

INSPECTION REPORT

CHILTON PRIMARY SCHOOL

Ramsgate, Kent

LEA area: Kent

Unique reference number: 118530

Headteacher: Mr Alan Gouldson

Reporting inspector: Mr D Maxwell
8798

Dates of inspection: 27 - 30 January 2003

Inspection number: 252005

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 to 11 years

Gender of pupils: Mixed

School address: Chilton Lane
Ramsgate
Kent

Postcode: CT11 0LQ

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Appropriate authority: The governing body

Name of chair of governors: Mrs J Cro

Date of previous inspection: 15 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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8798	Dennis Maxwell	Registered inspector	Modern foreign languages Physical education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
11041	Marvyn Moore	Lay inspector		How high are standards? b) 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?
16773	Raminder Arora	Team inspector	English as an additional language Foundation stage History	
2866	Bob Battey	Team inspector	Special educational needs Art English	
20457	Brian Fletcher	Team inspector	Educational inclusion Mathematics Music Religious education	How good are the curricular and other opportunities offered to pupils?
28320	Robert Willey	Team inspector	Design and technology Geography Information and communication technology	How well is the school led and managed?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chilton Primary is a community school for pupils aged four to 11 years. It is situated in an established area of Ramsgate which consists of a mixture of social and private housing. There are 414 pupils on roll and the school is much bigger than the average size nationally. Very few pupils come from ethnic minority heritages or have a mother tongue other than English. The percentage of pupils entitled to free school meals is below the national average. The percentage of pupils currently identified as having special educational needs is well below the national average since the school is reviewing its procedures, although the percentage has been broadly in line with the national average in recent years. Taken as a group, pupils' attainment on entry to the school in the Reception Year is below average. The school gained an Investors in People award in autumn 2001.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education. Teaching is variable. It is very good in Reception where children get a good start, satisfactory in Years 1 to 2, and good in Years 3 to 6. It is particularly strong in Years 5 and 6. The school includes everyone well and the recently appointed headteacher provides good leadership. He has rightly focused on team-building and has improved the climate for learning well through support and setting clear expectations. However, aspects of management are not yet satisfactory. Several procedures and routines are not tight enough to ensure that regular checks take place on all aspects of the school. The school provides satisfactory value for money.

What the school does well

- The committed team in the Reception classes provides well for the children, has high expectations and helps the children to achieve better than usual.
- Standards in geography exceed the expectation. There are good opportunities to perform in music as a result of the good support by the subject leader.
- Pupils demonstrate good attitudes and behaviour, overall, through the school. There are very good relationships amongst the children, and between the adults and pupils.
- The quality of teaching is good in Years 3 to 6, which promotes good learning and helps pupils to achieve well.
- Pupils with learning difficulties make good progress in relation to their targets through good support.
- There is a very good range of extra-curricular activities, such as in music and sport.

What could be improved

- Standards in English, mathematics and science, particularly by Year 2.
- Teaching is not as strong in some classes as in others, and the lack of procedures to check on pupils' progress in subjects other than English and mathematics makes it harder for teachers to set work to help pupils move on.
- The school does not have a sufficiently clear outline of all the work to be covered, including that for pupils' personal, social and health education. This affects its breadth, balance and relevance and means that pupils' progress is not as consistent as it should be.
- The management of the school, in terms of its systems, procedures and responsibilities, is satisfactory but is not as good as its leadership. For example, the school improvement plan did not provide sufficient direction for improvement and child protection procedures are not tight enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998 and it has made satisfactory improvements since then in tackling the identified issues. Standards in mathematics at Year 2 have improved by more than the national trend. Teachers' expectations of what pupils can do are higher, particularly in Years 3 to 6. The quality of teaching has improved considerably, although it is still too variable in a few classes. There are arrangements for subject leaders to check standards and provision, although the procedures are still

developing. In other respects, the recently-appointed headteacher has promoted a strong team approach to help raise standards and he has established effective procedures to support teaching and learning. The school has adopted national guidance to support lesson planning and to build pupils' knowledge and skills year by year, though it still lacks a clear overall framework for subject teaching. Teachers have started to evaluate standards and the quality of work through checking planning and pupils' work, though there is still work to be done.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	C	D
Mathematics	C	D	C	C
Science	D	C	E	E

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

Present standards are broadly average in English, mathematics and science by Year 6. This reflects a better picture than that found in the national tests last year in science because good specialist teaching in Year 6 now is having a significant impact on learning. Pupils make better progress than usual by Year 6 from their standards when they were in Year 2, through the effects of good teaching. Pupils achieve appropriately in their skills of literacy and numeracy and apply them in other subjects, such as geography and science. The attainment of children in the Reception classes is below average, overall, by the time they enter Year 1 because their skills in communication, language and literacy in particular are below the expectation. Standards in English, mathematics and science are below average by Year 2 and the skills of writing in particular are underdeveloped. By Year 6, current standards in art and design, design and technology, history, information and communication technology (ICT), music, physical education and religious education meet the expectation. Standards in geography are better than expected. Pupils have good skills of performance in music. By Year 2, standards in all subjects other than English, mathematics, science and history, where they are below average, are at expected levels. Pupils' achievement is broadly satisfactory in Years 1 - 2 and matches the quality of teaching.

A thorough evaluation of weaknesses in pupils' learning and the introduction of specialist teaching in English, mathematics and science in Year 6 is having a positive impact on standards, so that pupils achieve well. The trend in the school's results over the past four years is broadly in line with the nationally improving trend. The school did not meet its targets for English and mathematics in 2002. It has set very challenging targets for pupils in the current Year 6, consistent with the results of internal testing, which it is likely to achieve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have good attitudes to their work and parents say their children like school. The great majority of pupils has a good interest in the tasks, and is keen to give answers and take part.

Behaviour, in and out of classrooms	Pupils have good behaviour. Most pupils understand and follow the expectations for considerate behaviour. A few pupils have challenging behaviour that is usually, but not always, handled firmly and consistently. The teaching assistants make a good contribution through their good understanding of the pupils.
Personal development and relationships	Relationships are very good. Pupils' personal development is good, overall. While most pupils concentrate well on their work, a few are inattentive and do not listen well. These pupils have not learnt to work independently nor to take initiative or personal responsibility. Several are over-reliant on adult support.
Attendance	Satisfactory. The attendance rate was at the average during the 2001/2 school year. Pupils are usually punctual in arriving at school.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good, overall, and teachers work hard for the pupils. Three-quarters of teaching in the lessons seen was at least good. Examples of very good or excellent teaching were noted in most subjects and classes. The quality of teaching and learning in the reception classes is very good, enabling the children to make good progress. Teaching is not as strong in Years 1 to 2, and as a result pupils make steady, rather than quick, progress. In Years 5 and 6, consistently good teaching enables pupils to achieve well through Years 3 to 6. The quality of teaching in English and mathematics is good. The approach to teaching pupils' literacy and numeracy skills is satisfactory, overall, since these skills are not yet applied strongly in other subjects. The school does not provide sufficient opportunities for pupils to use the school library so that the skills of searching for information and independent learning are poor. Teachers have very good relationships with pupils and manage them well so that they concentrate on their tasks, although a few pupils in all year groups are inclined to chatter and this has an adverse effect on their learning. Teachers help all pupils to engage in the tasks and usually meet the learning needs of all groups of pupils. The classroom assistants give pupils with learning difficulties thoughtful support that helps them to learn. Planning for higher-attaining pupils usually makes clear what they are expected to learn but in a few lessons there is a lack of challenge in the tasks given. The skills of ICT are underused in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall, and meets statutory requirements. In the early years good activities are planned imaginatively with children's needs in mind. In Years 1 to 6 planning for subjects is not clear and comprehensive enough to ensure the even development of knowledge and skills. Although work is covered, it can be fragmentary.
Provision for pupils with special educational needs	Good, overall. The co-ordinator provides very good management. The provision supports pupils' learning so that they make good progress in relation to their targets. Staff understand pupils' needs well.

