education provided by the school.
76. All teaching staff have responsibilities for co-ordinating areas of the curriculum. Planning for lessons is very effective. Co-ordinators and year group leaders provide effective support for their colleagues and are well aware of the strengths and weaknesses in their subject areas.
77. The management of special educational needs is good. The co-ordinator for special educational needs is experienced and committed to introducing strategies, which will further improve the provision for special educational needs in the school. The school's approach is very well organised and designated funds are used appropriately. Most of the support staff are experienced and most have had training. All staff work closely with the co-ordinator for special educational needs who ensures that they are all aware of the procedures. Parents are kept well informed and are invited to all reviews.
78. Very good records are kept and there is good liaison with the secondary school when pupils transfer at the age of 11. There is a governor responsible for overseeing special educational needs and she plays an active role. She meets with the special educational needs co-ordinator and reports back to the governing body. There is also a link governor for the more able pupils. The school complies with the Code of Practice and fulfils its statutory requirements well.
79. The school has clear aims that are supported by pupils, parents, staff and governors. They promote the development of pupils' self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school.
80. The regular monitoring of teaching and the curriculum by the local education authority, headteacher and senior staff is proving to be very effective in both maintaining and raising standards. The governing body is kept very well informed by the headteacher through clear and effective reports, together with a thorough analysis of data; both financial and that relating to standards achieved by pupils. The school is very effective in determining appropriate aims, priorities and targets, and is taking very effective action to rectify deficiencies, and, in particular, to raise standards.
81. Financial planning is fully linked to the school's educational priorities. Special grants, such as allocations for professional development, are used to best purpose. The school budget is managed very well on a day-to-day basis, and financial control and administration fully reflect the priorities of the school.
82. The school reported a larger than average carry forward of £32127 (8 per cent). This has been identified for improvements in the school building and staffing.

83. The full governing body agrees budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Good financial and other information is made available to all governors by the headteacher and very experienced school finance officer, which ensures that they are very well informed. There are now very effective procedures to review and evaluate the effects of financial decisions. The principles of best value for money are applied well to decisions relating to the school budget.
84. The school development plan is of very high quality and clearly identifies the areas for future development. It identifies resource implications, key personnel and time scales, together with costings. The school development plan is a result of co-operation between governors and staff and includes a very effective review of the school's work, and is very well linked to a longer-term view.
85. The school is very well staffed and there is an appropriate balance of experience and expertise. There are good mentoring arrangements in place for newly qualified and newly appointed staff, with effective arrangements for staff appraisal and performance management. All staff have been very well assimilated into the life and work of the school. Support staff are mostly well briefed on the content of lessons and the part that they will play in supporting pupils, and their impact upon pupils' learning is good. The quality, range and accessibility of resources are good overall.
86. The accommodation of the school overall is unsatisfactory, although there are many very good features within this judgement. Classrooms are attractively decorated with a very good range of pupils' work pleasingly displayed. A very pleasant well stocked library and communal spaces adjacent to the classrooms have been arranged as attractive work areas for group and individual work. The outside area is well maintained and nicely arranged with seating and some recreational equipment.
87. Despite the school's efforts to make best use of the accommodation, it is acknowledged that the school is a piecemeal arrangement of temporary buildings, a hall, playground and some classrooms that are too small for the school's needs, together with inadequate parking facilities. The school is in discussions with various bodies in an attempt to resolve the many complex issues that presently preclude an amicable solution. There is limited space in the school for computers to be used with groups of pupils. Inspectors feel that the unsatisfactory elements of the accommodation prevent the school from fulfilling its potential in respect of pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. In order to improve the standard of education further, the headteacher, staff and governors should:

1) As far as resources allow, continue to work with the local education authority, diocesan authority and the local community to improve the quality of accommodation within the school, with particular attention to:

- improving provision for information and communication technology; (paragraphs 9, 27, 33, 37, 86, 169)
- improving facilities for both indoor and outdoor physical education; (paragraphs 33, 37, 86, 87, 192)
- improving the ventilation and heating within some temporary classrooms; (paragraphs 33, 86, 87)
- improving car parking facilities for staff and visitors. (paragraphs 87, 137)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	22	4	1	0	0
Percentage	5	31	52	10	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	45

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	12	12	12
	Total	21	21	23
Percentage of pupils at NC level 2 or above	School	84 (100)	84 (96)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	12
	Girls	12	11	13
	Total	21	19	25
Percentage of pupils at NC level 2 or above	School	84 (100)	76 (100)	100 (100)
	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	9	16	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	16	16	15
	Total	25	25	24
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	14	15	14
	Total	23	24	23
Percentage of pupils at NC level 4 or above	School	92 (100)	96 (100)	92 (100)
	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	115	0	0
White – Irish	2	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	45	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24.1
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	162

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	417704
Total expenditure	419004
Expenditure per pupil	2064
Balance brought forward from previous year	33427
Balance carried forward to next year	32127

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	6
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	205
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	52	42	5	1	0
Behaviour in the school is good.	33	57	5	3	2
My child gets the right amount of work to do at home.	31	54	10	4	1
The teaching is good.	52	44	3	1	0
I am kept well informed about how my child is getting on.	40	47	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	27	3	1	0
The school expects my child to work hard and achieve his or her best.	57	41	1	1	0
The school works closely with parents.	43	43	10	3	1
The school is well led and managed.	69	30	0	1	0
The school is helping my child become mature and responsible.	45	50	3	0	2
The school provides an interesting range of activities outside lessons.	58	33	5	1	3

