

INSPECTION REPORT

TEMPLE MILL PRIMARY SCHOOL

Strood, Rochester

LEA area: Medway

Unique reference number: 132267

Headteacher: Mrs J. Bright

Reporting inspector: Mrs J. Catlin
21685

Dates of inspection: 17th – 19th February 2003

Inspection number: 248982

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Cliffe Road Strood Rochester Kent
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S. Peachell
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21685	Jenny Catlin	Registered inspector	Mathematics Art and design	What sort of school is it? How high are standards? 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?
9189	John Horwood	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8002	Lionel Farraway	Team inspector	English Geography History Educational inclusion	How good are the curricular and other opportunities offered to pupils?

27698	Gordon Phillips	Team inspector	Science Design and technology Information and communication technology Physical education English as an additional language	
8139	Barbara Johnstone	Team inspector	Foundation Stage Music Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Temple Mill Primary School opened as a new school in September 2001. It now has 168 pupils on roll from age four to 11 and is smaller than other primary schools. The quality of the accommodation is very good. The majority of pupils are from a United Kingdom white heritage. Many children enter the reception class with below average attainment, although in communication, language and literacy their skills are well below average. The percentage of pupils entitled to free school meals is nearly 27 per cent; this is above average. The proportion of pupils who speak English as an additional language is below average, with two pupils receiving good support. The other three pupils are fluent bilingual speakers. The percentage of pupils identified as having special educational needs, nearly 23 per cent, is above average. The majority of pupils with special educational needs have speech or communication difficulties, with a slightly smaller percentage with emotional and behavioural difficulties. Just over two per cent of pupils have a statement of special educational need; this figure is also above average. Because the school is still increasing the number of pupils on roll, there is a much higher than average proportion of pupils entering the school at times other than those expected. In addition, in the first year of the school opening, over 11 per cent left at times other than those expected. The school's aim is to educate young people who are able to control their own lives, to participate fully in society and to take responsibility for its development as empowered citizens.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features, which provides a caring, supportive and secure learning environment for all its pupils. Pupils' attitudes to learning, their behaviour, personal development and their relationships with one another are good. A significant strength is the very good relationships between adults and children. The achievement of all groups of pupils, including those with special educational needs and the few who speak English as an additional language, is good. The quality of teaching is good with some very good and excellent features. The leadership and management by the headteacher, deputy headteacher and key members of staff are excellent. The below average attainment on entry to the school, the overall good achievement of pupils across the school, the good teaching and the expenditure per pupil, when taken together, mean that the school provides very good value for money.

What the school does well

- Standards by the end of Year 2 and Year 6 are above average in information and communication technology.
- The excellent leadership and management of the headteacher, deputy headteacher and key staff ensure good teaching and learning across the school.
- Children are given a good start to their education and they achieve well. There is a high quality of care throughout the school, which is strongly appreciated by parents.
- Good provision for special educational needs ensures these pupils achieve as well as their peers.
- The very good provision for pupils' spiritual, moral, social and cultural development contributes to the positive attitudes, behaviour and personal development shown by pupils.

What could be improved

- Standards of literacy across the school and in geography at the end of Year 2 are below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was opened in September 2001 and therefore has not experienced a previous inspection.

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			D	B
Mathematics			C	B
science			D	C

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

The table above shows that standards in English and science were below the national average at the end of Year 6 in 2002. Standards in mathematics matched the national average. When compared with similar schools, attainment in English and mathematics was above the average for these schools and in science it was average. Results for pupils aged 11 were affected by the interruption to pupils' education in moving schools and the high percentage of pupils with special educational needs. Other significant factors were the small number of pupils taking the tests, which means that the interpretation of these figures needs to be treated with some caution. Inspection findings show that standards are below the level expected for pupils aged 11 in English. In mathematics and science, standards are average. The performance of seven-year-olds in 2002 was in the lowest five per cent nationally for reading, writing and mathematics. Teacher assessment in science reflected similar standards. When compared with similar schools the results reflect a similar picture, although the scores achieved in writing were not as low when compared with these schools. Inspection findings for seven-year-olds show improvement in reading, writing, mathematics and science. These pupils are now achieving, in mathematics and science, similar standards to those found nationally. Standards in reading and writing are below average, although pupils are making good gains on their prior attainment.

Across the school, achievement in literacy and numeracy is good. Standards across the school in information and communication technology are above average. Standards in art and design, design and technology, history, music, physical education and religious education are average. In geography, standards at the end of Year 2 are below average, although they are average by the end of Year 6. Achievement for all groups of pupils in the school is good. The school has set suitably challenging targets for raising standards in future years and these are likely to be met. Inspection findings are that a significant number of children, by the time they enter Year 1, do not meet the expected standards for children of this age in communication, language and literacy. This is because, although they achieve well, they are not in the reception class long enough to compensate for their well below average speaking and listening skills on entry. Standards in personal, social and emotional development, mathematical development, knowledge and understanding of the world, physical development and creative development are average for children of this age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very enthusiastic about the school. They are happy and keen to learn and during the break times they play well together.
Behaviour, in and out of classrooms	Good. Behaviour is good throughout the school with only a very small number of boys presenting challenging behaviour which is well managed. There have been no exclusions in the past year.
Personal development and	Good. Pupils are friendly, confident and polite. The majority have good

relationships	relationships with one another and relationships between adults and children are very good.
Aspect	Comment
Attendance	Satisfactory. Attendance is similar to the national average, with unauthorised absence below the national average. The number of pupils who arrive late is low.

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 and learning is good with some very good and excellent features. The school meets the needs of pupils with special educational needs well. Higher-attaining pupils are usually well challenged, particularly in literacy and numeracy. Teachers' expectations of what pupils can do are good. The management of pupils, including those who are challenging, is good. Learning support assistants positively enhance pupils' learning. Lesson planning is detailed and there are very good practices in the use of ongoing assessment. Literacy and numeracy skills are taught well. Most pupils want to learn; they are interested, concentrate and work hard. They acquire new skills, knowledge and understanding. They understand how well they are achieving and what more they need to do in order to improve further. Because of the good teaching, the majority of pupils in the reception, infant and junior classes, including those with special educational needs and those who speak English as an additional language, achieve well.

When lessons are not so successful it is due to less experienced teachers finding difficulty in ensuring that the pace and timing of lessons are sufficiently well managed to sustain pupils' interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum planned for pupils is broad, well balanced and is well adapted to the particular needs of its pupils. There is a good selection of extra-curricular activities to complement and extend class lessons.
Provision for pupils with special educational needs	Good. Teachers know the needs of each pupil, prepare individual learning plans and set small but achievable targets and these are reviewed regularly. As a result, these pupils make good progress.
Provision for pupils with English as an additional language	Good. The pupils are well integrated into the school and they achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All strands of pupils' personal development are promoted very well through the very good example set by the teachers, the use of assemblies, displays, visits and visitors, the well-planned personal, social and health education programme and the opportunities provided in most subjects.
How well the school cares for its pupils	Very good. There are very good procedures for ensuring the welfare, health and safety of the pupils. Pupils are well known to staff and there are effective arrangements for monitoring their attendance, behaviour and academic progress.

How well the school works with parents	Good. Partnership with parents is good and makes a positive contribution to the work of the school.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The excellent leadership of the headteacher, deputy headteacher and senior staff ensures clear educational direction to the work in the school. There is a very positive and caring ethos in the school which is reflected in all its work.
How well the governors fulfil their responsibilities	Very good. The governing body is very effective in carrying out its statutory duties. Governors take an active role in key decision-making and ensure that pupils receive a good education.
The school's evaluation of its performance	Very good. The school's aims of improving standards and providing a caring community are reflected very effectively in the work of the school.
The strategic use of resources	Very good. The school makes very effective efforts to seek best value when purchasing goods and services. Specific grants are used well for their intended purpose. The quality and quantity of resources are good. The school is well staffed and the accommodation is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • The school expects children to work hard. • The school helps the children to become mature and responsible. • The quality of teaching is good. • Their children like school. • The behaviour is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount and consistency of homework. • Information about their children's progress. • The school working more closely with parents.

The inspection team agree with all the positive views of the parents. Inspectors examined the areas that parents would like to see improved. The school has achieved well in developing systems since it opened. It has provided many extra activities outside lessons with more proposed as the number of staff and pupils increases. The inspection does not support parents' concerns in this area. The partnership with parents is good but the school recognises that it needs to work more closely with parents and is actively looking at ways to do this. The team considers that the information to parents on their children's progress is good. The inspection team consider that information on homework supplied to parents is an area that could be improved as it does vary between year groups.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the reception class is below that expected for children of this age, with many having weak language and speaking and listening skills. From this starting point the majority of children, including those with special educational needs, achieve well. However, a significant number of children, by the time they enter Year 1, do not meet expected standards for their age in communication, language and literacy development. The majority meet expected standards in their personal, social and emotional development, mathematical development, knowledge and understanding of the world, physical development and creative development. Although children's attainment is below expectations in communication, language and literacy development, good teaching ensures that children make good progress in this aspect of their learning.
2. Average points scores in 2002 National Curriculum tests show that pupils aged seven attained standards in reading and mathematics that were in the lowest five per cent both nationally and in comparison with similar schools. Standards in writing were in the lowest five per cent nationally but, when compared with similar schools, results were in the lowest ten per cent. Standards in science, based on teacher assessment, were well below the national average. One pupil attained the higher Level 3 in mathematics but none attained this level in reading or writing.
3. Attainment in National Curriculum tests in 2002, for pupils aged 11, was in line with the national average in mathematics but below in English and science. When compared with similar schools, results in English and mathematics were above average, and in science they were average. The percentage of pupils who attained the higher Level 5 matched the national average in English, mathematics and science.
4. In 2002, girls outperformed boys in the national tests at age both seven and 11, which reflected their attainment when they entered the school. However, during the inspection nothing was observed to suggest that there is any significant difference or disparity in the achievements of boys and girls. There is also no significant difference between the performance of pupils belonging to different ethnic groups or the very few who speak English as an additional language.
5. The school opened in September 2001 and the number on roll has steadily increased since then. At the time of the 2002 national tests in Years 2 and 6, very few of these pupils had been in the school for more than one term. Many of the pupils who joined the school were on their second or third change of school since starting their education. This situation was unsettling for pupils and adversely affected results. There was also a high proportion of pupils with special educational needs in both Years 2 and 6. Additionally, the small numbers of pupils taking these tests mean that these figures need to be treated with caution.
6. The school's analysis of attainment accepts that the results reflected significant underachievement by pupils aged seven when measured against national and similar schools comparisons. There was some underachievement for pupils at age 11 but it was not as great as that for infant pupils. The school is addressing the attainment of pupils effectively through the implementation of the National Strategies for Literacy

and Numeracy. The curriculum meets the needs of all pupils and specific grants are used effectively to provide booster classes in both Years 2 and 6. The school's challenging targets for 2002 are likely to be met based on the ongoing analysis of data. This will be a significant improvement on last year's results.