Provision for pupils with English as an additional language	The provision is good during specific tasks and has a positive impact on pupils' learning. At times the specialised individual support required is not available since pupils have individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Most pupils are sensitive to the feelings of others. Provision for moral and social development is good, although pupils are less inclined to take initiative and personal responsibility for their learning. Provision for spiritual development and for cultural and multi-cultural understanding is satisfactory.
How well the school cares for its pupils	All members of staff provide good, thoughtful care for individual children. However, there are weaknesses in how the school maintains and monitors formal procedures, such as those for Child Protection and for health and safety, and these procedures are poor. Good records of pupils' progress are kept for English and mathematics, but for most other subjects they are unsatisfactory. Weekly planning includes a helpful section for evaluation, but assessment information is not available or used sufficiently to help plan further lessons.
How well the school works in partnership with parents	Good. The school is working hard to build constructive relationships with parents and several are now involved in its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall. The headteacher and senior staff have made good early progress in working together and are beginning to provide direction for improving standards. The headteacher's good leadership and understanding of how to support change are resulting in improved morale, teamwork and standards. Aspects of management are not yet satisfactory. The headteacher and deputy have not ensured that all targets are met and that procedures, for example, in Child Protection, are up to date.
How well the governors fulfil their responsibilities	Governors have not met their statutory duties to check that all formal procedures are in place, such as those for Child Protection. They have a good understanding of strengths and weaknesses in other aspects through good arrangements to visit the school. Since the appointment of the new headteacher they have become much better informed about the school's needs and developments.
The school's evaluation of its performance	Satisfactory. The headteacher has put suitable arrangements in place to make lesson observations and check provision in order to improve standards and teaching. Arrangements for subject leaders to check provision in their subjects are not yet sufficiently effective.
The strategic use of resources	Satisfactory. Teaching focuses well on raising standards. Governors give good attention to obtaining best value. Prior to the appointment of the new headteacher, a large sum of money had been accumulated to improve the school building, but this led to some under-investment in learning resources for pupils, which is now being corrected.

The present levels of staffing and learning resources are adequate. The accommodation is unsatisfactory. Several classes are small or poorly shaped, for example, in Year 2, which makes

teaching and pupil management difficult, and the library is not positioned well. The space to enhance Reception children's progress in different areas through a suitable range of opportunities for outdoor play is limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • Teaching and behaviour are good. • They think the school is led and managed well; they feel able to mention a problem. • Children are expected to work hard and become responsible. 	<ul style="list-style-type: none"> • Information about their child's progress. • The amount of homework given to children. • How the school works with parents. • The range of activities outside lessons.

The inspection team agrees with parents' positive comments, but does not endorse the negative views. The new headteacher is putting arrangements in place to improve communication and the information to parents, and to ensure that regular homework is given. There is a very good range of activities outside lessons for pupils to take part in, including music and sport.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's initial assessments of children as they enter the school in the Reception class, and inspection evidence, indicate that children's attainment on entry is below average. Children achieve well in the Reception class through the impact of good provision. Most are likely to meet the national expectations of the early learning goals by the time they enter Year 1, apart from those in the area of communication, language and literacy, in mathematical development and in knowledge and understanding of the world, where they are progressing from a low starting point. Hence, standards, as pupils enter Year 1, are below average, overall. Children with learning difficulties receive good support to enhance their progress.
2. By the end of Year 2, standards in English, mathematics and science are below average. This is due to lack of sufficient consolidation of basic skills in writing and reading for meaning, the challenging behaviour of a few pupils, the higher than usual proportion of pupils with learning difficulties and the varied quality of teaching in Year 2. Pupils' achievement is just satisfactory. Taking the average of the school's results over the past three years, standards in reading, writing and mathematics by Year 2 are very close to the national averages. Standards at the end of Year 2 in English and science are lower than those reported at the last inspection. Standards have been maintained in mathematics.
3. Pupils achieve well in Years 3 to 6 through the impact of good teaching, particularly in Years 5 and 6. Standards in the work seen are average at Year 6 in English, mathematics and science. The school has introduced specialist teaching in Year 6, which is having a marked positive impact on standards, particularly in science. Since the last inspection, standards have improved in English and been maintained in mathematics and science. Progress through the school is a little better than might be expected from Reception Year to Year 6.
4. Standards in the 2002 national tests for seven-year-olds were below both the national and the similar schools averages in reading and mathematics, and well below in writing. The performance of boys and girls has been similar to the national boys' and girls' averages over the past three years. Rather fewer pupils than usual gained the higher Level 3 in any of the tests, but this pattern matches the information of the pupils' attainment on entry to the school. The trend in reading has followed the national trend over the past four years. The trend for writing has been similar, although there is a dip for 2002. The trend in mathematics has been a slight improvement over the national trend, but standards remain below the national average. The school carries out a careful analysis of test results and is beginning to use this to focus on early skills.
5. Standards in the 2002 national tests at Year 6 were average in English and mathematics, and well below average in science. In comparison with similar schools, standards were below average in English, average in mathematics but well below average in science. The performance of boys and girls has been broadly similar over the past three years. In English, in 2002, while more girls than boys reached or exceeded the expected standard, there was no significant difference in the overall performance of boys and girls when measured by their National Curriculum average points score. The performance of boys was a little better than the national average for boys and the performance of girls was a little lower than the national girls' average. Slightly fewer pupils than usual gained the higher Level 5 in English, more gained it in mathematics but many fewer gained the higher level in science. The school has taken positive action to introduce specialist teaching in Year 6 in order to improve standards and to challenge the higher-attaining pupils. The trend in standards has been broadly in line with the upward national trend over the past four years. Year 6 pupils gained higher results than predicted by their results when they were in Year 2 in English and mathematics and made the expected progress in science. This indicates that in Years 3 to 6 the school is making generally good provision in teaching and the choice of tasks. The school has set very challenging targets for