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

89. Children start in the reception class with levels of attainment that are broadly above those expected for their age, although there are wide variations in attainment from year to year. Children make good progress in the reception class and broaden and consolidate their knowledge in all required areas of learning. Provision for children in the reception class is good and high standards in this area of the school's work have been maintained since the last inspection.
90. Overall, the quality of teaching for children in the reception class is good in each of the areas of learning. The class teacher has a good knowledge and understanding of the needs of children of this age, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the gradual and appropriate introduction of elements of literacy and numeracy lessons, role-play and good intervention by adults. Planning is of good quality and includes appropriate references to national guidance for children of this age. Day-to-day assessment of children's progress is good and effective records of progress are maintained. There is effective monitoring and evaluation of teaching and learning and of the progress made by children. Expectations of children's behaviour are appropriate and relationships are secure.
91. The range of resources available to promote all areas of learning is good overall. However, insufficient use is made of the outdoor area to extend children's learning. The school is aware of this and plans are well advanced to address any deficiencies. The class teacher and learning support staff have worked hard to provide an attractive and stimulating environment for children. Children's work is attractively displayed and valued. There is equality of access to learning for boys and girls.

Personal, social and emotional development

92. Children attain above what is expected for their age. They make good progress through well-planned opportunities to establish constructive relationships with other children and adults. Planning for sessions provides good opportunities for children to work alone, in small groups or as a whole class. There is an appropriate balance between activities led by the teacher and those activities that children select for themselves. Children are responsive, interested in what they are doing and most concentrate well and persevere with their learning, as was observed when children were using the computer and a programmable toy. Children understand that other children come from different backgrounds and that all are valued. Children successfully take some responsibility; for example, when helping to tidy away at the end of activities.

Communication, language and literacy

93. Children attain standards that are above expectations for their age. Children successfully broaden and consolidate their use of language, and the scrutiny of children's work indicates that many attain standards that are above those expected for their age in their writing skills. Children are beginning to understand the importance of listening, and many are happy to contribute their own ideas during discussion; for example, when discussing letter sounds or when sharing a book together. Good opportunities are provided for children to communicate their thoughts, ideas and

feelings, although some children lack confidence and skills to do this. Progress in communication, language and literacy is good, and is appropriately matched to children's learning. Children are taught how to form letters with increasing accuracy and how to write words. Children successfully use the good opportunities for role-play to extend their language and literacy skills, and there is often good adult intervention to help promote the development of language skills.

Mathematical development

94. Children attain standards that are above expectations for their age. Mathematical development is appropriately promoted and there are regular opportunities for children to count, sort, match, seek patterns and recognise relationships when working with numbers, shapes, space and measures. Children enjoy counting, with many children counting to 20 and some beyond. Planning indicates that children have appropriate practical opportunities to experience number. Children make sound progress in colour, shape and number recognition. Children identify written numbers to 10 with some recognising numbers beyond this, create simple patterns and compare, sort and count objects.

Knowledge and understanding of the world

95. Children attain standards that are in line with expectations for their age. The activities provided help children to develop their understanding of the world around them. Children talk about where they live, their families and their immediate environment and recall their experiences through a range and variety of role-play; for example, in the class 'Veterinary Surgery'. Children effectively develop the skills of cutting, joining and building, using an appropriate range of materials. They have access to a good range of construction materials and small world toys. Computers are used successfully to engage children's interest and are used throughout the day, sometimes with individual support from adults. Children are beginning to use the mouse well and know that it controls movement on the screen. Staff use questioning skills effectively to develop children's knowledge and understanding in this area of learning. Children were observed successfully programming a toy to move forwards and backwards the required distance.

Physical development

96. Children's physical development is above expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons appropriately. Several children were observed demonstrating considerable care when drawing, painting, cutting and sticking. There are regular opportunities for children to have physical education lessons in the small school hall, although the space for these activities is restrictive and sometimes opportunities for children's learning are limited. There are appropriate opportunities for children to use large wheeled toys, and to climb and balance. Children use space well in the school hall and show increasing confidence. As yet, there is insufficient use made of the outdoor area to develop children's physical skills. The school is aware of this deficiency and plans are at an advanced stage to improve access to the designated area and to provide more apparatus for children to use.

Creative development

97. Children's creative development is above expectations for their age, and they make good progress. Children enter a creatively rich environment when they enter the school, to which they respond with enthusiasm. They show good appreciation of the effects of different textures, colours, shapes and patterns. There are good opportunities to promote creative development and good opportunities for children to express their ideas. The classroom provides a stimulating environment and children are well supported by the sensitive intervention of the class teacher and learning support assistants.