7. Inspection findings indicate that standards have improved for infant pupils and they are attaining nearer to the national average but standards overall in reading and writing are not yet high enough. Standards in mathematics and science match those found in many schools. Standards in information and communication technology are above average; they are average in art and design, design and technology, history, music, physical education and religious education. Standards in geography are below average.
8. Inspection findings for junior pupils indicate that standards have improved in science and now match those found in other schools. They are not yet sufficiently high in English. Standards in mathematics match those found in many schools. Standards in information and communication technology are above average; they are average in art and design, design and technology, geography, history, music, physical education and religious education.
9. These improvements in standards are due to the good teaching that these pupils receive and because the school is now settled with fewer pupils admitted on a weekly basis. A further significant factor is the good tracking of pupils' attainment from entry to the school in order to check how well pupils are achieving. In addition, the implementation of booster classes in literacy, numeracy and science in both Years 2 and 6 is ensuring that these pupils achieve as well as possible.
10. The National Literacy Strategy is implemented effectively in all literacy lessons. There is good use of pupils' developing literacy skills in other subjects. Pupils listen carefully and, in class discussions, they are given good opportunities to express their views. In art and music, they usefully evaluate each other's work. An area for development is a greater emphasis on the development of vocabulary in subjects across the curriculum.
11. The implementation of the National Numeracy Strategy is effective and consequently pupils are achieving well. The use of the mental starter session meets the needs of pupils appropriately and the plenary sessions are used effectively to consolidate learning. Numeracy is used appropriately across the curriculum in subjects such as science, design and technology, history, geography and music. For example, in science, pupils produce graphs and surveys to record investigations; in design and technology, pupils use measurement, and in history, they have a good understanding of time lines. In geography, pupils make simple measurements of the weather, for example rainfall and temperature. In music, they are aware of and count the different beats in rhythmic patterns.
12. Pupils with special educational needs receive good support. They make good progress towards their targets in literacy and numeracy skills. The emphasis on reading means that these skills develop well and enable pupils to take a full part in lessons across the curriculum. Those pupils with statements for learning difficulties make good progress because of the structured support they receive. The school has studied the criteria that apply to identifying gifted and talented pupils and none has been identified. Pupils with English as an additional language are well integrated into the school and they achieve well because of the additional support and management of their provision.

13. Higher-attaining pupils also achieve well. They are effectively challenged in their learning and are given suitable tasks and resources. In English, some good examples of extended writing were seen. Pupils have a clear understanding of the use of speech marks. Their work contains good descriptive phrases, and they use imaginative vocabulary. Higher-attaining pupils read well. Older pupils read independently and with expression. In mathematics, some pupils in Year 6 are undertaking work above the expected levels in aspects of fractions and decimal calculations. Teachers have good expectations of pupils' understanding and their capabilities.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to the school and to learning are good. The pupils are very well behaved as they arrive; they are very happy to be at school and they enter enthusiastically. The day starts well with the effective registration period, which ensures pupils are calm. They are polite and well mannered when moving around the school and this results in a well-disciplined community, which remains calm throughout the day. Attitudes throughout the school are good, with pupils paying attention in lessons and working hard, especially in Years 5 and 6. In one Year 5 religious education lesson there were very good attitudes to learning; pupils were very co-operative and they showed a great deal of respect for a prayer mat which was being shown to them. Pupils show interest in the activities available to them with good participation in the increasing number of after-school activities as well as lunchtime activities such as the recorder club.
15. Behaviour of the pupils throughout the school is good and in some lessons very good. Around the school, including at break and lunchtimes, the behaviour is good with no evidence of any bullying or other type of oppressive behaviour. In a minority of lessons, mainly in the middle year groups, there is some challenging behaviour from boys. However, this is well dealt with by the class teacher but does inevitably affect the pace of the lesson as well as causing a distraction. In a minority of lessons, such as a Year 4 mathematics lesson, the pupils' behaviour and attitudes deteriorated towards the end of the lesson. There is adequate supervision at all times during the day. At present the lunchtime supervision is undertaken by the support staff to ensure continuity of discipline procedures but additional permanent supervisors will be appointed soon. There have been no exclusions in the past year.
16. Relationships throughout the school are good and in some classes very good. Staff and pupils communicate well and the school ethos is based on mutual trust and respect, with adults leading by example. This results in a friendly and family type environment within the school. Pupils who speak English as an additional language are well integrated within the school, are confident learners and all pupils play and work well together. Pupils' personal development is good, although at present there are limited opportunities for pupils to demonstrate initiative. A very good example of pupils developing individual learning skills was in a reception class information and communication technology lesson where they showed considerable skills. The pupils' personal development is well supported through the personal, social and health education provision, the religious education course and issues addressed during assemblies which all help pupils understand the feelings, values and beliefs of others as well as the impact of their actions on them. Pupils have limited opportunities for responsibility but they willingly take on responsibilities such as membership of the school council or classroom duties such as tidying up after a science lesson.

17. Pupils with special educational needs are well integrated in classes. The majority of these pupils behave well. Occasionally, however, a few pupils find difficulty in settling quickly to work, but usually respond to the teacher's instructions. Relationships between teachers, learning support assistants and pupils are very good.
18. Attendance levels are similar to the national average, with unauthorised absence below the average. Only a few pupils arrive late at school and procedures ensure that these occasions are all recorded and followed up.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching and learning is good with some significant strengths. In nearly one fifth of lessons seen throughout the school, teaching and learning were very good and better. In over three-quarters, they were good or better. In most of the remaining lessons, teaching and learning were satisfactory. There were two unsatisfactory lessons. Teaching is strongest in the Year 5 and Year 6 classes. A significant strength of the teaching in these top junior classes is the teaching of literacy and numeracy skills. Teaching in the reception class is consistently good. Across the school, the teaching and learning in English and mathematics are good. Because teaching methods for developing literacy and numeracy skills are strengths, there is good support in other subjects for pupils to reinforce their literacy and numeracy skills. Teaching in the junior classes is good in science, music, physical education and religious education. It is very good in information and communication technology and satisfactory in art and design, design and technology, geography and history. In the infant classes, teaching is good in information and communication technology and physical education. It is satisfactory in science, art and design, design and technology, geography, history and music. No secure judgement was made in religious education because only one lesson was seen. The teaching meets the needs of all pupils and ensures equality of opportunity. The school has begun to build a strong teaching team through a rigorous approach to class observations and a focus on developing the training needs of all staff.
20. Where teaching methods are most effective, teachers use clear explanations and challenging questions to extend and verify what pupils know. They provide a good balance between intervention and explanation. There are some good examples of this in mathematics. Teachers use a range of subject-specific vocabulary. Plenary sessions, when used, provide good reinforcement of learning. Good use is made of practical demonstrations, as in science when classifying materials and in devising a fair test. The use of the computer suite gives increased opportunity for developing skills in information and communication technology. There are good examples of pupils using information and communication technology in order to handle data, which supports their work in mathematics, science and geography.
21. Subject managers have oversight of curriculum and lesson planning across the school. Teachers share good practice and there is a climate of a collegiate approach. Planning is thorough and takes into account the needs of different abilities. It is usually detailed and comprehensive. Planning usually identifies learning objectives and teachers share them with pupils and reinforce them throughout lessons. Tasks are challenging, teachers' subject knowledge is secure, except in geography, and they create an effective learning environment that contributes well to pupils' personal development and relationships.

22. Teachers know their pupils and treat them with respect and, as a result, their relationships with pupils are very good throughout the school. Teachers manage the lessons well and they apply behaviour management strategies quickly and consistently so there is minimal time wasted. Classroom management is unobtrusive and effective. In physical education, teachers have good control of pupils and this encourages high levels of concentration and activity. Most pupils are eager to learn, and in some of the best lessons praise is used continuously to reward good effort and promote self-confidence.
23. Most lessons are brisk and purposeful with routines well established, providing a clear working atmosphere with pupils' attention immediately engaged. Learning support assistants help pupils to meet their learning objectives and provide valuable support, contributing positively to pupils' learning and standards achieved. Overall, there is good use of resources to support pupils' learning. Teachers have a good range of information about pupils' prior attainment and are building on this.
24. There are few areas of relative weakness. Across the school, there are very good practices in the use of assessment and these have a good impact on pupils' achievement. This is reflected in the close match of teachers' assessment for seven and 11-year-old pupils prior to them taking the national tests. There is also a close match to what pupils already know and understand and what they need to do next. Homework is usually set but there are some inconsistencies in expectations and regularity. This is a concern shared by some parents. Marking of work is generally good and where teachers make comments on the quality of work with helpful and informative comments on how to improve, there is clear evidence that subsequent work is improved. However, this approach is not fully developed in all classes. Very occasionally learning objectives are not as clear in all lessons. In a few lessons less experienced teachers find difficulty in ensuring that the pace and timing of lessons are sufficiently well managed to sustain pupils' interest and concentration.
25. The teaching of reception age children is good. The teacher has a good understanding of the needs of young children and the learning is stimulating and exciting. The learning intentions of all activities are expressed clearly in the planning and are shared with the children. Consequently, children are clear about what the adults expect of them. Adults use praise to enhance the children's self-esteem and to encourage good attitudes to their learning. Adults manage the children well and have high expectations for learning and behaviour. There is good emphasis on developing children's literacy and numeracy skills and this contributes well to their achievement. Adults assess children in the recommended areas of learning with the focus on what children already know and what they need to learn next. There is effective use of the additional adult to provide support to both the teacher and the children.
26. The teaching provided for pupils with special educational needs is good. Class teachers prepare individual education plans. This enables teachers to know the needs of each pupil and to plan accordingly, thus ensuring that progress is made. Small and achievable targets are set for pupils and these are reviewed regularly. Literacy and numeracy strategies are planned appropriately, to ensure that effective learning takes place. The learning support assistants play a vital role in managing the pupils and guiding them in activities. All have good relationships with the pupils; they offer unobtrusive but effective support and, as a result, pupils achieve well. Lower-attaining pupils receive support in lessons from these assistants who help them to develop their spelling and reading skills.