- English and mathematics that relate to projected attainments of the pupils by Year 6, and is on course to meet them.
6. At Years 2 and 6, standards in art and design, design and technology, ICT, music, physical education and religious education meet the expectation. In geography, standards are average at Year 2 but are above average at Year 6. Standards are below average in history at Year 2, but average in Year 6. Opportunities for pupils to perform with musical instruments enable them to demonstrate good performance skills. The sounds of pupils taking part in the choir, class lessons and instrumental instruction often pervade the school. Overall, the carefully planned activities and teaching in Years 5 and 6 have a positive impact on standards and enable pupils to make better progress than usual. The specialist teaching in Year 6 for English, mathematics and science is very good, overall, so that pupils' achievement is better than usual. Pupils with learning needs make good progress in relation to their targets through the good support. The school's focus on behaviour management is helping to set clear expectations through the school, although this is not yet implemented consistently. As a result, its impact on standards varies in different classes.
 7. There are no significant variations in attainment among pupils of different ethnic groups or background or in relation to gender. The attainment of pupils in the core subjects is closely analysed and all teachers are conversant with the levels attained by various groups of pupils. For example, tests are regularly set in mathematics and pupils' results recorded and assessed. Pupils are well supported by work that is closely matched to need and by well-qualified and hardworking learning support assistants
 8. Pupils with special educational needs make good progress and work towards carefully set targets that are realistic and achievable. Progress towards them is carefully monitored. There are several pupils who have English as an additional language. Most are fluent English speakers. All have good access to the curriculum and are well-integrated into the school. Arrangements for supporting pupils, who have a wide range of individual needs, are good, enabling them to take advantage of the learning opportunities offered to them. The school's values are based upon the philosophy of inclusion and they are reflected in its curriculum, conduct and the progress pupils make.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to the school are good. They enjoy coming to school, are mainly enthusiastic in lessons and display good interest and involvement in activities.
10. Pupils' behaviour at school is usually good. Pupils behave well in class, remain on task and enjoy answering questions and contributing to class discussion. Sometimes in lessons, however, pupils' concentration span lapses. At these times they do not give full attention to the teacher and do not remain on task. This is mainly when teaching is not directed enough or the work is not appropriately pitched to pupils' abilities.
11. Lunch-times are pleasant, social occasions where pupils enjoy the company of one another and use the time to socialise well. Pupils demonstrate good behaviour both at lunch-time and play. During the inspection week, older pupils were observed helping younger pupils and relating well to them.
12. Pupils relate well to visitors. The inspection team was greatly impressed by the courtesy shown to them by pupils who were very keen to show them around the school. They discussed the pride they had for the school and their achievements.
13. Pupils have a good understanding of the impact of their actions on others. The school does not have graffiti or vandalism. Pupils treat their own belongings, other people's belongings and school property with care and respect. Computers are not damaged, books are carefully looked after and areas of the school are clean and tidy.

14. In lessons, pupils work well collaboratively and demonstrate good attitudes and behaviour. For example, in an excellent Year 5 lesson for literacy, pupils were keen to discuss together the principal character in a story. They worked well as a group to analyse the text and predict the outcome. In an excellent Year 6 lesson on religious education, pupils showed reverence and respect when imagining a visit to a Sikh temple. They also demonstrated reverence and understanding of other religions.
15. Pupils are given some opportunity to develop initiative and personal responsibility but this is underdeveloped by the school. Pupils in Year 5 are appointed as 'Red Caps' whose role is to identify younger pupils who require friendship and support, and to relate to them. They are pleased to carry out this task and display maturity and sensitivity in doing so. In addition, pupils are given tasks such as returning school registers to the office, helping clear up at lunch-time and acting as monitors in class.
16. Relationships between pupils and staff are very good. Members of staff are very concerned for pupils' welfare and pupils recognise this and respond accordingly. All pupils, including those with learning difficulties, are supported well by staff. The excellent role models provided by them have a very positive impact on pupils' attitudes to school and the good progress made by them. The very good attitudes and behaviour of pupils mentioned in the previous report have been maintained well since the previous inspection.
17. Pupils with learning difficulties receive good levels of support to meet their social, emotional and behavioural needs so that they are helped to take a good interest in the tasks.
18. Attendance, at 95 per cent, is satisfactory and is at the national average. Pupils arrive at school on time and lessons begin punctually. There have been no exclusions during the previous year.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching and learning through the school is good, overall. Teaching and learning are very good in the Reception classes. They are satisfactory in Years 1 to 2 and good in Years 3 to 6. Teaching, overall, has a positive impact on pupils' learning so that their gains in knowledge, skills and understanding are often good in lessons. The school demonstrates good improvement in teaching since the last inspection, since around three-quarters of teaching in the lessons seen was good or better and only a very small number was unsatisfactory. A significant proportion of teaching is excellent or very good and follows from staff commitment and the clear lead and encouragement of teamwork by the headteacher. Examples of very good or excellent teaching were noted in all subjects except history and religious education and in all classes, indicating a real depth to the quality and skills of teaching that promote good learning. Teachers exhibit a good sense of personal care for the pupils, which promotes their personal development and ability to learn. This is particularly notable by Year 6 where many pupils have good levels of personal interest and concentration.
20. Good teaching, as found in Years 5 and 6, is demonstrated in the way that the needs of all pupils are taken into account in lesson planning. Work set is matched to need. Teachers are clear about what they want different groups to learn in each lesson, and, particularly in the core subjects, what they do actually learn. Teachers and learning support assistants work closely together to ensure that pupils of all abilities are given the support they need.
21. The quality of teaching in English is good, overall. Teachers of older pupils are more secure with what should be taught and have higher expectations of their pupils. In a Year 5 lesson, for example, due to the high expectation of the teacher and the very high level of challenge, the pupils developed a very good understanding of how characters are treated in myths and how differences between heroes and villains are expressed in the plot. The teaching and learning of mathematics are good. Most lessons have very good features. Expectations of the pupils' work and behaviour are high. Pupils are managed firmly but sympathetically and their individual needs are taken into account, underpinned by thorough assessment. In a few lessons teachers talk for too long and pupils' interest wanes. In particular, some pupils in Years 1 to 2 do not receive the

short bursts of different activities that would help to sustain their concentration. Teaching is good in science, overall, although it is generally satisfactory in Years 1 to 2 and good in Years 3 to 6. There is evidence of good practical experiments in the lessons observed as well as in previous work. However, the experiments are firmly directed by the teachers and pupils have few opportunities to pose their own questions and to set up their own versions of an experiment to obtain a solution.

22. The quality of teaching in the Reception classes is consistently very good and often excellent. The class teachers and the assistants work very well together and plan activities with clear intentions. Their understanding of the Reception class curriculum and knowledge of how young children learn is very good. The on-going assessments and recording of children's progress on a daily basis is very effective. The teachers have consistently high expectations of children's work. The extra adult support is very effective and makes positive contributions to children's learning. The members of staff work effectively as a team and support one another well.
23. The teaching of art and design, and of design and technology is good, with a few examples of very good or excellent teaching. Pupils have used the digital camera to produce pictures in the style of David Hockney. Much open-ended questioning stimulates children's thinking and they are given the opportunity to use their initiative. Teaching in geography is satisfactory in Years 1 to 2 and in Years 3 to 6 it is good. The high expectations of class teachers, the pace with which they deliver the lessons and their skilful questioning all combine to promote children's interest and learning in the best lessons. There is insufficient evidence to judge the overall quality of teaching in history, but the quality varies, and one lesson was unsatisfactory. Teaching of ICT is satisfactory in Years 1 to 2 and at least good in the rest of the school within the taught lessons, although the application of ICT skills within other subjects is still developing. Several teachers have good subject knowledge and demonstrate their expertise confidently, but this is not always the case.
24. The teaching and learning of music, physical education and religious education is good. Pupils engage well since teaching methods are active and involving. Teachers manage pupils well and present lessons in lively and interesting ways. A lesson about Sikhism was ambitious and enterprising so that pupils learnt very well. Teachers have good expectations of work and behaviour and pupils clearly understand what they have to do.
25. Lesson planning across the various subjects is usually good. It is usually set out clearly, with notes on how tasks are to be adapted for pupils of differing attainment. There is good practice in setting out an extended learning intention for the higher-attaining pupils to provide further challenge and expectation. However, there is less attention to the methods teachers expect to use, since most planning relates to subject content and what the pupils are to do. The planning includes a useful evaluation section for teachers to note aspects of work that need to be planned for in further lessons - and these are frequently completed. On-going assessment in lessons is mostly good, for example, in English, mathematics and science, since teachers are observant of the pupils. However, there is mixed practice at present in the way teachers keep records of pupils' progress. There is no whole-school system for maintaining and passing on relevant information to support further planning, and this aspect is unsatisfactory.
26. Most teachers give lively and well-presented introductions to lessons, using their subject knowledge, which is good in Years 3 to 6. The teachers draw upon the lesson outline of the literacy strategy to give a good structure to lessons. They give good attention to a wide range of basic learning skills, including literacy, mental calculations, and investigations in science and mathematics. There is less attention to pupils' early research skills, and the teaching of study and library skills is unsatisfactory. The focused group-work that follows on from teachers' introductions usually offers good consolidation and extensions to pupils' learning. In a few lessons in Year 2 the management of pupils' behaviour does not ensure that pupils are attentive and listen, and this adversely affects their learning.
27. Within Years 3 to 6 teachers often employ very good strategies that promote pupils' learning, asking searching questions that encourage pupils to explain their ideas and to reason. This develops pupils' understanding well. Discussion times are used effectively to check and assess pupils' understanding. The pace of lessons is usually matched well to the needs of the tasks. Teachers arrange pupils well to work in differing groups, which helps both their social development and learning, since they generally share ideas and work well.
28. Teachers mark pupils' work regularly and often give encouraging praise and a comment. A few teachers demonstrate good practice by including a note of aspects to work at to promote further