ENGLISH

98. Standards in English are very good overall and these high standards have risen since the last inspection.
99. Standards for pupils in Year 2 in the 2002 National Curriculum tests were above average in reading and broadly in line with the average in writing. When compared with similar schools, standards in reading were broadly in line with the national average, yet in writing they were well below. Standards have fallen in reading and writing since the last inspection, and this has been caused by disruptions in teaching due to the difficulty in recruiting a permanent teacher and larger than usual numbers of pupils with special educational needs within the year group. This has now been addressed.
100. Standards for pupils in Year 6 in the 2002 National Curriculum tests were very high, and within the top five per cent nationally when compared with all and similar schools. Standards for these pupils have risen consistently since 1998, and particularly since the last inspection.
101. In the lessons observed and pupils' work analysed during the inspection, standards are above expectations for pupils in Year 2 and well above expectations for pupils in Year 6. A significant number of pupils are working above the expected level for their age in all aspects of English. There is no significant difference between the achievement of boys and girls. Pupils with special educational needs make good progress. Class teachers monitor pupils' progress and termly assessments are made.
102. Pupils make good progress. Most pupils in the school are interested and motivated in all they do. Relationships between teachers, support staff and pupils are very good.
103. Pupils of all ages have very positive attitudes to reading. They talk openly about their favourite authors and books, such as Tolkien, J. K. Rowling and Jacqueline Wilson. Most pupils have well developed reading habits at both home and school, and the support given to them at home is a positive factor in raising standards. Most pupils locate books in the school library quickly, using the very clear and appropriate prompts available to them. Some pupils belong to the public library in Sittingbourne, although not all are regular visitors. Teachers encourage pupils in lessons to develop their learning skills; for example, to use computers and the school library to research topics further.
104. By the age of seven, the majority of pupils are reading at above the expected level and many are able to use strategies for decoding words. By the age of 11, pupils confidently explain their likes and dislikes, and discuss how different authors develop characters themes and plots. Most pupils are aware of conventions such as alphabetical order, contents, index and glossary, and know the difference between

fiction and non-fiction books. Pupils have opportunities for independent study with books, CD-ROMs and websites. The school is now very well resourced with Big Books and this helps the effective implementation of the National Literacy Strategy.

105. Over the last two years, developing pupils' writing skills has been a focus of the school improvement plan. Standards of writing seen during the inspection are above the expected level for pupils in Year 2 and Year 6. A consistent approach to medium-term planning has been established. All teachers are carrying out the National Literacy Strategy very effectively. As a result, they put due emphasis on teaching and developing basic skills. The pairing of pupils with a 'Response Partner', with whom they share their ideas and work, has had a very positive effect on developing pupils' English skills across the school.
106. The work completed in literacy lessons enables pupils to understand different styles and functions of writing such as describing, reporting, narrating and persuading. In some classes, this is supported well through the work in other subject areas. In Year 5, pupils were writing poetry and the teacher, through excellent planning and use of resources, encouraged pupils to produce work of a very high standard. At times pupils use the computers to enhance the presentation of written work, and to review and refine their work. Pupils make appropriate use of computers to redraft and edit their written work. Teachers' marking is supportive and helps pupils understand what they need to do to improve their work.
107. Overall, standards in speaking and listening are good, but the co-ordinators have identified these as areas requiring more attention in order to raise standards further. Pupils of all ages talk freely and confidently. Most willingly take part in class discussions and are keen to share their ideas and views. Questioning in most classes involves all pupils, and teachers use both correct and incorrect answers skilfully to reinforce teaching points. This positive ethos enables pupils of all ages and abilities to offer suggestions without fear of ridicule or embarrassment. Pupils take part in school productions, enhancing their speaking and listening skills further.
108. Teaching is very good overall, with some excellent features, particularly in Years 2, 5 and 6. In the better lessons, teachers explain to pupils exactly what is expected. Pupils rise to the challenge, especially when lessons are well paced and both teacher and pupils highlight new learning at the end of the session.
109. Planning is very good and there is a well-organised planning system to ensure that pupils get full and appropriate coverage of the National Literacy Strategy. The co-ordinators have rightly identified the need to identify and disseminate the good and effective teaching strategies that teachers have developed.
110. The English co-ordinators provide strong leadership and have a clear understanding of what needs to be done to raise standards further; the literacy action plan is a good working document. Literacy teaching is effectively monitored and pupils' test results are analysed and targets set for class groups as well as individual pupils. The school knows where pupils are in terms of National Curriculum levels and where they should be at the end of each year. Progress towards end-of-year targets is regularly reviewed and adjustments are made to curriculum plans, teaching methods and support structures where necessary.

111. The school is well resourced for English. The school library is an attractive place to work. There is a good variety of fiction and non-fiction books as well as reference books for pupils to use. There are plenty of group readers and big books. The quality of these resources contributes positively to the progress pupils make in reading and the standards they achieve.