27. Overall, pupils' learning is good. They acquire new skills, knowledge and understanding and develop appropriate intellectual, physical and creative skills. Most pupils are interested in learning, concentrate hard, and work well independently, because of the good provision made for their social skills. They enjoy answering questions and interacting with each other. Pupils work well in pairs, in groups or individually. They enjoy taking some responsibility for their own learning. In music, pupils have good opportunities to explore different sounds and they enjoy this. In science, pupils are particularly keen to experiment and they work sensibly. Pupils understand how well they are achieving and what more they need to do to improve further. Older pupils are very clear about their personal targets. Pupils use information and communication technology well to research and enhance the quality of their work.

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

28. The school curriculum meets statutory requirements, and a broad and balanced curriculum is being established satisfactorily. In the core subjects of English, mathematics and science, programmes of work are fully in place. In most other subjects, teachers are planning learning activities in greater detail as the year proceeds. An area for development is the planning of programmes of work for these subjects in order to further support less experienced teachers. The equal opportunities policy and the racial equality policy were the basic precepts upon which the school was founded. There is good provision for multicultural education. All pupils have equal access to the school's curriculum.
29. The curriculum for the youngest children ensures good provision and enables children to attain expected standards in most areas of their learning by the time they enter Year 1. It addresses the six areas of learning recommended and provides appropriate transition for children to begin working on the National Curriculum. A good level of emphasis is placed on the development of children's personal, social and emotional development. Learning through play and the development of independent skills are valued and good account is taken of children's differing attainment levels in order to take their learning further.
30. The curriculum for pupils from Year 1 to Year 6 has many strengths. These include the promotion of pupils' spiritual, moral, social and cultural development in subjects across the curriculum, through the supportive personal, social and health education programme and daily school and class assemblies. There are policies in place for the teaching of sex and drugs education. There is a good selection of extra-curricular activities to complement and extend class lessons. These include a wide range of sports, drama and musical activities. There are clubs for homework and information and communication technology. Work in lessons is complemented and extended by school visits and by visitors to the school. Last year there were visits from professional drama companies, from an author, an illustrator and the local police officer.
31. The school has established good links with other schools, especially the local secondary school with which it shares a site. The secondary school has provided help with art, music and physical education and its steel band visits the school. The school has established good links with the local community. Pupils were involved in the school's opening ceremony and in finding a community governor.

32. The school has successfully introduced the new requirements for pupils with special educational needs. Annual reviews are held, where required, and both teachers and learning support assistants attend these. All pupils are involved in the life of the school. Much is done by the school to promote pupils' self-esteem. The school values what each pupil does and, as a result, pupils learn to appreciate each other.
33. The provision for pupils' spiritual, moral, social and cultural development is very good. Displays around the school are of a high quality, celebrate the pupils' achievements and contribute to their positive attitudes to learning. The good teaching in the school promotes both pupils' self-esteem and their spiritual development well. Assemblies help pupils to develop a sense of respect and an awareness of the beauty and goodness of the world and of people around them.
34. Pupils' moral and social development are promoted very well in the daily life of the school and through all lessons. Personal development is developed through the very good relationships that teachers have with pupils and they are exemplary role models. Personal, social and health education is well planned and is taught regularly, including circle time where pupils explore often difficult and sensitive issues. These relationships and pupils' good behaviour permeate the school, due largely to the commitment of a caring staff and their very good pupil management skills. Pupils develop very good social skills in the positive working atmosphere in lessons, where they learn to work alongside each other and in collaboration. The positive, calm, well-organised and caring atmosphere provides an environment where pupils achieve well and develop in character and social skills, as well as academically.
35. Opportunities for promoting pupils' cultural development are very good. In subjects, cultural development is promoted well through religious education, English, science, art and design, geography, history and music. Visits to local places and visitors to the school also promote cultural and multicultural understanding well. The school has a good range of multicultural books in the library.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides very good care for its pupils and has very good procedures in place for child protection. The headteacher is the child protection officer; she is named in procedures and is fully trained. Staff are all briefed in child protection procedures and are aware that the headteacher is the designated person. The school has a very good approach to health and safety. The building, being new, is built to modern safety standards and was fully assessed before acceptance. Whilst there is currently no requirement for formal health and safety audits, the governors are developing the infrastructure to ensure that personnel are fully trained to implement and maintain ongoing health and safety procedures such as risk assessments and the control of substances hazardous to health regulations. The health and safety policy is clear and comprehensive and demonstrates good involvement of the governors and the appropriate members of staff. The site and activities throughout the day are adequately supervised. The school carries out fire drills and alarm tests on a regular basis and good records are kept. The school has very good provision of medical facilities including qualified first aid staff and a good-sized first aid room. External medical specialist staff visit as required. Accident reports are completed and external agencies are involved as required.
37. The school is a friendly, family-type environment and the welfare of the pupils is underpinned by the close relationships within the school ensuring that pupils are well known to staff and that the pupils know whom to contact about any problems. There

is good personal development of the pupils as they move through the school, although formal monitoring is an area for development. Staff are available to support the pupils at all times during the day.

38. The attendance procedures ensure that registrations are recorded accurately and any absence is followed up to ascertain the reason. The headteacher monitors attendance and lateness each week and detailed analysis is carried out at least every half term. The school has appointed a home liaison worker who will be a vital link in following up reasons for lateness and absence. There are good reward systems in place to encourage attendance such as certificates for 100 per cent attendance.
39. The behaviour policy is well known to staff and pupils. Rules are identified to parents and explained to the pupils who are clearly aware of expectations. Teachers use good classroom management skills to apply the procedures and they are effective in the majority of lessons. There was no oppressive behaviour seen during the inspection, demonstrating the effectiveness of procedures to prevent bullying. Whilst most of the pupils who demonstrate inappropriate behaviour respond positively to the possibility of sanctions, a few boys, particularly in Year 4, do not.
40. Overall, there are good procedures for keeping a record of the progress pupils make and amending the planning of lessons so that all pupils can learn equally well. This record then gives teachers the information they need to set individual targets. In English, mathematics and science the school analyses the results of a range of regular tests to ensure a closer match to individual pupils' needs. For example, analysis of last year's standardized tests for Year 6 in science showed a need to focus more on the investigative skills of pupils and teaching now reflects this change, providing pupils with more opportunities to hypothesize in a range of experiments. These regular assessments have also led to staff being able to group pupils in a way that provides them with the correct level of work to help them make progress and to target support. However, there are not yet effective procedures to identify the strengths and weaknesses in pupils' basic writing skills and to ensure targets are set. There is no adequate system in place for recording and evaluating pupils' progress in music. Assessment in religious education is currently being developed further to meet the requirements of the new Agreed Syllabus.
41. Staff work together regularly to assess progress in the other subjects of the curriculum. Work samples are examined by all staff, led by the subject manager, to ensure that all aspects of the curriculum are covered and to analyze strengths and weaknesses. This corporate approach works well to reinforce a shared vision of the work of the school and to develop the management skills of the subject manager.
42. Staff have a simple, but effective, method of indicating to pupils whether they have achieved their individual learning objectives and plan in the near future to involve the pupils in their own assessment.
43. The school has established good procedures for identifying and assessing pupils with special educational needs. Detailed records are kept and these are used to inform an individual pupil's progress. There is effective collaboration between all staff involved with these pupils. Good support is provided for pupils by outside agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. There is a good partnership between parents and the school resulting from the open-door policy of the school and the approachability of the staff, which makes parents feel very welcome in school. Parents' views of the school, expressed through the questionnaires and the parents' meeting, are very supportive. There was a good response to the questionnaires and good attendance at the parents' meeting. The most pleasing aspects for parents are the leadership and management of the school, the high expectations of children by the teachers, that their children are helped to become mature and responsible, that the children like school and that teaching and behaviour are good. Areas where parents would like to see an improvement are the range of activities outside lessons, the amount of homework, the information they receive about progress and how closely the school works with parents. The inspection team concluded that there is good provision for extra-curricular activities for all age groups, noting that provision is increasing now that staff and pupils are becoming established, that homework is appropriate but parents should be better informed about it, that the school works well with parents and that information about progress is good.
45. Individual comments were made by over a quarter of those who returned the questionnaires and they were mainly supportive of the school and its leadership. Of the comments raising concerns, these were mainly about communication, short notice of events, not knowing the homework policy and lack of extra-curricular activities. There were individual parents concerned about the behaviour of some pupils and the lack of challenge for the gifted and talented pupils. All of these issues are discussed elsewhere in the report, apart from communication with parents which is discussed later in this section.
46. The information provided for parents is good. The school sends home letters to parents about specific events and issues. The school is clearly very thoughtful about these; for example, when an incident had occurred in the area, the letters were given directly to parents at the gate so that pupils did not get alarmed. Although the school sends out regular 'newsletters' parents do not know when to expect them. Much of the information parents would like, such as information on topics, could be included in a regular newsletter which would help to develop an improved partnership and enable parents to support their children's learning at home. Through a regular newsletter, parents could become aware of facilities available to them and adequate notice of events could be ensured. Additional or class-specific items about the curriculum could be the subject of additional letters. The school brochure and governors' annual report are both well presented and informative, fully meeting requirements. The reporting system to parents on progress is good and comprises parents' meetings and a good personal annual report that provides detailed comments about the child's academic achievement and a summary of personal development. The reports do not yet include any information on targets to enable parents to evaluate how well their children are doing compared to age-related expectations. The school's open-door policy allows parents to talk to the headteacher at any time and parents can make an appointment to see a class teacher after school to talk about their child.
47. Some parents play an active part in supporting their child at school by being a school governor or by being a member of the very active parent-teacher association, which has made a very good start to its fundraising and event organisation – it receives good support from parents and the community. Parents are also involved in producing a home/school agreement. Parents can communicate with school and monitor their child's work through the home/school book and the reading records. The consistent use of these across the school is not sufficiently developed to be very

effective. The involvement of parents with the school is an area identified by the school as one it wishes to develop further, although it has made very good progress in developing the partnership in the short time the school has been operating.