learning or how pupils can improve their work. Teachers provide suitable homework for pupils to consolidate their learning.

29. In several science lessons the experiments were over controlled by the teachers, which limited opportunities for pupils to try an alternative. In a few lessons across subjects, while teachers have good relationships with the pupils, there is a lack of clear expectations and use of behaviour strategies to ensure that pupils are quiet and listen at appropriate times.
30. Teachers, with the good levels of assistance from support staff, appropriately modify teaching methods and resources for pupils with learning difficulties. This input enables the pupils to complete similar work to the pupils in the rest of the class and to learn well alongside their fellow pupils. Learning support assistants are frequently very perceptive in their handling of pupils, encouraging them through their quiet support to concentrate and take a good part in the tasks.
31. Teachers are clear about what they want different groups of pupils to learn in each lesson and, particularly in English, mathematics and science, what they do actually learn. Pupils with English as an additional language make satisfactory progress in Years 1 to 2, and good progress in Years 3 to 6, matching the learning of other pupils in those years.

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

32. The school is at the beginning of a comprehensive review of the curriculum in order to ensure a coherent structure for teaching and learning. Teachers have begun to prepare a themed curriculum to support pupils moving from the Reception class to Year 1. At present, the school does not have a clear and comprehensive outline of all the work to be covered year by year. This is a decline in relation to the position at the time of the last inspection but many of the teachers have been appointed to the school quite recently and are following the lead of the headteacher in reconsidering the curriculum in relation to the intended teaching and learning approach. The present curriculum is adequate but fragmented. Not all subjects receive the time allocation necessary to ensure the even development of knowledge and skills.
33. All subjects in the National Curriculum are taught, together with religious education. Sex education is taught in accordance with the governors' policy and, together with drugs awareness, is part of the personal, social and health education (PSHE) programme. However, PSHE is not shown to be included regularly on all timetables. Circle-time, in which pupils have the opportunity to address personal concerns, is usually well done, but does not make up for carefully planned provision in PSHE.
34. The tasks for all subjects are planned collaboratively in year groups, with clearly identified learning objectives, indicating good practice. The school improvement plan provides appropriately for a review of subject schemes of work. There is no planned provision for cross-curricular work in Years 3 to 6, and opportunities for integrating subject content are missed. For example, pupils in Year 6 are working on a project about music in Tudor times, but this is not reflected in their work in art and history. The development of skills in ICT is good but there is insufficient opportunity for pupils to practise their skills in other lessons.
35. English and mathematics are both given a prominent position in the curriculum and the time allocated is used well. The National Literacy and Numeracy Strategies are in place and good emphasis is placed upon the acquisition of basic skills. Currently, these skills are not applied sufficiently in other subjects since planning seldom includes them directly. The library is poorly stocked and little used by the pupils, and therefore their research skills are underdeveloped. The curriculum is significantly enhanced for pupils in Years 3 to 6 by the provision of specialist lessons in spoken French. These lay a very good foundation for work in secondary schools.

36. All pupils are given full access to the curriculum. Arrangements for supporting pupils who have a wide range of individual needs are good, enabling them to make progress. The provision for pupils with learning difficulties is good and fully reflects national requirements. Individual Education Plans are well written and contain small step targets that are realistic and achievable. Pupils with English as an additional language are well supported during specific tasks, although individual support is not always available.
37. The provision for after-school activities is very good and provides pupils with a wide array of opportunities for self-fulfilment. Many pupils learn to play musical instruments and are well taught by visiting teachers. The choir sings to a high standard and performs frequently in public. There are six recorder groups. In sports, pupils have representative teams in soccer, netball, rugby and cricket. The school has arranged several good special events to extend the curriculum, including an Arts week and a visit by African drummers and dancers. Pupils in Years 5 to 6 enjoyed a residential trip to Dorset last year and this year they will be visiting Boulogne. There are after-school clubs for dance and French. All activities are well attended.
38. The school has good, productive contacts with the local community. A local pharmaceutical company provides an annual grant for the provision of science. The local theatre group visits the school to complement the school's work on drugs awareness. Harvest goods are taken to the local Church and the choir sings at the nearby Senior Citizens' home.
39. The school is developing sound relationships with its partners in education. It maintains steady contact with local secondary schools. Pupils visit the schools of their choice at secondary transfer and Year 7 teachers visit the school. The school is part of the local consortium and this leads to a useful exchange of information and ideas.
40. The overall provision to support pupils' spiritual, moral, social and cultural development is satisfactory and makes a significant contribution to learning by establishing a supportive ethos.
41. The provision for spiritual development is satisfactory. The assemblies are used well to promote a sense of community and shared values. The spiritual dimension of religious education and other subjects, such as art, music and science, is explored in some lessons although several opportunities are not recognised. Assemblies provide a suitable setting for pupils to reflect on their own and others' lives, for example, the idea of putting 'others' needs before one's own', was explored effectively in one of the assemblies. There was also a good example of awe and wonder experienced by pupils in the Reception class when working on the idea of 'accepting each others' differences'. Stories and talks in assemblies are interesting, and pupils are given suitable opportunities for reflection, a spiritual thought or prayer.
42. Good provision is made for pupils' moral development. The school is strongly committed to the ethos of care and respect for others, and teachers ensure that all pupils are valued. The difference between right and wrong is taught effectively. Most children have a good understanding of what is inappropriate behaviour and try to adhere to the school's system of sanctions and rewards. The school actively promotes positive values and the pupils respond constructively, enjoying their work and showing care for the school. Moral values are well taught through stories, songs and discussions. A number of fund-raising activities for various charities raise pupils' awareness of wider moral issues. Both teaching and support staff provide good role models and encourage children to relate well to each other.
43. Good provision is made for the pupils' social development through the daily life of the school and its ethos. Children in the Reception classes are encouraged to relate well to each other. The school has a secure environment in which pupils feel valued and well cared for. The school is successful in its attempts to ensure that all pupils develop self-esteem. The quality of relationships between adults and pupils, and between pupils themselves, is very good. When provided with appropriate opportunities, most pupils carry out responsibilities well, such as looking after the younger pupils, preparing the hall for assemblies and helping at lunch-times. Opportunities for pupils to take initiative and to develop independence in learning are promoted

well in the Reception classes. There is a good sense of community amongst the children that is related to the concern by all staff for their personal development.