MATHEMATICS

112. Standards being achieved by the current Year 2 pupils are above those expected nationally. This is similar to the last inspection. However, the results of the 2002 tests for Year 2 pupils showed that attainment was similar to the national average. This was because of the high number of pupils with special educational needs within this year group.
113. Pupils in Year 6 attained standards that were very high and in the top five per cent nationally in the 2002 National Curriculum tests. Inspection evidence shows that they are still attaining at levels well above those that are expected. Pupils in Year 6 attain very good standards in numeracy and all areas of mathematics.
114. Pupils in Year 2 attained standards that were broadly in line with the National Curriculum in the 2002 National Curriculum test. However, insufficient numbers of pupils achieved the higher level (Level 3). When compared with similar schools, standards were well below the national average. This was mainly due to the high number of pupils with special educational needs within the year group.
115. Pupils in Year 6 attain standards that were very high, and within the top five per cent nationally, when compared with all and similar schools. All pupils achieved at least the average level (Level 4) and a higher percentage than usual achieved the higher level (Level 5), with some pupils achieving Level 6.
116. Inspection findings confirm that high standards have been maintained since the last inspection. There were no observable differences in the performance of girls and boys during the inspection. Pupils with special educational needs are well supported and teachers are careful to ensure the full involvement of these pupils in lessons. These pupils make good progress and mathematics targets are identified on pupils' individual education plans.
117. Pupils are grouped according to their prior attainment for mathematics lessons. This ensures that work is matched carefully to all abilities. A good example of this was seen in a Year 4 lesson where higher-pupils were being challenged by a computer program in which they had to find a pattern in the number of bounces of a snooker ball on different sized tables.
118. Pupils in Year 2 understand that subtraction is the inverse of addition. Higher-attaining pupils work with numbers up to 100 and undertake mathematical problem-solving activities, including money problems involving change. Pupils in Year 6 work out calculations mentally with confidence. Pupils develop their understanding of measurement through a good range of practical activities, involving estimation, approximate measures and accurate measures.
119. Pupils in Year 6 have a good knowledge and understanding of how to find the measurements of the angles of a triangle. They understand, and use correctly, the terms 'scalene', 'isosceles' and 'equilateral' when describing triangles and use the mathematical terms for different angles. They have a good understanding of fractions

and percentages and mentally solve problems. They know the value of the digits in numbers with one or two decimal places. They choose the appropriate number operations to solve problems.

120. The quality of teaching and learning is very good for pupils in Years 1 to 6. When teaching is particularly good, pupils are given challenging opportunities to describe and explain their thinking processes to each other. The beginning of lessons is always made interesting with a mental starter, such as quick revision of the properties of the week's shape or writing write down as many prime numbers as they can in a given time. In these lessons, the pace is brisk and pupils respond with enthusiasm and enjoyment.
121. Teachers show a good understanding of the National Numeracy Strategy and apply this well in lessons. The three-part lesson structure is well established and planning is good. The end of the session is used well to assess what pupils have understood and to correct any misunderstandings. Aspects to be learned in each lesson are clearly defined in the planning and shared with the pupils at the beginning of the lesson and reviewed at the end.
122. Expectations are high and good account is taken of the needs of all ability groups, so that work is well matched to the range of prior attainment within the group. This ensures that good progress takes place and higher-attaining pupils are sufficiently challenged. There were no significant differences observed in the performance of girls and boys.
123. Pupils enjoy mathematics. They behave well in lessons and work hard, applying themselves to the tasks set. Work is well presented. These very good attitudes to work impact very positively on the standards pupils achieve. They work well in pairs or in groups, often of mixed gender, discussing their work sensibly. Homework tasks support class work well. Mathematics makes a good contribution to pupils' personal development, because they learn to collaborate with one another. The lessons are planned to help pupils experience success and, as a consequence, self-esteem and self-confidence develop.
124. Teachers use a good range of strategies to assess pupils' attainment and achievement in mathematics. The results from the annual statutory and non-statutory tests are used to track individual pupil's progress from year to year and also used to guide the school's target-setting. The data is also used to determine whether there are gaps in pupils' learning and this information is used in teachers' planning. Pupils are set individual targets and have a good understanding of how well they are learning. Information and communication technology is used appropriately to support pupils' learning.
125. The co-ordinator has a strong commitment to improving standards, and manages mathematics very well. Future plans for the subject are good and focus on areas that have been identified to improve standards.

SCIENCE

126. Standards attained by pupils in Year 2 and Year 6 are above national expectations, and pupils throughout the school make good progress. Standards have improved overall, as more Year 6 pupils are now achieving the higher levels (Levels 5 and 6) since the last inspection.

127. National Curriculum teachers' assessments for pupils in Year 2 in 2002 indicated standards that were very high when compared with all schools nationally, as well as those in similar contexts, with all pupils achieving the average level (Level 2). However, fewer pupils than expected achieved the higher level (Level 3) because of the higher than usual number of pupils with special educational needs within this year group.
128. National Curriculum test results for pupils in Year 6 in 2002 also indicated standards that were well above the national average when compared nationally, and were above the national average when compared with similar schools. The number of pupils achieving the higher levels (Levels 5 and 6) was broadly in line with the national average. No significant difference was noted in the performance of boys and girls in pupils' written work or in lessons observed during the inspection. Pupils throughout the school, including those with special educational needs, higher-attaining pupils, including those who are gifted and talented, make good progress.
129. Year 2 pupils know that animals live in different habitats and confidently predict the conditions required for groups of animals to live; for example, under a tree or within a grassy area. In one lesson observed, some pupils correctly predicted that the hardness of the ground underneath a tree would inhibit occupation by some animals and insects.
130. Year 6 pupils attain good scientific vocabulary and know that some things need to be the same to conduct a fair test. Year 6 pupils correctly 'read' an electrical circuit and identify whether or not it will work. Pupils successfully explain what makes a successful circuit and what factors can be varied and what effect it would have. In one very good Year 6 lesson observed, pupils worked well with a partner and responded to the challenge of designing a burglar alarm. Effective intervention by the class teacher, together with work very well planned to meet the needs of all pupils, ensured effective learning. Pupils with special educational needs were effectively supported throughout the group work activity through leading questions and skilful intervention by the class teacher.
131. Work in pupils' books is well presented at all levels of attainment. Written work shows good understanding with an appropriate difference in depth and extent according to age and attainment. The quality of presentation of work is good across the school, with some outstanding examples of written work and diagrams and charts that are of a very high standard.
132. The quality of teaching is mostly good throughout the school, with examples of very good teaching in some lessons observed. Good learning takes place because teachers prepare their lessons well, share learning objectives with their pupils and use good challenging questioning such as 'How do you know?' and 'What will you do next?' Teachers use good scientific vocabulary that helps pupils to learn new words and concepts. Appropriate work is planned for pupils of different levels of attainment and teachers have high expectations of work and behaviour to which pupils respond well. In a very small minority of less successful lessons, the work is not pitched at the correct level and behaviour management strategies are less successful.
133. Good progress in lessons is helped by the very good behaviour of most pupils. There is good sharing of tasks and pupils show enthusiasm for and interest in their work. Pupils listen well to their teachers and work very well in groups. In Year 6, very good dialogue takes place between pupils at all levels of attainment.