48. Close liaison is maintained with parents of special educational needs pupils. Parents are aware of their child's individual education plan and their progress towards these targets is discussed at consultation evenings. Parents are enthusiastic when talking about the care and concern that the school shows for their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are excellent and, as a result, have succeeded in ensuring that all pupils are achieving as well as possible. The inspirational leadership of the headteacher gives a clear and positive direction to the work of the school. Working closely with the deputy headteacher and the senior management team, she has been very successful in developing a dedicated and enthusiastic staff, with a shared sense of commitment to school improvement. The deputy headteacher and the named mentor for newly qualified teachers frequently work alongside class teachers and are excellent role models. The school is well focused on school development and self-review. The action taken to meet the school's targets is very good. National performance data is analysed, collated by the headteacher and senior management team and shared with staff and governors. Targets have been set and this information provides a good basis for informing teaching, learning and for raising standards. The shared commitment to improvement and the capacity to succeed further are excellent.
50. The headteacher, as a result of her well-developed management skills, has introduced very good arrangements for the personal development of staff, contributing both to the development of their careers and the needs of the school. There are very good arrangements to link training to performance management. The carefully considered delegation of subject responsibilities ensures that teachers make an effective contribution to the development of the curriculum. All members of staff, both teaching and non-teaching, work very well together and teachers take every opportunity to discuss and share ideas with their colleagues and advise them. The non-teaching staff are well briefed about their work and make a significant contribution to the standards and the welfare of the pupils.
51. The school has clear aims, which promote the development of individual pupils. There are good procedures for assessing pupils' attainment and progress and effective systems for tracking pupil achievement through the school and setting individual targets. Relationships between all members of the school community are good and the caring ethos of the school is greatly appreciated by parents.
52. The school is well aware of the needs of pupils who speak English as an additional language and this is given a high profile within the school. There is good support offered by the Local Education Authority and a very small number of pupils are receiving this support. The service is consulted for advice and assessment of these pupils and gives them appropriate help.
53. The management by the chair of governors is very good and he is knowledgeable and very supportive of the school. The headteacher's excellent guidance, support and leadership have also enabled the governors to fulfil their statutory duties very effectively. They have a very good understanding of the school's strengths and areas for development. With support from the headteacher and senior staff, they have

identified priorities and they regularly and effectively monitor and evaluate performance against the success criteria of the school's development plan, which covers staff development, curriculum development and premises. Some governors make regular visits to the school as link governors, for example in numeracy and information and communication technology. However, not all governors visit on a regular basis and therefore are not as fully informed as they could be. The headteacher and governors monitor finance closely. The school is allocating funds very effectively to meet its priorities. Performance management by the headteacher is well established.

54. The financial planning is thorough and the school is well funded. When the school was opened in September 2001, it was responsible, until December 2002, for two budgets. Both budgets were operated alongside one another. Consequently, the school's financial figures show that at the end of the 2002 financial year it had an above average roll-over figure of 11 per cent. Since then the school has increased in size and the predicted roll-over for the financial year ending in March 2003 will show a figure of less than 5 per cent. There is some informal evaluation of the cost-effectiveness of the spending decisions against standards of work produced by the pupils. The school has yet to devise a formalised system for recording its findings.
55. The headteacher and deputy headteacher monitor teaching and learning very effectively. This is of benefit to staff, helping them to evaluate their effectiveness in the classroom and thereby raise standards. The first cycle of staff appraisal for support staff has taken place but the next stage has been delayed because the school is awaiting further national guidance. The planning for staff development is very good and the available grant has been used very well. In-service training for teachers has been a priority and all have had the opportunity for training, both for the benefit of the pupils and that of their own development. Effective induction for new staff is in place and there are two trained and very experienced mentors.
56. The leadership and management for pupils with special educational needs are good. The headteacher has a complete overview of the provision for these pupils and ensures that appropriate arrangements are in place to meet their needs. Learning support assistants provide good support for pupils with special educational needs. They support pupils in class or withdraw them for short sessions, when required. They liaise closely with class teachers and keep detailed notes about pupils' work. As a result, the progress of individual pupils can be accurately judged. The home/school support worker makes an effective contribution to the work of the school. The school has good procedures for monitoring the effectiveness of its special educational needs policy.
57. The school is well staffed to meet the needs of all pupils and the teaching of the National Curriculum. There is a good balance between newly qualified teachers and those with longer service. The staff have a wide range of subject qualifications that have been appropriately deployed. The number of support staff is good. They have all been appropriately trained and are effective in their support role.
58. The school is very clean, tidy and well cared for. Accommodation is very good and classrooms are spacious. The school also benefits from an exceptionally well-resourced information and communication technology suite. The library is of a good size, although the school acknowledges that there is a need to increase the number of books. The large hall allows physical education lessons to take place inside and provides an ideal space for school productions. The corridors are spacious and have been made more attractive by a range of stimulating displays. The school has two

playgrounds that are clearly and interestingly marked out with a variety of games and activities. The grass areas provide an ideal place for many games activities.

59. The school has invested a considerable amount of time and money in the purchase and organisation of many effective teaching materials that stimulate and interest the pupils. These resources are used efficiently to raise achievement and to ensure best value for money; for example, the special educational needs budget and all other available grants are managed well and linked to the priorities identified within the school development plan. The subject managers plan to conduct regular reviews and keep a close watch on the adequacy, access and the use of resources. They are responsible for maintaining a good balance between classes and subject areas, and for ordering new equipment as necessary. The school currently has some shortages of resources in physical education which prevents the full delivery of some aspects of the subject. The school runs very efficiently on a day-to-day basis because of the well-developed skills of the administration manager and the very effective systems in place.

60. The school has a commitment to policies and practices that promote the inclusion of all pupils in the opportunities that it provides. Equality of opportunity is reflected centrally in the school's aims, its objectives, its curriculum, the implementation of its race equality policy and its compliance with relevant legislation. Good procedures are in place to identify gifted and talented and higher-attaining pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) Raise standards of literacy across the school and in geography by the end of Year 2, as identified in the school's development plan.
(paragraph numbers 65, 75, 76, 77, 84, 108 and 109)

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

- Ensure that parents have sufficient information on the curriculum to enable them to support their children's learning at home.
(paragraph numbers 46 and 47)
- Review the school's homework policy to ensure that it is consistently applied and that parents understand the purpose and expectations of work set.
(paragraph numbers 20 and 45)

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	4	4	24	8	2	0	0
Percentage	9.5	9.5	57	19	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	168
Number of full-time pupils known to be eligible for free school meals	n/a	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	104
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	*	*	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	14	14
Percentage of pupils at NC level 2 or above	School	79 (n/a)	74 (n/a)	74 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	74 (n/a)	74 (n/a)	79 (n/a)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	*	*	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	7	9
Percentage of pupils at NC level 4 or above	School	64 (n/a)	64 (n/a)	82 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	6	8	10
Percentage of pupils at NC level 4 or above	School	55 (n/a)	73 (n/a)	91 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	152	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	18.7
Average class size	24.0

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	169

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	203,822
Total expenditure	179,908
Expenditure per pupil	2,139
Balance brought forward from previous year	n/a
Balance carried forward to next year	23,914

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	168
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	48	48	4	0	0
Behaviour in the school is good.	45	46	0	2	7
My child gets the right amount of work to do at home.	18	46	27	5	4
The teaching is good.	43	55	0	0	2
I am kept well informed about how my child is getting on.	30	50	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	29	4	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	36	45	16	0	4
The school is well led and managed.	63	38	0	0	0
The school is helping my child become mature and responsible.	54	45	0	0	2
The school provides an interesting range of activities outside lessons.	21	25	25	9	20

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

62. Provision is good.

Strengths

- Children achieve well.
- The quality of teaching is good.
- Leadership and management are good.

Areas for development

- Raise standards in communication, language and literacy.
- Further develop the current assessment system against smaller steps in children's learning.

63. The provision for children in the early stage of education is good. There is one reception class. Children enter school in September if their fifth birthday is before the end of February. They enter school in January if their fifth birthday is after February. At first, children attend on a part-time basis. During the time of the inspection, there were 28 children in the reception class.

64. When children enter school, their attainment is mostly below average. Their speaking and listening skills are well below average. However, children make good progress in all aspects of the curriculum whilst in the reception class. By the end of the reception year, the majority of children are likely to achieve expected standards for their age in five of the six areas of learning. They are unlikely to achieve expected standards in their communication, language and literacy development. In lessons seen, children with special educational needs were making good progress. The teacher and the other adult provide effective support and this ensures that these children make good progress. Higher-attaining children make similar progress.

65. Good assessment procedures are in place. Detailed records are kept of individual children and this allows each child's progress to be carefully monitored. Although the teacher is aware of the smaller steps of learning which lead to the children attaining expected standards on entry to Year 1, these are not often referred to when making an assessment. Overall, teaching and learning in the reception class are good. Emphasis is placed on children enjoying their learning. A carefully prepared, structured programme of activities caters for the needs of all children in the class. Afternoon sessions are used well to reinforce and extend children's learning. The teaching of creative development is very good. In one lesson seen, the teaching of information and communication technology was excellent.