44. The provision for pupils' cultural development is satisfactory. The school promotes respect for the cultural traditions reflected in British society through the curriculum and through a variety of activities. The school's involvement in musical events, and with visiting musicians and artists, also makes a good contribution. There are some opportunities to develop pupils' understanding of the central beliefs and practices of different faiths, and to appreciate the art, dance, music and the way of life of peoples from other cultures. In a religious education lesson, pupils in Year 6 experienced how Sikhs worship and they also shared foods from India. There is a suitable range of multicultural artefacts and a few books representing the wider world. There are stimulating displays portraying celebrations of different festivals across different faiths. Pupils visit the local church, but opportunities to visit other places of worship or visits by representatives from other faith communities, such as Jewish, Muslim or Hindus, are not planned.
45. There is a strong emphasis on learning communication skills. There is good provision for the expressive arts, music in particular, and in sport. Pupils have the opportunity to excel in music and many pupils learn to play instruments.
46. The school offers good levels of support and an overall good provision for pupils with learning difficulties across the school. In this way, it meets well its very good policy with an emphasis on inclusion and equality of opportunity. The co-ordinator for special educational needs has done very well to put into place Individual Education Plans which suitably express the pupils' needs. There are good procedures in place for teachers and support staff to express concerns about the pupils' progress. The Individual Education Plans are appropriately reviewed with good levels of input from parents, teachers and specialists from agencies outside the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. All members of staff provide a good level of care for pupils and are concerned for their welfare. However, routine procedures covering the duty of care for pupils are not adequately in place.
48. Monitoring procedures for child protection and health and safety are poor. The school has appointed a Child Protection Officer but the headteacher and deputy headteacher share responsibility, and consequently there is some confusion over the role so that it is not fulfilled effectively. Appropriate training for the officer and other members of staff has not been kept up-to-date. Records of the action taken by the school to monitor the progress of pupils on the 'At Risk Register' are incomplete, as are records of liaison with the statutory agencies. These lapses were reported during the inspection and immediate action was taken.
49. While care for individual children is provided, several procedures are not sufficiently secure. These include regular audits for health and safety and their follow-up; arrangements for risk assessments and records of accidents. The school has four members of staff who are qualified for first aid, but other staff also administer it. Records of the administration of medicines are incomplete. All these lapses were reported to school during the inspection week, and immediate action was taken.
50. Procedures for monitoring pupils' attendance are unsatisfactory because parents are not asked to notify the school about a child's absence until their return. The school does not contact parents on the first day of pupils' absence to check on their safety but writes to them after one week of unexplained absences. The governing body does not monitor attendance procedures nor check the data. The school is not assisted in this by the use of an electronic system for the recording of attendance.
51. Many other procedures are fully in place. The fire alarm is tested weekly and regular fire drills take place. The school caretaker keeps excellent records. All attendance registers are recorded accurately, neatly and fully comply with legislation.

52. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are satisfactory. The behaviour policy links in well with the anti-bullying policy. This has clearly stated aims to provide a safe and caring environment in which children can be meaningful members of the community, develop self-discipline, know right from wrong and have a positive image and high self-esteem. The school promotes this policy well and, as a result, behaviour in the school is good. The school's 'Six Golden Rules' underpin the high expectations staff have for pupils' behaviour. Most pupils understand and comply with these rules. The policy rewards good behaviour and includes sanctions for poor behaviour by verbal warnings, loss of privileges and/or time out in class.
53. Promotion of pupils' personal development is satisfactory. Staff at the school care for pupils and promote their welfare in many informal ways.
54. The procedures for assessing pupils' attainment and progress are unsatisfactory, overall. There are good procedures for assessing pupils' attainment for English and mathematics but similar procedures are not implemented for other subjects. The assessment policy, written 18 months ago, has not been followed up to check on its effectiveness. Members of staff have not met to discuss and evaluate how assessments are being implemented. The target in the school improvement plan that assessment procedures should be fully in place by April 2002, and supported by an ICT package, has not been met.
55. The school uses a range of tests to track pupils' progress as they move through the school. These provide helpful information for monitoring overall performance and analysing trends. For example, the relative achievement of boys and girls is analysed effectively. Teachers' planning for English and mathematics reflects the information that is gained from the assessments and work is well-matched to the differing needs of pupils where they are taught in ability groups. In these subjects, assessments have led to individual target-setting, which is helping pupils to understand their own learning, and the small steps that must be taken.
56. In subjects other than English and mathematics, where it is good, the use of assessment to guide curricular planning is underdeveloped and unsatisfactory. As a result, teachers do not sufficiently evaluate the impact of their lessons on pupils' attainment in order to identify the learning targets for different groups in future lessons and how planning should be influenced to meet the pupils' discerned needs. This results in pupils making uneven progress, although the evaluation sections on lesson planning sheets do help in this process.
57. The school makes good provision for monitoring and promoting the progress of pupils with learning difficulties. The pupils take a full part in lessons and are well supported by learning support assistants. In this way, they integrate well into the life of the school and make good progress. They also have good support during the occasional withdrawal sessions through the use of the schools' good assessment procedures for English and mathematics. The school's test results, target-setting and concerns expressed by class teachers are used effectively to group pupils or decide where extra support can be introduced.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The overwhelming majority of parents who responded to the pre-inspection questionnaire were supportive of the school. They felt that the children made good progress, the school cares for them, that behaviour is good and they felt comfortable about approaching the school with any problems or difficulties. A significant minority of parents felt that they did not receive sufficient information from the school on pupils' progress. The inspection findings confirm the positive views of the parents and on balance do not agree with the negative views expressed.
59. The overwhelming majority of parents who attended the parents' meeting, and other parents interviewed informally during the inspection week, confirmed that they felt behaviour at the school is good and incidents, including bullying, are dealt with very well. Links with parents were seen as good.