134. In all lessons seen, pupils' ideas and contributions to lessons are valued by teachers and their peers. There are very good relationships between pupils themselves and between pupils and teachers. At all levels of attainment, pupils are well supported by their class teachers and by support assistants so that all pupils are included in the range of activities offered. In addition, teachers' marking often gives good support to pupils with special educational needs and lower attainers in the correction of spellings and by the addition of useful information that these pupils have omitted.
135. Much progress has been made since the last inspection to develop a new policy and scheme of work for science, to develop the monitoring of teaching and learning and to establish effective assessment procedures and to extend pupils' opportunities for scientific investigation. A scheme of work for the whole school is being reviewed and modified in line with national guidelines. A good start has been made on the monitoring of teaching and learning in the subject.
136. Teachers plan very well together and share resources and ideas effectively. Informal assessments take place in the course of most lessons and there are individual assessments for pupils at the end of each unit of work. The science curriculum is well supported by some very good display work in classrooms and around the school and the subject is well resourced. The subject is well led by the subject co-ordinator. There is appropriate and developing use of ICT to support the subject throughout the school.
137. The lack of an environmental area and pond within easy access of the school sometimes inhibits progress in the study of life processes. Although the school received funding for the development of this area, the funding was returned because the designated area had to be used as a staff car park instead.

ART AND DESIGN

138. Standards attained by pupils in Year 2 and Year 6 are in line with expectations and standards have been maintained since the last inspection.
139. Only three lessons were observed during the inspection. Evidence has also been collected from talking to pupils and looking at teachers' planning and displays around the school. All pupils, including those with special educational needs make satisfactory progress. Some pupils are attaining at higher than expected levels. There was no evidence of differences in attainment between boys and girls.
140. Younger pupils demonstrate increasing control of pencils when making observational drawings of percussion instruments or kitchen utensils. They choose an appropriate sized brush when painting large areas and use a fine brush when painting detail. Year 2 pupils mix colours from the primary colours. Some pupils have an eye for detail when engaged in observational drawings. There is a good display of their work based on comparing two sunflower paintings by Van Gogh.
141. In Year 6, pupils introduce greater detail into their sketching and use a wider variety of media in their drawings. They learn to observe more carefully and take great care to use tone and texture in these drawings. They also look at people in action, sketching movement and different body positions. Pupils' good quality work is displayed well. Pupils in Years 3 create paintings in the style of Monet by dabbing brush strokes. They evaluate their work saying what they like and don't like about the finished picture and giving a reason for their opinion; for example, one pupil wrote, 'I didn't like my grey picture because the pink blended in too much.' Sketchbooks are used throughout the

school to record ideas and observations. They are prepared by the school and contain different textures of paper for the pupils to experience.

142. Pupils successfully develop their skills in painting and drawing, showing greater observational skills as they move through the school. They develop an appreciation of the work of western artists such as Monet and Edvard Munch and are given opportunities to look at the work of other groups of artists from other cultures; for example, Islamic art.
143. Relationships are very good between pupils and the adults they work with. Pupils enjoy their art lessons and work with enthusiasm. They show appreciation for the work of their peers and are generous in their praise. They co-operate when sharing and selecting resources.
144. The quality of teaching and learning in the subject is good. Planning is thorough with clearly defined learning objectives and good use of resources. Teachers and classroom assistants are most effective when they work around classes to promote individual learning. Parents make a good contribution to pupils' learning in some lessons by supporting the teacher. This was observed in a Year 2 lesson where pupils were engaged on sewing tasks. The art file shows that appropriate assessment procedures are being used and that brief records are being kept.
145. The co-ordinator is new to the post and has made a good start on raising the profile of the subject. There is some monitoring of planning, teaching and pupils' work. The scheme of work is planned for revision to include progression in the acquisition of skills. There is an after-school art club for younger pupils. All pupils have the opportunity to enjoy this.
146. There are good opportunities for pupils to extend their learning by visits and visitors to the school; for example, visits to the National Gallery and the Tate Modern Gallery and artists working with pupils in school. Resources have improved since the last inspection and are sufficient for teaching the curriculum. The subject makes a good contribution to pupils' spiritual and cultural development.