66. There is good leadership and management by the class teacher. A nursery nurse works in the classroom, but was absent during the inspection. A temporary learning support assistant was present and provided effective support for the children. Liaison arrangements for parents are good. Home visits are arranged before children begin school. Parents are welcomed into the school at appropriate times. There are good quality resources for children to use. The outside area is satisfactory. However, it is shared by the infant school and this limits the time available to reception class children.

Personal, social and emotional development

67. By the end of the reception year, the majority of children are likely to achieve expected standards for their age in their personal, social and emotional development. Children have fun and enjoy their learning. They understand the routines of the classroom and feel secure. They show positive relationships with each other, with the teacher and with the other adult in the classroom. They handle the resources carefully. They play simple games well together, such as Mr Bear and the Honey. They take turns and enjoy sharing experiences. They are always well behaved. They understand the class rules and know right from wrong. Teaching is good. A positive atmosphere is established in the classroom. This enables all pupils to feel happy and allows them to gain confidence when expressing their own ideas.

Communication, language and literacy

68. By the end of the reception year, the majority of children are unlikely to achieve expected standards for their age in their communication, language and literacy development. Many children find difficulty in clearly communicating their ideas. Their speech lacks fluency and they use a limited vocabulary. Their answers are usually brief. There are a few children, however, who show better skills. Although many children listen to a story well, a few do not always listen carefully to instructions. Children's writing skills are better. Some children are able to recognise and write their names unaided. Others need help to do this. Some children begin to show an understanding of different letter shapes and hear initial and final sounds in words. There are others, however, who are less confident in developing writing skills. Children begin to sequence pictures to make the story of the Gingerbread Man. A few are correctly sequenced and make sense to the reader. Children enjoy looking at books and talk about the pictures. A few children begin to read simple words and can identify some out of context. There are some children, however, who lack confidence in reading and find difficulty in understanding a very simple text. Although children's attainment is below expectations, good teaching ensures that children make good progress in this aspect of the curriculum.

Mathematical development

69. By the end of the reception year, the majority of children are likely to achieve expected standards for their age in their mathematical development. Children count easily to ten and some show skill at counting securely beyond. Some children can quickly recognise numbers out of sequence and begin to count backwards and forwards in tens. Children use coins in the home corner and begin to identify different values. Many children understand simple mathematical terms and refer to these when talking about their work. For example, in a lesson, children looked at three-dimensional shapes. One child said that a cuboid had two squares and four rectangles. Other children were able to offer suggestions about the shapes and understood the differences between some of them. Teaching is good. Detailed preparation and the use of an appropriate range of resources have a positive impact on children's learning.

Knowledge and understanding of the world

70. By the end of the reception year, the majority of children are likely to achieve expected standards for their age in their knowledge and understanding of the world. Children learn about the different animals. They talk about their pets and can name several well-known animals. They know that pets need food, water and exercise. They play in

the home corner and pretend to be at the vets' surgery. They know some of the minibeasts and make drawings of these. They begin to understand the sequence of a day and talk about breakfast, lunch and tea. Children's skills in using information and communication technology are above average. They show confidence in what they do. Many children can open a paint program by double clicking on an icon. They choose colour, brush or pencil to make a picture of a snail. They begin to type a simple sentence about their picture and know how to print off their work. Lessons are carefully planned to ensure that good learning takes place. The teacher's own secure subject knowledge aids children's understanding.

Physical development

71. By the end of the reception year, the majority of children are likely to achieve expected standards for their age in their physical development. Children move their bodies in different ways and are careful when moving around the playground. In a lesson, children ran, jumped and made different shapes with their bodies. They pretended to be statues and stopped quickly on a command. They worked with a partner and used an arched body shape to make a bridge. They used their arms and legs well to alter the shape and to make it higher or lower. Children use bikes and scooters in the playground and control these sensibly. Teaching is good. Children are taught to warm up and warm down properly and to notice the effect of exercise on their bodies. Careful attention is given to ensuring the health and safety of children.

Creative development

72. By the end of the reception year, the majority of children are likely to achieve expected standards for their age in their creative development. A few children show standards of work which are above those normally expected from children of the same age. Most children show skill at gluing and sticking. They select different coloured, squared paper to make a collage of a snail, using the collage created by Matisse as a stimulus. They make their own drawings of a snail in pencil and show an understanding of the shape and features. They mix different shades of green and know what paints to use for other effects. They roll clay into shapes and handle simple tools well. They talk eagerly about their work and take pride in what they do. Children enjoy singing rhymes and simple songs. They remember the words well and begin to develop a sense of rhythm. The teaching of creative development is very good. This is due to the teacher's own knowledge and understanding of the creative process. Provision is made for children to use their imagination and to experience a range of stimulating activities.

ENGLISH

73. Provision is good.

Strengths

- Pupils achieve well.
- The quality of teaching is good.
- Good opportunities to write widely in subjects across the curriculum.
- The promotion of pupils' spiritual, moral, social and cultural development.
- Leadership and management are very good.

Areas for development

- Raise standards in speaking and listening, reading and writing.
 - Further develop an assessment system which will more closely inform teaching and target setting.
 - Greater emphasis on the development of pupils' vocabulary.
74. In the classroom, attainment is below national expectations by the end of Year 2 and Year 6. However, pupils enter Year 1 with literacy standards that are below average and most pupils are achieving well in all year groups. Most pupils with special educational needs also achieve well and attain standards commensurate with their capabilities. There is effective support in classes and in groups for these pupils, as there is for the few pupils who speak English as an additional language who also achieve well.
75. By the end of Year 2, speaking and listening skills are well below national expectations and are below by the end of Year 6. Only higher-attaining pupils in Year 6 speak confidently and fluently. Most pupils find difficulty sustaining and justifying a point of view. The school has recognised this and has introduced a series of strategies to improve speaking and listening skills. In Years 1 and 2, for example, there is an emphasis on role-play activities. In Years 3 to 6, teachers encourage whole-class and group discussions. These strategies have yet to impact upon standards of speaking. However, the constant involvement of pupils in a wide range of oral activities does ensure that they listen carefully to teachers and each other.
76. Reading is below national averages by the end of Year 2 and Year 6. The school has developed apparently secure reading strategies but teachers do not always follow them sufficiently closely. On occasions, some pupils are not reading at an appropriate level because they are reading books that are not sufficiently challenging. While most pupils achieve satisfactorily in their reading in Years 1 and 2, there is insufficient emphasis placed on building sounds into words. Most pupils read fluently by the end of Year 6 but their understanding of reading and their library skills are under-developed.
77. Although writing is below national averages by the end of Year 2 and Year 6, pupils are learning to write very well in a range of forms. Year 6 pupils write diaries based upon a character from their class reading book, write persuasively about the proposal to build an airport at Cliffe, write stories and create poems. They describe how to make a cup of tea, write advertisements for new teachers and they practise journalese in 'The Temple Times'. Writing is consolidated in other curriculum subjects, in descriptions of the life of Van Gogh, in retelling traditional Greek mythical stories and in instructions on how to design and make slippers. Pupils use the Internet for research and write projects on different countries. Whilst much of this writing is interesting and fluent, overall standards are affected by weak basic writing skills and poor vocabulary amongst all but the higher-attaining pupils. The school is addressing these issues through constructive marking of pupils' work, regular spelling practice and additional literacy support for lower-attaining pupils. The school has developed some effective strategies for assessing writing levels and for providing pupils with general targets based on completed written work. There have yet to be developed effective assessment procedures to identify the strengths and weaknesses in pupils' basic writing skills and to ensure targets are set accordingly. Pupils achieve well in the development of handwriting skills. Work is neatly presented for the most part and pupils take a pride in the presentation of their work.

78. The overall quality of teaching and learning is good. In Years 1 and 2 all the teaching is good, whilst in Years 3 to 6 it ranges from satisfactory to very good. Teaching is very well planned, not only individual lessons but also sequences of lessons. Consequently, pupils build progressively on the knowledge and skills developed in previous lessons. Teachers provide stimulating activities. In Year 5, pupils continue to learn about myths, read further examples and use a learned story structure to plan their own story of how the camel got his hump. Teachers make sure that pupils are fully involved in their lessons. In Years 1 and 2, they play bingo word games and retell the story of 'The Three Little Pigs' through role-play, whilst in Year 6 pupils discuss the case for and against smoking in public very responsibly. Teachers ensure that activities match pupils' abilities with, for example, pupils engaged in a range of writing tasks. Whilst lower-attaining pupils complete speech bubbles, others are writing sequences of sentences and higher-attaining pupils are creating 'Wanted' posters. Underlying these effective teaching strategies are the good relationships that exist in classes. Most teachers have high expectations and pupils respond well to the challenges they provide.
79. Not all lessons are equally successful and some less experienced teachers find difficulty in ensuring that the pace and timing of lessons are sufficiently well managed to sustain pupils' interest and concentration. For the most part, pupils' positive attitudes to their work contribute significantly to their learning. Whilst most pupils behave well in class, work hard and enjoy lessons, this is not always the case. Some lessons are disrupted by inattentive and attention-seeking pupils.
80. The school is developing an effective curriculum that meets national requirements. It is broad and generally well balanced, with opportunities for drama and the development of information and communication technology added as the year proceeds. Teachers incorporate the promotion of pupils' spiritual, moral, social and cultural development very effectively into the content of lessons, for example, through discussion of creation stories from Japan, Africa and North America, through the exploration of characters from literature or through their own creative writing. There is a satisfactory range of extra-curricular activities, including plays performed by touring theatre companies and visits from professional writers and illustrators.
81. Leadership and management are very good. Much has been achieved since the school opened in September 2001. The subject is well organised and there are good resources. There is a good match between the provision of in-service training and the school's identified priorities. Less experienced teachers are well supported by their more experienced colleagues.

MATHEMATICS

82. Provision is good.

Strengths

- Pupils achieve well.
- The quality of teaching is good.
- Opportunities to use numeracy skills across the curriculum.
- The promotion of pupils' moral and social development.
- Leadership and management.