60. The Reading Diary is a very useful form of communication between parents and school. Parents feel that they are able to approach the school at any time if they have problems or concerns about their children and the school is very helpful to them.
61. The school brochure has been redrafted recently and is attractively presented. It is written in a parent-friendly fashion and contains all the information parents need to know regarding policies and procedures at the school, and the school's ethos. The Annual Governors' Report to parents is well constructed, written in a parent-friendly manner and contains all statutory information. Parents receive regular newsletters from the school, which contain a good deal of up-to-date, useful information regarding events that the school is promoting, pupils' progress and staff changes.
62. Annual Reports are produced using the computerised "report assist system". Reports are very well prepared. They contain comprehensive information on a subject-by-subject basis on pupils' progress that they have gained through informal assessments and the marking of pupils' work. Reports give good explanations of the grades pupils have achieved. The school holds two Parents Evenings per annum, one in the autumn term, where parents have an opportunity to meet staff on an individual basis and discuss and receive information about their child's progress, and one in the spring term. A third session is offered to parents in the summer term, following the receipt of the annual report. Teachers keep good records of parental concerns.
63. The school promotes Extra Information Evenings for parents of Reception pupils to advise them about changes in the curriculum and how children are progressing. In addition, a drop-in session is held for parents of Reception pupils each Monday. Parents of all pupils are able to approach the school at any time, without appointment, if they have any concerns regarding their children's welfare.
64. The school has good arrangements for the induction of new pupils to the school. Prior to selection the headteacher sees all parents who have expressed an interest in the school. He holds Pre-admission Evenings in the summer term where Early Years Co-ordinators meet parents to give them advice and information about school procedures. Parents of Reception pupils are given the option of staying with their children for the first few weeks of term to enable them to settle in well.
65. The school has similarly good arrangements for the transfer of pupils to the next stage of their education. In Year 6 the school prepares all pupils for the optional 11+ examination, which most of the pupils take. Staff from the three grammar schools and six local comprehensive schools attend the school in the summer term to meet Year 6 pupils. These pupils also have an induction day to introduce them to secondary schools.
66. The school does not, at present, have a home-school diary, but both parents and pupils are required to sign a home-school agreement, which clearly sets out the responsibilities of the parents, school and pupils. The school has its own web-site, which it is currently up dating and improving.
67. The positive relationships with parents, mentioned in the previous report, have been maintained and improved. The good partnership between school and parents representing all sections of the community has a positive influence on the progress that pupils make, and the school has the confidence of all sections of the community.
68. Parents whose children have learning difficulties are kept well-informed on the progress of their children according to the schools' appropriate arrangements for review. They are informed on the termly literacy and numeracy targets that are shared with pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The school is led and managed in a satisfactory way, but leadership is good and stronger than management, which is satisfactory. The recently appointed headteacher is committed to developing a strong team of teachers and assistants who work closely together to meet the academic and social needs of all pupils. The headteacher has shared and agreed his vision for the school with staff, governors and parents effectively. At the meeting with parents prior to the inspection, they praised the effect the new headteacher had had in raising the school's self-esteem, both internally and within the community. In the year since joining the school, he has established a new leadership team. This reflects a good style of open management and commitment to inclusion. For example, all decisions taken by the leadership team are fully discussed with the rest of the staff. The overall leadership and management of the school are not as strong as that indicated in the last report, although there are good signs of the development of corporate management, which was not the case previously. The headteacher has raised the profile of subject leaders. He has good plans to enhance their roles still further, especially by enabling them to assess the teaching of their subjects more comprehensively.
70. The management of the school is satisfactory since the headteacher and deputy have not ensured that all school procedures are carefully monitored and that school developments are seen through to completion. The headteacher has encountered difficulty in translating his vision successfully into specific, achievable and measurable plans that enable progress to be made. Procedures to monitor the responsibilities of colleagues in their wider school roles beyond the classroom are not sufficient. Tasks set for colleagues are open-ended and do not have specific targets, outcomes or methods for evaluation. The current school improvement plan, which was assembled shortly after the headteacher's appointment, is mostly a collection of short-term subject action plans that do not draw out whole-school issues. There has not been sufficient recognition of the need for five and three-year plans so that other adults, including school governors, can fully understand the action that needs to be taken and the time-scale. While the headteacher has established procedures to support teaching and learning, there are not regular procedures to monitor and evaluate all aspects of school life, so that this is satisfactory, overall. For example, formal procedures concerning the health and welfare of pupils are not fully effective. This has resulted in failure to comply with some statutory duties. Management in the school is most effective when the headteacher is working directly with colleagues to reach an understanding and agreement on how to improve.
71. One of the major concerns expressed at the last inspection was that teaching in the school was not of a sufficiently high standard. The headteacher's effective monitoring of classroom teaching and mentoring of staff where he perceives weakness has already raised standards throughout the school. He has re-established systems of appraisal and performance management by setting up a team of mentors to cover all teaching staff. The induction programme for new staff is also a good feature of the school and new teaching staff, in particular, feel well supported.
72. The school is fully inclusive and all pupils have full access to the activities. There are good arrangements to support all pupils. Policies are designed to ensure that pupils have the opportunity to learn effectively in a settled atmosphere. Pupils are well cared for by all adults in the school. Pupils with English as an additional language are well supported during specific tasks.
73. The management of pupils with learning difficulties is very effectively performed by the special educational needs co-ordinator. There is a very good team approach amongst the staff. Funding for special educational needs is prudently and well used. There are excellent links with the governor responsible for special educational needs and the school. She works very effectively as a member of the support staff in school.
74. Active and committed governors, many of whom are newly appointed, have worked hard during the last twelve months to support the headteacher's vision. They are more involved than they were in the past as a result of them each being given specific areas of subject responsibility. A good model has been established that pairs two governors with each subject. However, they are not yet fully effective. They are beginning to have a good understanding of the school's strengths and weaknesses and fulfil the role of the school's "critical friend" effectively. They ensure, for example,

that the school provides a daily act of collective worship for all children. However, they are failing in some of their statutory duties through lack of understanding, particularly those concerned with health and safety.

75. Current financial management is secure, with controlled access to finances on the school's computer system. The very efficient office and finance manager is highly regarded. She is very well organised, confident and knowledgeable and, rightly, well valued for her contribution. She is well supported by a well-informed Chair of the Governors' Finance Committee who visits the school regularly and monitors accounts. The governing body receives regular reports upon the state of school finances tabulated by the school's office and finance manager. Specific grants, including the notional funding for special educational needs, are carefully managed within their allocated funding limits. The school is allocated money per pupil, which is less than schools nationally, and staffing costs are proportionally higher than in most schools. This has the effect of reducing the amounts allocated to subjects to acquire new learning resources, although the headteacher is now increasing this spending. The governing body has been very prudent in its management of the budget and has accrued sufficient funds over the last few years to enable phase one of a three-phase building programme, subject to planning approval, to begin. Financial planning is clearly linked to the school's improvement plan. The limitations of the plan itself have restricted expenditure over the last twelve months to the acquisition of subject resources. Learning resources across the school are now regarded as satisfactory, although with much still required; for example, resourcing in Year 1 classes.
76. The most recent audit identified some minor procedural errors, all but one of which have been addressed. This is to be discussed at the next governors' meeting. The governors have a good understanding of the principles of best value for money and are able to illustrate that they have used them in purchasing computer equipment with improving standards in mind. Application to personnel issues is understood and developing but there is a need to evaluate the effects of investment.
77. There is a satisfactory level of teachers and support staff to meet the needs of the curriculum and pupils' learning. However, the present arrangement for job-sharing in several classes results in discontinuity of learning in a few classes. Also, the role of the deputy headteacher in not having classroom teaching, other than in a support role, is not fully effective. The teachers are deployed well to ensure that their experience is used for the children's benefit, for example, the strong team in Year 6.
78. The administrative assistants are very efficient, and are thoughtful in their communication with parents. The school caretaker and cleaning staff take a good pride in the school and keep the premises bright and clean. The standard of accommodation is unsatisfactory, overall, and in two classes in particular this adversely affects learning. There are active plans for improvement and the governing body has accumulated funds for the first stage. The space for outside play for children in the Reception classes is unsatisfactory and this limits their physical development. The school makes good use of available accommodation. The quality and range of resources are just satisfactory, though they show signs of under-investment in recent years. The quality of books in the library is unsatisfactory and acts as a deterrent for worthwhile research by pupils. Teachers use learning resources well within lessons on most occasions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to raise standards and improve the quality of learning the governors, headteacher and staff should give attention to the following, which are recognised by the school as areas for improvement but are not set out within an improvement plan:
- (1) Improve standards in English, mathematics and science, particularly by the end of Year 2, by:
- providing a wide variety of opportunities for pupils' speaking and listening skills as a basis for the confident use of language and extended writing; supported by thorough attention to the skills of spelling, grammar, handwriting and other language skills;

- identifying and planning for the skills of investigation, explanation and reasoning within mathematics and science, and in other subjects as appropriate;
- teaching experimental skills in science by encouraging pupils to pose and follow up their own questions;
- implementing a funding programme to stock the library to a satisfactory level and thereby encourage its use by the pupils for their research skills.