DESIGN AND TECHNOLOGY

147. Standards attained by pupils in Year 2 and Year 6 are in line with expectations and standards have been maintained since the last inspection. The introduction of topics, based on the national guidelines, has improved planning in the subject. A good feature is that most year groups now use some form of design sheet and pupils evaluate their finished work.
148. All pupils make good progress in the subject, including those with special educational needs, higher-attaining pupils and those who are gifted and talented. There were no observable differences in the attainment of girls and boys. The use of information and communication technology in the subject was not evident during the inspection but planning it is an area the school has identified for development.
149. Younger pupils successfully make frames with right-angled joins, exploring joining techniques using glue and sticky tape. Year 2 pupils design and make their own hobby horses and photographs of the finished toys show that achievement is good. Older pupils continue to make good progress when they design and make more advanced projects, because work is often linked to other subjects.

150. Year 5 pupils were observed practising the skills needed for making a musical instrument. They completed a design brief showing the tools and materials they would use. They evaluated their success when the artefact was completed.
151. There are good links with literacy when they discuss their work with each other and write an evaluation of the finished project. They develop their language skills well when new words in the subject are introduced. The Year 6 classroom has a good display of shelters that pupils have designed and made. These show that pupils give careful consideration to the planning of their artefact. Pupils in Year 6 have satisfactory construction skills and continue to design creatively. They use appropriate tools and materials and they take good account of these when they design products and evaluate their finished articles against their original intentions.
152. When pupils evaluate their work, they do so sensibly, giving good reasons for why and how they could improve. Pupils enjoy opportunities to work creatively and have a sense of achievement when they make products that are unique to them. Higher-attaining pupils demonstrate some flair and imagination in their designs and have good construction skills. Pupils with special educational needs make appropriate progress because they are well supported by their teachers and learning support assistants, whose expertise is well used. Pupils work collaboratively together.
153. The quality of teaching and learning is good. Teachers encourage pupils to work creatively and there are high expectations of good standards of finished work and of methods of working. Pupils make independent decisions about the materials they use and how their products will look. Teachers select imaginative projects, which encourage and motivate pupils. Teachers have a good knowledge of the design process, which they communicate effectively to pupils.
154. The subject is satisfactorily led and managed. The co-ordinator has been appointed since the last inspection and has made a thorough audit of the subject and identified areas for improvement. The subject is monitored informally by discussions with staff and assessing pupils' work. Assessment procedures are informal. Resources have been improved since the last inspection. The school has a very good range of tools and other resources for pupils to use. They are used well and pupils are fully aware of the safety aspect of working in the subject.

GEOGRAPHY

155. Standards attained by pupils in Year 2 are in line with national expectations, and standards attained by pupils in Year 6 are above expectations. All pupils, including those with special educational needs and higher-attaining pupils are well supported and make appropriate progress.
156. It was only possible to observe two lessons in the subject. However, evidence was also collected by talking to pupils and teachers and an analysis of pupils' work and teachers' planning. The school has adopted a nationally created scheme of work and pupils are covering an appropriate range of geographical topics.
157. Pupils in Years 1 and 2 make satisfactory progress. Pupils in Years 3 to 6 make good progress. Year 5 and Year 6 pupils describe the formation of rivers and how the course varies from source to mouth. They find out the meaning to the subject-specific vocabulary, so that they know that a plunge pool is formed when a waterfall erodes the river bed. They relate their knowledge of the course of a river to a local river observed on a recent school trip.

158. There was insufficient evidence to make a judgement on the quality of teaching for pupils in Year 1 and Year 2. The quality of teaching for pupils in Years 3 to 6 is good. Teachers make very good use of resources and in one lesson pupils conducted a web site search in order to research plunge pools. The work in pupils' books is presented to a sufficiently high standard and marking provides good guidance on how pupils can improve their work. The curriculum is enhanced by educational visits in the local area.
159. The co-ordinator has a good understanding of the subject and has identified what needs to be done to improve standards. There is regular assessment of standards and monitoring of the coverage of the subject and the analysis of this is used to help teachers plan further learning activities for their pupils.

HISTORY

160. Standards attained by pupils in Year 2 and Year 6 are above national expectations and standards have been maintained since the last inspection. There is now more emphasis on teaching historical skills than at the time of the last inspection. Teachers are aware of the varying attainments of their pupils and make good provision to meet the needs of lower-attaining pupils and to challenge higher-attaining pupils. There was no difference noted between the achievement of girls and boys.
161. Year 2 pupils have a good awareness of the passing of time and demonstrate a developing understanding of the differences between the past and present in their own lives and the lives of their immediate families. They have developed an appropriate awareness of chronology through looking at key events in their own lives and of their parents and grandparents. They learn that everyday life changes over time by visiting the heritage museum and looking at a shop of the 1940s and comparing it with a modern supermarket.
162. Pupils in Year 2 ask questions about the past and use simple research to find the answers. Pupils use language that shows their understanding of the passage of time such as, 'a long time ago', 'before' and 'past'. Pupils begin to find out about the past from a range of information, including photographs, artefacts and visits to museums and castles. Pupils' presentation of their work is of high quality; for example, Year 2 pupils' class book of their visit to Dover Castle. The topic shows very good cross-curricular links with literacy and art.
163. In Years 3 to 6, pupils achieve well due to the high expectations of their teachers who provide very good support and guidance as well as encouraging pupils to use initiative in researching the topics they are studying. Pupils successfully build on the knowledge and skills they have developed in previous years. They learn about social, cultural and religious differences through studying topics such as Ancient Egyptians and the Aztecs. Through learning about historical periods, they reflect on the diversity of beliefs and customs and make sensible comparisons with modern times.
164. Pupils correctly use more complex historical language when discussing the past such as, 'ancient', 'modern', 'BC and AD', 'century' and 'decade'. Resources are used well to bring the past alive. This was observed in a very good lesson in Year 4 where the pupils were given photographs of everyday things in Roman times and were asked to observe them very carefully and decide their use. They had to justify their answers. This encouraged good discussion, which also helped to develop their speaking and listening skills.