Area for development

- A greater emphasis on the development of pupils' reading and understanding of 'real-life' problems.
83. By the age of 11, standards in mathematics are average. The current group of Year 6 pupils have attended at least one other school since age seven and they do not hold comprehensive records of earlier test results at age seven. In addition, there are 30 per cent of pupils identified with special educational needs in this year group. Pupils are achieving well, including those with special educational needs and those who speak English as an additional language, due to the good, and often very good, teaching they are receiving. The inspection also identified good achievement in other junior classes, particularly in Year 5. This is the direct result of consistently good teaching and planning and the positive impact of the National Numeracy Strategy.
84. By the age of 11, pupils have a sound understanding of place value to three digits, can convert simple fractions to decimals and can record calculations using all four rules to two places of decimals. They have a satisfactory knowledge of how to use raw data to construct a variety of diagrams and graphs and subsequently to use the data to solve a variety of questions. There is good use of computer programs to support pupils' understanding when they use the computer suite. Generally, this is not so well developed in all classrooms where it is at an early stage in teachers' lesson planning, although it was good in the lesson observed in Year 6. Pupils have sound knowledge and understanding of how to calculate the perimeter and area of different shapes, and the measurement of angles. Higher-attaining pupils can use their multiplication skills to mentally double and treble numbers by multiples of 10 to a maximum of 100. They also use mental strategies when adding and subtracting decimal fractions. They are less confident in solving word problems set in 'real-life' contexts, due mainly to their below average reading skills. Learning support assistants sensitively support pupils with special educational needs and, as a result, they achieve as well as the rest of the class.
85. By the age of seven, standards in mathematics are also average. This represents a considerable improvement over 2002 national results when standards were in the lowest five per cent nationally. This was because of the disruption to their earlier learning as a result of attending more than one school. In addition, many of these pupils had not received the benefit of the good start to their early education now offered in the reception class and the good numeracy teaching from which pupils benefit in both infant classes. Most pupils are competent when working with numbers up to two digits and higher-attaining pupils up to three digits. They understand the patterns when adding and subtracting the same single digit number and use different strategies for calculating results mentally. All pupils know and recognise the names of common two-dimensional and three-dimensional shapes, with some recording accurately the number of corners, edges and faces. Higher-attaining pupils understand the characteristics of shapes with curved faces such as cylinders and cones. All pupils, including those with special educational needs and those who speak English as an additional language, achieve well.
86. The quality of teaching is good with some significant strengths. Time is used well in most lessons and, as a result, pupils respond and behave well and concentrate throughout the lessons. In most lessons, pupils enjoy good relationships with each other and their teachers. In the lesson where teaching was not so strong, there were weaknesses in the teacher's use of appropriate methods to enable all pupils to learn effectively. Consequently, barriers to learning were created through pupils' lack of interest in the lesson.

87. In the majority of lessons during this inspection, teachers demonstrated good subject knowledge and use of mathematical language that encouraged pupils to use terms correctly, such as percentages, decimals and fractions. A significant strength in most teaching is the detailed lesson planning which includes clear learning intentions, which are shared with pupils. Consequently, pupils have a good understanding of what they have learned and what they need to learn next. There are good teaching methods used to present a high level of challenge, as in a Year 6 lesson on converting and ordering equivalent fractions to decimals. A further strength of this lesson was the use of information and communication technology to interpret data and the links with earlier learning on spreadsheets, with the teacher providing a good balance between intervention and explanation. Expectations of pupils' responses, concentration and behaviour are good. The use of resources to support logical steps in pupils' learning is good.
88. In addition, teachers use the structure of the National Numeracy Strategy to ensure a good pace and interest level for the pupils. In particular, the effective use of the plenary sessions enables pupils to explain what they have learned in the lesson, to share results and explain some of their methods of calculating. There is appropriate use of homework and some good displays around the school to celebrate pupils' achievements.
89. The subject manager has been absent recently due to ill health but she, with support from senior staff, has already made a significant impact on standards of attainment, quality of teaching and organisation of mathematics. There is a strong commitment to developing all aspects of the subject through a full programme of monitoring and improving standards, which includes observing teaching, monitoring lesson planning and scrutinising pupils' work. There is a good supply of resources to support teaching and, overall, staff expertise in the subject is good. The school's potential to improve still further is strong.

SCIENCE

90. Provision is satisfactory.

Strengths

- Links with other curriculum subjects.
- The promotion of pupils' moral and social development.
- Leadership and management.

Area for development

- Ensure sufficient challenge for infant pupils.

91. By the age of 11, standards in science are average. Only one lesson in the infant classes was seen during the inspection, but discussions with pupils and an examination of their work indicate that standards by the end of Year 2 are in line with those seen nationally.
92. Pupils in Years 1 and 2 are able to provide good descriptions of the properties of various materials. For example, they know that glass is made from sand and that

plastic is difficult to rip and regains its shape. In Years 3 and 4, pupils develop a systematic approach to experimentation, recording the objective of the experiment, hypothesizing on possible outcome, describing what actually happens and commenting on the activity. They obviously enjoy experimental work as one pupil in Year 4 commented in her book, "This lesson was incredible fun." Pupils of this age carry out work on electricity and circuits, solids and liquids. Some of the work is linked to other areas of the curriculum. For example, one unit in Year 4 is linked to design and technology work. Their challenge was to make a cosy, which would maintain the temperature of the item inside. This work reinforced that on liquids and solids, as ice cubes were the items inside the cosy.

93. Pupils in Year 5 further develop their knowledge so that even lower-attaining pupils know the major changes involved in the water cycle and a significant number know that condensation is the opposite of evaporation and that when rain falls it absorbs carbon dioxide. Pupils in Year 6 know that they need to repeat experiments a number of times to ensure that testing is fair. Most pupils understand that such forces as gravity and friction affect motion, and higher-attaining pupils explain why stationary objects reveal a balance of forces.
94. All teaching observed was at least satisfactory, with that seen in Year 6 very good. The lesson seen in Years 1 and 2 was well organized and used a focus that motivated these young pupils, for example, to find a material that would be suitable for "Travelling Ted's" windows. The actual choice of material, however, was somewhat too easy with virtually all pupils realising very quickly that the clear plastic was the obvious choice and therefore they did not need to investigate the properties of the alternatives. All teaching seen in Years 3 to 6 was well structured and aimed at establishing consistent procedures for experimenting and reflecting upon what pupils have learned as a result. A particular feature of the very good lesson in Year 6 was the way in which activities were closely matched to the abilities of different groups and individuals and the high level of support provided by the resources used and the adults present. Teaching in this class was particularly thorough, with the teacher building on pupils' knowledge about friction and gravity before setting new challenges, which stimulated all to work hard to enhance their knowledge. Another feature of this lesson was the way in which the teacher made the pupils articulate what they had learned to each other, thereby developing literacy skills. In all lessons observed, pupils showed considerable enthusiasm for the subject and were highly motivated. They settle well to their tasks and rigorously test the outcomes of their experiments to ensure their results are reliable. All pupils achieve well, including those with special educational needs and those who speak English as an additional language. Information and communication technology contributes well to the teaching and learning in science.
95. The school analyzed the results of last year's Year 6 national tests and the activities planned by staff have been adapted to lay a greater stress on scientific enquiry and first-hand experiences through experimentation. This emphasis was observed in all the lessons seen and in pupils' workbooks at all ages. The use of assessment to amend the planning of lessons so that all pupils can learn equally well and to set individual targets is well established and consistently used. The subject manager has been absent for some time and her role is being undertaken by the headteacher and the deputy head. The soundness of the structures of the school has meant that the curriculum is continuing to develop in order to raise standards further. The subject contributes very well to the social and moral development of pupils in the positive manner in which they co-operate in pairs and groups in practical work and in the very efficient manner in which even young pupils tidy up at the end of lessons.

ART AND DESIGN

96. Provision is satisfactory. This report is drawn from the scrutiny of pupils' work in their folders and on display, from discussions with pupils and from the one lesson observed.

Strengths

- Links with other subjects.
- Links with the local secondary school.
- Contribution to pupils' spiritual, moral and social development.

Area for development

- Further develop the range of pupils' skills.

97. Overall, standards are average throughout the school, although by the end of Year 6 many pupils are producing some good work. While it was only possible to observe one infant lesson during the inspection, scrutiny of work in classrooms and around the school shows the pupils working suitably in a range of media, including clay and observational drawing, and achievement is good for all pupils. There are some particularly good quality paintings based on Van Gogh's 'Sunflowers' which effectively link to pupils' literacy and computer skills when they word-process accounts of his life. Attractive and imaginative portraits were seen based upon the study of the paintings of Picasso, with good use of colour. Good quality mythical papier-mache masks, many based on minotaurs, show how the work is carefully matched to topics and themes to give coherence to the curriculum.
98. As with junior classes, the pupils in Years 1 and 2 all work on subject matter that relates to their studies in other areas of the curriculum. There is some good quality work in classrooms and around the school that is based on the work of famous artists. In the one lesson observed in Years 1 and 2, pupils worked confidently weaving a spiral shape to their own design to construct a picture of a snail or snake.
99. Overall, the quality of teaching is satisfactory, although, in the lesson observed, teaching was good. A feature of this lesson was the way in which the teacher encouraged pupils to evaluate their own work and got them to suggest ways in which they might improve. In this lesson all pupils, including those with special educational needs and those who speak English as an additional language, were encouraged to succeed and were given appropriate support to do so. The teacher also demonstrated her ability to assess pupils' work to help them to progress.
100. A significant contribution to the subject is the richness of work in evidence throughout the whole of the school environment. There are a large number of works throughout the school produced as a result of lessons which take place alongside a teacher and students in the local secondary school. Some of these are large-scale and of high quality. Exhibiting pupils' own work alongside that of such quality obviously raises the self-esteem of pupils.
101. The richness of the environment and quality of work displayed help the spiritual development of pupils by providing opportunities for reflection on beauty, both natural

and created. The subject contributes strongly to the social development of pupils, both in the way in which they are encouraged to co-operate in lessons and in the way in which their work is used to enrich the lives of others. The subject also contributes to cultural development with a large number of starting points being aspects of their own culture and those of others. The planning for the subject ensures that pupils have many opportunities to develop creativity. Although the subject manager does not monitor the teaching of the subject, she is able to assess standards from the work on display.