(Paragraphs 2, 3, 4, 97, 99, 101, 107, 109, 111, 116, 117, 121)

(2) Take further steps to improve teaching where it is weaker to match the good quality in some classes, and assessment arrangements by:

- employing appropriate teaching, learning and behaviour strategies in all classes;
- strengthening the role of subject leaders in evaluating and supporting teaching, learning and standards;
- setting up clear procedures to ensure that the arrangements for assessing and recording pupils' progress in all subjects are implemented correctly by all teachers;
- developing the use of assessment to guide curricular planning, teaching and learning for all groups of pupils in all subjects, making careful use of the level descriptors of the National Curriculum; and identifying learning targets for different groups of pupils.

(Paragraphs 3, 6, 10, 26, 29, 54, 55, 56, 71, 99, 104, 116, 119, 124, 135, 165, 174):

- (3) Plan for a broad, balanced and relevant curriculum by:
- providing a curriculum plan for the whole school that links learning experiences across years and subjects effectively, with a clear and comprehensive outline of the main areas of work to be covered;
 - ensuring that all subjects receive the time allocation necessary for the even development of knowledge, understanding and skills through the school;
 - planning for worthwhile and imaginative opportunities for pupils to apply their literacy, numeracy and ICT skills in other subjects;
 - ensuring that school documentation provides direction and guidance for all subjects, including PSHE.
- (Paragraphs 8, 22, 32, 36, 37)*
- (4) Improve the effectiveness of the school's management, in terms of its systems, procedures and responsibilities, by:
- preparing a three-year school improvement plan that covers all the major aspects of the school's work and sets out a comprehensive programme of improvements that are based upon the school's vision, the children as learners and improved standards. Targets should take account of information gained from school self-review procedures with clearly identified priorities, means of evaluation and opportunities for staff professional development;
 - reviewing and defining the structure, role and work of the senior staff: headteacher, deputy headteacher and senior management team, setting out clear procedures for members to be accountable, including making regular reports to the governing body;
 - ensuring that developments are implemented and seen through to completion; and setting up robust procedures to check that targets in the school improvement plan are met;
 - ensuring that all statutory requirements are met, including the formal procedures for Child Protection and Health and Safety; and that attendance is monitored.
- (Paragraphs 29, 47, 48, 49, 54, 69, 70, 71)*

In addition, the headteacher and governors should consider the following minor issue for improvement in their action plan:

- (1) Review space for outside play for children in the Reception year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	17	31	17	2	0	0
Percentage	13	22	40	22	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	414
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.5

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	25	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	25	32
	Girls	20	20	23
	Total	49	45	55
Percentage of pupils at NC level 2 or above	School	83 (83)	76 (88)	93 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	32	29
	Girls	19	22	20
	Total	45	54	49
Percentage of pupils at NC level 2 or above	School	76 (83)	92 (88)	83 (87)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	40	24	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	29
	Girls	21	17	23
	Total	49	45	52
Percentage of pupils at NC level 4 or above	School	77 (74)	70 (68)	81 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	29	30
	Girls	18	18	22
	Total	42	47	52
Percentage of pupils at NC level 4 or above	School	66 (80)	73 (80)	81 (77)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
198	0	0
0	0	0
8	0	0
0	0	0
1	0	0
0	0	0
8	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
141	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)	18.5
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	411

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	764,215
Total expenditure	753,121
Expenditure per pupil	1,851
Balance brought forward from previous year	87,294
Balance carried forward to next year	98,388

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	4.5
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	1	1	0
My child is making good progress in school.	49	46	2	0	2
Behaviour in the school is good.	26	60	6	2	6
My child gets the right amount of work to do at home.	19	53	21	1	6
The teaching is good.	49	45	2	0	4
I am kept well informed about how my child is getting on.	29	45	26	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	38	4	1	0
The school expects my child to work hard and achieve his or her best.	53	40	5	0	2
The school works closely with parents.	27	51	21	1	0
The school is well led and managed.	53	36	2	1	7
The school is helping my child become mature and responsible.	38	58	2	0	2
The school provides an interesting range of activities outside lessons.	21	49	15	4	11

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

80. Provision for the children in the Foundation Stage is good overall, maintaining the position at the time of the last inspection. There is a secure curriculum, based on the early learning goals. The children learn effectively through a range of practical first-hand experiences.
81. Four year-olds are admitted to the Reception class at the start of the academic year. Most children have received pre-school experience when they start school. The admission arrangements are effective and ensure that children settle easily. At the time of inspection, children in the Reception class were attending full-time. Discussions with staff and evidence gathered during the inspection indicates that most children's attainment on entry is below that expected for their age, particularly in the areas of communication, language and literacy.
82. Children achieve well in the Reception class and most are likely to meet the national expectations of the early learning goals by the time they enter Year 1, apart from in communication, language and literacy, and in knowledge and understanding of the world so that standards, overall, remain below average. Most children make very good gains and exceed the early learning goals in personal, social and emotional development by the end of the year. They achieve well and attain many of the standards in mathematical development and most in the areas of creative and physical development. Children with special educational needs receive good support to enhance their progress.
83. Staff provide a calm, safe and stimulating learning environment. The Reception class curriculum provides experiences that are relevant, imaginative and enjoyable. The planning reflects all areas of learning and is extended appropriately to embrace the literacy and numeracy strategies. The overall quality and range of teacher-directed and child-initiated play opportunities are good. Both Reception classrooms are rather small but have an access to a larger activity area for imaginative and creative play. A small garden area is well used to teach children about planting and growing flowers. However, the space to enhance children's progress in different areas through a suitable range of opportunities for outdoor play is limited.
84. The quality of teaching is consistently very good and often excellent, with good attention and opportunities for pupils' personal and social development, their knowledge and understanding of the world and their creative development. The class teacher and the assistants work very well together and plan activities with clear intentions. Their understanding of the early year's curriculum and knowledge of how young children learn is very good. There are consistent procedures for assessment of children's progress and the assessment information is used very well to plan activities that match different levels of abilities. The on-going assessments and recording of children's progress on a daily basis are very effective. Indoor resources for the Foundation Stage are sufficient for most areas of learning. The extra adult support is very effective and makes positive contributions to children's learning. The staff work effectively as a team and support one another well. Homework, in the form of borrowing books and learning to recognise letters and related sounds, is used particularly well to enhance children's progress.

Personal, social and emotional development

85. By the time they leave Reception class, most children exceed the early learning goals in this area. This indicates very good achievement and reflects the very good and skilful teaching of the staff. Children quickly settle down and feel both happy and secure at school. They learn to co-operate, share and take turns, for example, when sharing refreshments or sitting in a circle and sharing ideas. In an excellent lesson, children learnt to respect each other's beliefs, likes and dislikes. All children were highly motivated by teacher's effective use of questioning to clarify thinking, and the use of story, 'Rainbow Fish to the Rescue'. Most children work well both as

part of a group and independently. They form positive and respectful relationships, and communicate effectively with one another and with adults.

86. The staff act as good role models for children and explain clearly what is expected of them. Some simple classroom rules are shared and children listen well and understand set routines. They are taught the difference between right and wrong and are guided to behave sensibly at all times. Children show consideration and respect for property and each other. Emotional development is carefully considered and the teacher finds ways to include the practice of talking about feelings. Children enjoy sharing their work with any available adult and react well to praise. Most children participate enthusiastically in teacher-led and self-initiated activities. They are skilfully managed and purposefully occupied. Children's play and responses are supported and extended sensitively.