165. The quality of teaching and learning is good overall. Two lessons were observed during the inspection. They were very well planned and well structured enabling pupils to make good progress. Provision for pupils with special educational needs was particularly well planned for in these lessons, which allowed for full participation by these pupils. Both teachers engaged the interest and enthusiasm of pupils. Year 4 pupils were learning that historians draw conclusions about the past based on the evidence that has been preserved. They were fascinated with the idea of the implements that Romans used when bathing. Pupils' behaviour was very good, which helped to create a very good atmosphere for learning.
166. The subject is well led and managed. The co-ordinator has recently been appointed and has introduced a new scheme of work which incorporates national guidelines for the subject. However, the use of assessment across the school is at early stage of development. Resources make a good contribution to pupils' learning. Information and communication technology is used appropriately in the subject.
167. Pupils' learning is enhanced by visits to places of historical interest and visitors to the school. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the carefully chosen topics that they study.

INFORMATION AND COMMUNICATION TECHNOLOGY

168. Standards attained by pupils in Year 2 and Year 6 are in line with national expectations and standards have improved since the last inspection.
169. Pupils make satisfactory progress in developing their skills in this subject as they move through the school, and they are now being given more opportunities to use ICT in other subjects. There have been many developments since the last inspection and these are having a good impact in raising standards and supporting pupils' day-to-day learning. However, the problems caused by lack of space within the school to site computer hardware means that pupils' learning is often limited.
170. Although there were few opportunities to observe pupils working with computers during the inspection, discussions with pupils and staff, together with observations, indicate that pupils learn an appropriate range of skills. All aspects of the curriculum are covered, which is an improvement since the last inspection.
171. Pupils in Year 2 develop basic keyboard skills and manipulate the mouse appropriately as they work with a range of programs. As they work with a word-processing program, some pupils change the font and text size, save their files in a folder and print their work. Pupils also begin to develop their understanding of control technology, and are able to provide a sequence of instructions as they program a toy.
172. Pupils in Years 3 and 4 extend their word-processing skills appropriately. They vary the fonts that they use, change the size and colour of print, and highlight and manipulate text; for example, to delete any unwanted text or errors in their work. They learn to insert and open boxes and change the size and add borders of different sizes and colour.
173. Pupils in Years 5 and 6 use the computer to display data in various ways; for example, in graphs. Pupils assemble text and symbols using word-processing software to help them communicate ideas and explore information. At times, the use of ICT to present their work is good. By Year 6, pupils successfully edit text, inserting pictures or clipart illustrations. Pupils have a good understanding of how to use CD-ROMs and the

Internet to research information, which they sometimes use to support their learning in other subjects; for example, their research on theme parks in English.

174. Most pupils use computers confidently. When given the opportunity, many work independently. A significant number of pupils acquire a range of skills at home, have a good knowledge of computers and talk confidently about how they have used them. Pupils talk confidently about sending messages by e-mail.
175. The quality of teaching and learning is satisfactory for pupils in Years 1 and 2, and good for pupils in Years 3 to 6. There were few opportunities to observe the direct teaching of pupils working with the computers in the classrooms during the inspection. Classroom assistants provide effective support for pupils. In a lesson with Year 1 pupils, the learning support assistant provided clear support and guidance where needed for pupils inputting data into a programmable toy. Overall, teachers provide appropriate opportunities for pupils to work with the computers. Pupils' experience of control technology is limited, as are opportunities to explore the use of a scanner or digital camera. Many pupils have acquired basic skills in using the Internet, and are given opportunities to extend their understanding and ability to use it effectively to search for information. Pupils use CD-ROMs to support their learning in other subjects.
176. Teachers show at least a satisfactory knowledge and confidence in the subject, which is an improvement since the last inspection. This has contributed to an improvement in the quality of pupils' learning and the extension of their skills. In some subjects, teachers use programs to enhance pupils' learning; for example, in numeracy. Pupils support their work by using computers to draft and correct their own writing.
177. The subject is well led and managed and there has been considerable improvement in the subject since the last inspection, particularly in extending resources and providing staff training. The co-ordinator's confidence and good subject knowledge have played a significant part in these developments. However, the monitoring of teaching and learning is at an early stage of development. An analysis of pupils' attainment is being carried out in order to identify areas for further development.
178. Resources have been considerably improved since the last inspection. Additional computers for classrooms, all now networked, and a projector, which adds flexibility to arrangements for teaching and learning, are all having a positive effect on the development of pupils' skills. The school meets the required pupil to computer ratio and has plans to improve this by the end of next year. The school has developed appropriate guidance for teachers and pupils on the safe use of the Internet. However, there is limited space in the school for computers to be used with groups of pupils.