DESIGN AND TECHNOLOGY

102. Provision is satisfactory. This report is drawn from the scrutiny of pupils' work in their folders and on display and from discussions with pupils.

Strengths

- Opportunities to link pupils' learning with other subjects.
- The promotion of pupils' spiritual, moral, social and cultural development.

Area for development

- Ensure that pupils build systematically on their skills as they move through the school.

103. Design and technology alternates with art and design in the curriculum of the school and there were no lessons in the subject during the period of the inspection. Judgements are therefore based on scrutiny of planning but most especially the displays evident in all classrooms and the photographic portfolio kept by the school. All pupils achieve satisfactorily, including those with special educational needs and those who speak English as an additional language. They attain average standards by the end of Year 2 and Year 6.

104. All pupils' work shows the same process of evaluating the task and the materials needed. This is followed by planning, making and evaluating their work. Much of the work is also linked to other subjects. For example, in Years 1 and 2, pupils make moving pictures based on one of their literacy texts, Little Red Riding Hood. They create the movement with the use of slips, flaps and pop-ups. Year 3 pupils make photograph frames using a variety of materials and methods, including the use of information and communication technology. Another cross-curricular link at this age is with their science work when they make torches. Year 4 work also links with science where pupils test out the insulation properties of some very imaginative and attractive egg cosies that they make. In Year 5, pupils create instruments based upon ideas of those from a range of cultures. The school owns a good variety of authentic percussion from different cultures to aid this work. Year 6 pupils create very interesting and attractive slippers. These were made as a result of a very thorough process, including evaluating existing designs for attractiveness and safety, making sample boards of materials and making a mock-up. This was followed by pupils assessing their mock-up before moving on to making the slipper itself and completing a thorough evaluation process.

105. No lessons were observed, but some conclusions may still be drawn about the quality of teaching and learning. Pupils are offered a suitable range of work and the content of the work indicates that teachers display satisfactory knowledge of the subject.
106. Overall, the leadership and management are satisfactory. The subject manager has adapted nationally recommended activities to the needs of the pupils. She monitors teachers' planning and lessons and staff regularly monitor standards together. As a result of pupils only recently attending the school, the subject manager is aware that the skills pupils possess vary widely. Consequently, she intends to ensure that pupils build systematically on their skills as they move through the school. The resources available for the subject are good.

GEOGRAPHY

107. Provision is satisfactory. This report is drawn from a limited evidence base that includes two lesson observations, the scrutiny of pupils' work in folders and on display and discussions with pupils and teachers.

Strengths

- Opportunities for research.
- Opportunities to link learning in geography with other subjects.

Areas for development

- Monitor the quality of teaching and provide further support for teachers.
 - Develop a scheme of work to include local studies and map work.
 - Ensure there is a continuous and progressive basic skills programme for teaching local geography and map work.
108. By the end of Year 2, standards are below average. In Years 1 and 2, most pupils are achieving unsatisfactorily and the principal reason for this is the limited amount of work pupils have covered. By the end of Year 6, standards are average and achievement is generally satisfactory. Pupils with special educational needs and those who speak English as an additional language also achieve unsatisfactorily in Years 1 and 2 but in Years 3 to 6 their achievement is satisfactory.
109. Pupils in Years 1 and 2 have a very limited geographical knowledge. They have a satisfactory knowledge of the four seasons and have learned where some places are in the world through visits made by pupils. They know about different modes of transport and the plan of the school site. They have a limited knowledge of geographical language and few can talk about features in their local environment. In Years 3 to 6, standards and progress are variable and the reason for this is the weak subject knowledge of some teachers. Understanding of local geography and map work is below average in most year groups. Standards in Years 5 and 6 are average. In Year 5, pupils use the Internet to research a country of their own choice. Most have drawn clear maps and can discuss a range of topics. These include physical features, the climate, major cities, national clothing and national dishes. In Year 6, pupils have produced some good work on climate and its effect on environmental issues.

110. The quality of teaching and learning is satisfactory overall but standards of teaching are inconsistent throughout the school. The quality of teaching and learning was unsatisfactory in the two lessons observed but, in most year groups, pupils' work indicates satisfactory and some good teaching. Teachers make effective links with other subjects; in Year 6, for example, pupils learning about Ancient Greece also learn about modern Greece and its position in Europe. In Years 1 and 2, pupils' science 'walk' enables them to understand the plan of the school site. Teachers provide opportunities for pupils to take responsibility for their own learning through individual research work and through group activities such as analysing photographs for geographical information. Teachers use their own enthusiasm and first-hand experience to good advantage. For example, one class enjoyed studying New Zealand as a class project. Where learning is unsatisfactory, teachers have a limited understanding of the subject and therefore their teaching lacks confidence.
111. Pupils' attitudes and behaviour are satisfactory. There is some unsatisfactory behaviour in classes where teachers do not establish clear learning objectives and pupils become confused about the aims of the lesson. In these lessons, teachers do not always provide appropriate tasks or manage the time available sufficiently well and some pupils become restless. Pupils' written work indicates that most pupils take a pride in their work. In discussion, pupils are enthusiastic about their learning.
112. The school has developed a broad and balanced basic curriculum outline following the National Curriculum requirements. The school aims to complete a programme of work from the detailed lesson plans made as the year proceeds. The weaknesses in teaching indicate that not all teachers will be able to complete this task sufficiently well. Areas for development are a detailed programme of work to support teachers and a continuous and progressive basic skills programme for teaching local geography and map work. There is satisfactory provision for pupils' spiritual, moral, social and cultural development. Pupils study life in other countries, compare under-developed societies with our own and explore environmental issues such as the effect of flooding on people's lives in Bangladesh. Lessons are supported with visits to the seaside and to a residential centre for environmental studies.
113. Leadership and management are satisfactory. Resources are sufficient and well organised. There are no policies as yet, nor is there sufficient monitoring of the quality of teaching or pupils' work. The school is developing a satisfactory assessment system.

HISTORY

114. Provision is satisfactory. This report is drawn mainly from the scrutiny of pupils' work in their folders and on display, from discussions with pupils and from two lessons observed.

Strengths

- The provision of resources.
- The promotion of pupils' spiritual, moral, social and cultural development.

Areas for development

- Further develop the curriculum to include local history.
- Ensure there is a continuous and progressive basic skills programme for teaching history.

- Monitor the quality of teaching and provide additional support for teachers.
115. By the end of Year 2 and Year 6, pupils attain average standards. Pupils, including those with special educational needs and those who speak English as an additional language, achieve satisfactorily.
 116. Pupils in Years 1 and 2 are learning to distinguish between social customs in the past and present and about the changes in transport. They compare a trip to the seaside in Victorian times with the present day. In Years 1 and 2, pupils are developing their observational skills as they compare old and new toys. In Years 3 to 6, pupils learn about ancient Greek and Egyptian civilisations and about life in Roman Britain. In Year 5, pupils begin to understand reasons for historical events, such as the mass movement of people, in their study of invaders and settlers. In Year 6, pupils draw accurately and write descriptively about the sculptures and pottery seen on a visit to the British Museum. They compare past and present Olympic Games and know the difference in lifestyles between Athens and Sparta. They are developing a satisfactory understanding of chronology by placing ancient civilisations and periods in our own history along a time line.
 117. The quality of teaching and learning is satisfactory and some is very good. Particular strengths are the planning of lessons and the provision of appropriate and stimulating activities. In Years 1 and 2, pupils are presented with a very good range of photographs of Victorian holidays to compare with their own experiences, and in Year 5, pupils are presented with well-researched census material about the families living in Gillingham High Street in 1851. Pupils enjoy these lessons; teachers have high expectations of pupils and they respond to the stimulating and challenging tasks set for them. Teaching and learning are less successful in some classes where much of the work is based on learning facts, with few opportunities to develop the basic skills progressively. In these classes, much of the work is brief and fragmented.
 118. Pupils' behaviour and attitudes to learning in lessons varies with the level of knowledge and experience of the teachers. Where lessons are well timed and move at a challenging pace, behaviour is very good and attitudes are positive. Where teachers lack experience, the pace and challenge of lessons and the tasks set are not always appropriate. Some pupils become restless, therefore, and this affects the quality of learning.
 119. The school has developed a curriculum outline that meets the requirements of the National Curriculum and, as such, it is generally broad and balanced. However, history is not taught in every term and this affects the rate of pupils' progress in developing historical skills. Areas for development are to develop history skills further through a programme of local studies. There is good provision for pupils' spiritual, moral, social and cultural development through history. Pupils reflect upon their own values as they study ancient civilisations. They make their own judgements about social equality in Victorian society, developing confidence in their own views. They learn to respect the views of others in group and whole-class discussions.
 120. The leadership and management of the subject are satisfactory. Resources are well organised and there is a clear pattern of development. There are no policies as yet, nor is there sufficient monitoring of the quality of teaching. The school is developing a satisfactory assessment procedure.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Provision is good.

Strengths

- Pupils achieve well.
- Quality of teaching is good.
- Leadership and management.

Area for development

- Develop effective monitoring systems.

122. After the very good start given to children in the reception class, standards in information and communication technology are above average through the school, with a significant number of pupils well above average by Year 6. All pupils achieve well, including those with special educational needs and those who speak English as an additional language.

123. Pupils in Years 1 and 2 are introduced to key word processing skills, communicating information using words and pictures and learn how to control a "turtle". They can search through a CD-ROM program to retrieve information. By the end of Year 2, pupils access programs swiftly and efficiently and can change font, colour and size of texts to achieve their desired effect. They also know how to access a dictionary and can use the Internet, downloading their desired program from the favourites section. In Years 3 to 5 pupils are introduced to databases, spreadsheets and email and further use the Internet to research aspects of a range of subjects and topics. Year 6 pupils bring these skills together to produce PowerPoint presentations using imaginative graphics and sound effects. These pupils also show a very mature grasp of practical application of word processing techniques. In an excellent lesson, they transferred data from an Excel graph to a Word document so that text could be added. All pupils, including those with special educational needs, managed this process and higher-attaining pupils added some imaginative ways of presenting the data. These pupils set themselves challenging tasks, for example framing mathematical questions to go alongside the data and attempting to put the answers upside down at the bottom of the page. A small group even came up with a solution to the problem by deciding to create the answers on a draw program on a separate page because they knew they could flip the text in that format. The level of competency and confidence of these pupils was reflected in the comment made by one at the conclusion of the lesson, "Now I know things Mum does not know."

124. Although pupils were observed working with information and communication technology in a range of settings, the focus for teaching is in the computer suite. Each class is timetabled for a long session each week, the three during the inspection being the reception class, one Years 1 and 2 class and Year 6. The teaching seen in Years 1 and 2 was good, a feature being very sound subject knowledge by the teacher, which enabled pupils to learn effectively how to find information about the body. The teacher built upon literacy skills by showing pupils how to use the glossary in the program. Teaching in the Year 6 lesson was excellent. The most impressive feature of this lesson was the confidence that the teacher instilled in pupils to rise to new challenges and her confidence in the pupils by expecting very high standards. The teacher also showed unusual confidence in a lesson that was being inspected by reacting to the challenges pupils were setting

themselves and amending the lesson so that one planned aspect was not covered. This enabled pupils to progress their information and communication technology skills even further than she had originally envisaged. There was little direct teaching seen in other lessons where information and communication technology was being used but all the pupils observed using computers through the school did so with enthusiasm and competence. The attitudes of pupils towards the subject are very good, with no inappropriate behaviour seen in any sessions.

125. The subject manager has worked hard in a short period to frame a comprehensive development plan for the subject. Training has been used to build the expertise of staff based upon self-analysis of their needs. The school is in the early stages of arranging samples of work in portfolios to help gain a clearer view of strengths and weaknesses. The subject manager is also planning to start monitoring lessons in the summer. The resources available for the subject are good, with comprehensive software and hardware to deliver the whole range of the curriculum. Computers are used to develop work in most areas of the curriculum and the good partner work observed contributes well to social development.

MUSIC

126. Provision is good.

Strengths

- Pupils achieve well.
- The quality of teaching is good in the junior classes.
- Good provision for pupils to listen to different styles of music.
- The promotion of pupils' spiritual, moral, social and cultural development.
- Leadership and management.

Area for development

- Develop an assessment system to evaluate pupils' progress in relation to National Curriculum requirements.

127. Standards are average by the end of Years 2 and 6. Pupils achieve well and gain confidence in performing together. In lessons seen, pupils with special educational needs, those who speak English as an additional language and the more musically able achieve well. There is also good achievement in pupils' acquisition of vocal skills.
128. Pupils in Year 2 enjoy singing. They have a good memory for the words of songs. They add simple accompaniments to rhymes and show good rhythmic skill when performing these. In Year 3, pupils play percussion instruments and read the parts from simple notation. They know the symbol for a rest and play their parts successfully together, whilst following a conductor. By the end of Year 6, pupils can sing with confidence in two or more parts, with many pupils showing an accurate sense of pitch. This was evident in a lesson when pupils quickly learnt a new part-song and added dynamic contrasts to improve the overall effect. Pupils sing well in assemblies and perform the school song with enthusiasm.
129. Teaching and learning are satisfactory in Years 1 and 2. They are good in Years 3 to 6. Lessons are well planned to ensure that pupils are involved in practical music-making activities. This was evident in a Year 3 lesson, when pupils practised the accompaniment to a song on percussion instruments. The teacher carefully

rehearsed each group's part separately, before the final ensemble performance. This resulted in pupils understanding the need to practise each part, in order to achieve success. Good provision is made for pupils to listen to different styles of music in assemblies and this has a positive impact on their learning. The use of information and communication technology for simple composing and listening tasks is in the early stages of development.

130. Pupils take part in concerts, both in and out of school. Over 20 pupils are in the choir. They have performed in Rochester Cathedral and at other venues. There is a recorder club and this enables pupils to gain further skills in reading notation. A teacher from the South East Music School provides clarinet lessons.
131. There is good leadership and management. The subject manager has already identified ways of improving the provision for the subject. A teacher from the Kent Music School visits once a week and provides further opportunities for developing pupils' musical skills. The assessment procedures are unsatisfactory. There is no adequate system in place for recording and evaluating pupils' progress in relation to the National Curriculum requirements. The resources are good and are used well by pupils.
132. The subject makes a good contribution to the provision for pupils' spiritual, moral, social and cultural development. Spiritual awareness is fostered well through the development of pupils' creative and expressive talents. Their social skills are developed through group music-making activities, both in lessons and in extra-curricular provision.

PHYSICAL EDUCATION

133. Provision is satisfactory.

Strengths

- Good regard for health and safety.
- Good contribution to the personal and cultural development of pupils.

Area for development

- Improve resources to ensure that all aspects of the curriculum are taught effectively.

134. Attainment in the gymnastics and dance aspects of physical education are average throughout the school. There were no games lessons during the period of the inspection, although the curriculum includes all aspects of the subject during the course of the school year, including swimming for Years 5 and 6. Pupils in Years 1 and 2 move well over apparatus, showing good regard for health and safety because of careful teaching. In dance, pupils of this age use space sensibly as they run, leap, spin, twirl, turn over and settle in a "Jack Frost" sequence. In this session, pupils were also chosen to control movement to "freeze" or "melt" others. They did this very responsibly. In the junior part of the school, these skills are built upon. Pupils in Year 3 used a variety of movements in a mathematical turning sequence based on right angles. Year 4 pupils were seen very enthusiastically learning a "Haka" from New Zealand. Pupils in this session developed good facial expression along with positive, strong movements. Year 6 pupils were observed developing sequences along and over apparatus with five different aspects. A feature of their work at this level was the

ability to reflect upon the movements of others and improve their own sequences as a result.

135. All teaching seen was at least satisfactory, with most of it good. Consistent features in all teaching were suitable warm up and down activities, good regard for health and safety and the creating of an ordered but enthusiastic atmosphere. In some sessions, learning support assistants were used well to make notes about individual pupils' progress, while in others they encouraged those having difficulties. Teachers also use praise to build pupil confidence and give opportunities for them to reflect on what they and others are achieving. All pupils achieve well, including those with special educational needs and those who speak English as an additional language.
136. The subject manager has only been in post for six months but in this time has identified resource shortages that prevent the full delivery of some aspects of the subject. For example, there are insufficient hockey sticks for a whole class to participate in a lesson. She has also introduced after-school clubs for football and rugby and plans to add cricket and tennis. The field is still settling down but it is hoped it will be suitable for team games soon and the other outside and inside areas are good. The subject manager monitors the lesson planning of all teachers and is about to start monitoring the quality of teaching. The subject contributes well to aspects of the personal development of pupils. For example, group co-operation and the setting out and putting away of equipment aid social development. The inclusion of Arabic, Indian and New Zealand dances supports cultural development very effectively.

RELIGIOUS EDUCATION

137. Provision is satisfactory.

Strengths

- Pupils achieve well.
- Good use of artefacts and resources to extend pupils' understanding.
- Good opportunities for developing pupils' literacy skills.
- The promotion of pupils' spiritual, moral, social and cultural development.
- Leadership and management.
- Strong emphasis on learning about other faiths.

Areas for development

- Consistent approach to marking across the school.
- Further develop assessment procedures in accordance with the requirements of the new Agreed Syllabus.

138. Standards by the end of Years 2 and 6 are in line with those expected from the locally Agreed Syllabus. Pupils achieve well and make good progress in understanding the customs and beliefs of some of the different world faiths. In the lessons seen, pupils with special educational needs, those who speak English as an additional language and higher-attaining pupils also achieved well.
139. Pupils in Year 2 write their own prayers to thank God for the sun, flowers and animals. They learn about Jewish family life. They know that Shabbat is a special and holy day for Jewish people. They talk about the food that Jewish people eat and the importance of the synagogue. Pupils in Year 5 show a good knowledge of some of

the practices and beliefs of Islam. In a lesson, pupils talked about the importance of the Five Pillars of Islam and showed great respect for the Muslim faith. They understood the importance of the Qur'an and the journey to Mecca. Pupils in Year 6 know that some questions in life are difficult to answer. They talk about death, loss, and the effect that these have on families. They relate their own experiences and feelings about the world around them and show empathy with others.

140. No secure overall judgement can be made about teaching and learning in Years 1 and 2, as only one lesson was seen. In Years 3 to 6, teaching and learning are good. A strength of the teaching is in the opportunity given for older pupils to take part in discussions in a supportive atmosphere. This was evident in a Year 6 lesson, when pupils discussed what might happen when a person dies. Pupils offered their own ideas about heaven and listened attentively to each other's views. As a result, pupils gained a deeper understanding of other pupils' experiences and of the things that were important to them. Teachers make good use of artefacts and resources to extend pupils' understanding.
141. Assemblies are used well to enable pupils to increase their understanding of some of the stories from other faiths. In one assembly, pupils heard the story of Noah and the ark from the Old Testament of the Bible. They learnt about the different animals that went into the ark and how the doves were associated with peace. A prayer for peace followed this at a time of uncertainty in the world. There is good provision for developing pupils' literacy skills in lessons. Opportunities are provided for pupils to express their own thoughts and for older pupils to write at length. Although pupils' written work is marked, there is no consistent approach to this across the school. The use of information and communication technology is satisfactory. Older pupils use the Internet to access information, for example, when investigating aspects of different world religions. Effective displays of artefacts and books about religion have a positive impact on pupils' learning.
142. There is good leadership and management. The subject manager has a clear overview of the provision for the subject. Assessment procedures are satisfactory and are being developed further in accordance with the requirements of the new Agreed Syllabus. There are good quality resources to enhance pupils' learning.
143. The subject makes a good contribution to the provision for pupils' spiritual, moral, social and cultural development. Spiritual development is fostered well by providing opportunities for reflection in assemblies. A strong emphasis is placed on learning about other faiths and this has a positive impact on developing pupils' multicultural awareness.