MUSIC

179. Standards attained by Year 2 and 6 pupils are in line with national expectations, and standards have been maintained since the last inspection. It was only possible to observe two lessons during the inspection. Judgements have, therefore, been based upon teachers' planning, discussions with staff and pupils, together with observations of pupils singing in assemblies and hymn practice. In addition, pupils' participation in a variety of extra-curricular activities was observed; for example, after-school choir, instrumental music lessons and a lunch-time recorder group. All pupils, including those with special educational needs and higher-attaining pupils, make satisfactory progress. There were no significant differences in the performance of girls and boys observed during the inspection.

180. Pupils in Year 5 display a satisfactory knowledge of how music is composed, together with a developing knowledge of the use of symbols in music. Pupils make perceptive points as they listen to George Gershwin's 'Rhapsody in Blue' and identify the melody played by groups of instruments. Very challenging questioning, highly effective class management and good quality planning were effective features of this lesson and led to effective learning.
181. Pupils in Year 6 compose music to accompany a 'silent movie'. They appreciate that the creation of an appropriate mood is essential to the success of the movie. In the lesson observed, the class teacher's very secure relationships established with pupils, created an atmosphere of trust, in which all responses were listened to and valued. As a result, pupils learned well. Challenging questioning and activities to extend pupils who had completed their tasks made this a very successful lesson. Information and communication technology was also very effectively used in this lesson, with the use of a projector and CD player.
182. Pupils appreciate how different cultures utilise different tones, rhythms and beats in musical composition. They select from a very good range and variety of instruments representing a variety of cultures; for example, an African drum.
183. The quality of teaching is good. Lessons are well planned, organised and resourced, with teachers providing pupils with the opportunity to fulfil the music curriculum. Pupils' singing throughout the school is good, with observations at hymn practices and rehearsals of a number of musical productions indicating that pupils have an effective understanding of the importance of good posture, breathing techniques and the articulation of lyrics. Pupils display enjoyment and accuracy when singing in two parts.
184. The school has a well-attended and popular choir, which sings both within the school and the local community. Pupils also regularly take part in school productions. The school has two recorder groups. A significant number of pupils receive lessons from the county music service in piano, flute, clarinet, trumpet, tenor horn, violin and guitar and this successfully enhances pupils' knowledge and skills in the subject. Information and communication technology is beginning to be used in the subject; for example, through the use of recently purchased CD players and computer-based presentations.
185. Leadership and management in the subject are good. The subject co-ordinator has only recently taken responsibility for the subject and is at present reviewing the scheme of work to take account of national guidelines and teachers' expertise. Teachers use the new commercial scheme of work well. Pupils listen to a range of classical and contemporary music, as well as music from other cultures and traditions and, as a result, the subject makes a valuable contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

186. Standards attained by pupils in Year 2 and Year 6 are above national expectations and standards have been maintained since the last inspection. The school reports that most pupils swim at least 25 metres by the time they leave the school. There were no differences observed in the performance of girls and boys during the inspection.
187. Pupils make good progress in lessons because teachers organise and manage them well and also help and encourage them to learn from each other. Pupils participate enthusiastically and energetically, and this also contributes positively to the progress

they make. Pupils acquire an appropriate range of skills from the activities organised for them, including dance, gymnastics, games and swimming, all of which successfully promote their physical development.

188. Pupils understand the need to prepare before they begin to exercise, and are provided with good opportunities for an appropriate warm-up activity. Pupils understand the vocabulary of movement used by their teacher, and they interpret the tasks set and explore different ways of completing them. In a good lesson seen with Year 6 pupils, they demonstrated their ability to respond to the tasks set with good variations of movement and balance, including various rolls, twists, stretches and turns. These pupils are gain increasing control over their body movements and develop the ability to manage their movement. The extent to which they have developed good body control is demonstrated in their ability to hold a balance.
189. In one lesson observed, pupils in Year 2 were imaginative and aware of how to use different body parts while maintaining good control of their movement as they moved between pieces of apparatus and explored ways to travel over or along it. Pupils in this lesson also showed they could work safely with the apparatus available. They worked very hard on the various pieces of apparatus, fully engaged and concentrating on the tasks set. Pupils in Year 6 evaluate their own performance and use this to improve their movement. This was well illustrated in a gymnastics lesson where they worked effectively in groups to develop their movement.
190. The quality of teaching and learning is good overall. Teachers provide a good range of physical activities. Pupils quickly gain in confidence because they are taught well as they practise and develop their movements. Where teaching is particularly effective, teachers intervene appropriately in what their pupils do to help them improve the quality of their movement. In a lesson for Year 2 pupils, the teacher made very good use of what individuals did to make appropriate evaluative comments to help all pupils improve and extend what they were doing. In this lesson, the teacher responded very warmly to her pupils' efforts and this also motivated them to try even harder.
191. Teachers pay appropriate attention to safe practice in their lessons and this has a positive effect on pupils' confidence. The school provides good opportunities for older pupils to engage in a range of outdoor activities. Pupils are very enthusiastic about the subject and clearly enjoy the range of activities they are offered. Many take part in extra-curricular sport activities and parents give very good support to the school in this area.
192. The subject is well led and managed. The resources for gymnastics in the school hall are good, and there is a good range of moveable equipment for pupils to use. However, the size of the hall is small and this often limits the effectiveness of lessons, as does the lack of a school field on site. Pupils have to cross the busy road and walk 200 metres to the school field. The range of small apparatus is good, as is the provision of resources for pupils to use at break and lunch-time.