Communication, language and literacy

87. Most children start with skills that are low in reading, writing and speaking. Most children are at an early stage in language development so that the standards they reach are not as high as in other areas. However, as a result of the very good teaching, the children's achievement is good and several children are expected to reach the early learning goals by the end of the year. In lessons, children readily interact with others, sustain attentive listening and show enjoyment in making up their own stories, rhymes and songs. They enjoy an increasing range of books and begin to recognise familiar words. While some children talk willingly about the aspects of their work, many find speaking clearly and in full sentences quite difficult. Children are constantly encouraged to talk about their experiences and develop new vocabulary. The adults use talk to good effect and are good active listeners.
88. A few older children are gaining satisfactory control in developing early writing skills. They can draw and paint with increasing control. Most children have begun to write their own names unaided. Good progress is made when adults work in small groups or in one-to-one situations to give children individual attention. The introduction of the literacy strategy is having a significant impact. In one very good lesson, the teacher used effectively an imaginary journey under water to promote ideas for making up short sentences for writing. A few higher-attaining children are beginning to use the developing knowledge of initial letter sounds to make up words in a short sentence such as, 'I saw a big fish'. Children are learning to enjoy stories by choosing own books, and there is sufficient emphasis on building a sight vocabulary through repetitive texts. Most children are at an early stage of retelling a story and recognising words. The imaginative role-play activities, such as the suitably set up 'under-water area', helps children initiate their own free-play. Children have ample opportunities to be guided in their role-play in order to develop the related language and new vocabulary.

Mathematical development

89. Children's progress is good and many are on course to reach the expectations in mathematics, although standards are below average, overall, by the time they enter Year 1. Most children count reliably to ten and learn to sequence the numbers 1 to 6. Higher-attaining children can confidently match, sort and count with increasing confidence and accuracy. In the whole-class sessions, teachers support counting up to ten and the correct order of numbers effectively. A significant number of higher-attaining children is beginning to count to ten or beyond, and understand 'one less' or 'one more than' the given number.
90. The teaching is very good, making good use of number songs to practise sequences of numbers. Teachers have high expectations and plan well to extend or challenge children; for example, higher-attaining children were observed in one lesson, measuring and recording lengths of objects using non-standard units accurately. Most children are beginning to understand vocabulary such as 'longer' and 'shorter'. Most children are beginning to recognise number symbols, but they do not yet write numerals unaided or solve problems involving addition. Adult involvement in

children's activities is effective, overall. They ask good questions to support and extend understanding.

Knowledge and understanding of the world

91. Most children enter the Reception class with limited general knowledge, but they are getting good experiences for exploring and investigating through the very good teaching. Overall, the children's attainment is likely to have improved to below average by the end of the year, indicating good achievement. Children successfully explore in their 'under water area' and many can confidently name different shells; for example, cockles, limpets, mussels, etc. They are supported in their use of senses as they learn to describe the shape and the pattern on shells. Children investigate properties of malleable materials, such as play-dough and clay. Building skills, making models out of reclaimed materials, are suitably developed. They are sufficiently encouraged to develop skills in asking questions or to find out how things work. This was noted in a very good lesson in which children investigated 'floating' and 'sinking'. The more able were challenged by asking them to make a ball of Plasticine float.
92. Children use paint and mix different colours to make new colours. Children also confidently name the main parts of the body. They demonstrate developing computer skills expected for their age. Some children show increasing control in the use of a mouse, to move items on the screen. The use of programmable toys is very effective. Children are highly motivated and acquire suitable skills when working with the 'Roamer' in small groups. They are often taken on walks around the school and explore the immediate surroundings with great interest. Children planted bulbs in their garden last term and show keen interest in looking after these. Opportunities are missed for children to explore informally, as there is no ongoing investigation area with a range of equipment for children to explore. Other opportunities, such as regular cooking sessions, are not well promoted.

Physical development

93. Many children are on course to meet most of the early learning goals in their physical development. The outdoor space to enhance children's physical skills is rather limited, although teachers compensate for this in several ways. In the main school hall children learn to be aware of space and develop co-ordination and control in movement.
94. Teaching of this area is very good and sometimes excellent. The Reception teachers have a sensitive awareness of children's safety. The class regularly attend gymnastic and movement lessons. In one excellent lesson, the teacher supported children's quality of movement to music effectively. Children in this lesson showed very good control and co-ordination as direct result of excellent modelling by the teacher. In most lessons, children follow simple instructions with ease, but a few have difficulty in following more complex and longer instructions. Children learn to use space well and know the routine of 'warming-up' and 'cooling-down' periods. In their use of construction toys, a significant number of pupils demonstrate reasonable hand and eye co-ordination. Adults provide calm and sensitive support. They encourage children to dress independently and put shoes on the correct feet.

Creative development

95. Most children are on course to meet the national expectations by the end of the Reception year through the impact of very good teaching. The teachers provide good opportunities for creativity. Children are introduced to the use of a variety of percussion instruments. They have a repertoire of songs, which they sing enthusiastically and express enjoyment. Children experiment with paint and use their observations and imagination to create pleasing results. Children confidently use different tools and materials to finish their artwork, for example, their collage of faces and models of aquariums. They are given opportunities to explore shape, colour and texture, and work with a range of materials such as textile, tissue paper and card. Children talk about these with interest and show obvious enjoyment in all creative work.

96. The imaginative play areas are used well. Teaching assistants, in particular, interact skilfully with children, extend their use of language and develop their creativity.

ENGLISH

97. At the end of Year 2, standards are below average but are average by the end of Year 6. National test results in 2002, for seven year olds, show that standards were below the national average and the average for similar schools in reading and well below average in writing. In the 2002 national tests in English, for eleven year olds, pupils attained average standards. Compared with similar schools, standards were below average. Since the time of the last inspection standards have fallen at Year 2 in writing but have improved in English at Year 6. Improvements in test results at Year 6 over the past five years have been broadly in line with the national trend. There is no significant difference in the attainment of girls and boys.
98. In speaking and listening, pupils listen carefully and achieve satisfactorily. Within Years 1 and 2, the teachers provide good opportunities during class discussion times for pupils to listen to others and to express their own ideas, although several are hesitant in speaking out. Within Year 2, a lesson focusing on speech and speech bubbles provided opportunities for pupils to develop their own speaking and listening skills. Most pupils spoke out their own parts clearly, with the higher-attaining pupils adapting their speech very well to others' needs and varying their tone of voice. Older pupils increase their levels of confidence in discussion and in responding to questions. This was seen in a Year 5 lesson in art and design where the teacher posed a series of challenging questions relating to three pictures on display. She asked the pupils, "What are the people in the picture discussing?" and "What do you think about the painting and how is the mood of the picture created?" Pupils listened and understood, and, arising from a very thorough analysis of the pictures, gave articulate and clearly reasoned answers.
99. Pupils have very limited skills on entry to the school and they do well to attain average standards in reading by Year 6. Due to the good emphasis the school puts on the teaching of phonics pupils have a good grasp of letter sounds and this helps them to tackle unfamiliar words with progressively more skill as they move through the school. The higher-attaining and average readers read with interest and enthusiasm and, as they get older, use deduction to predict what will happen next in a story. For example, in a Year 6 lesson pupils gave clear reasoned descriptions for why certain words were used while developing sentences to hold the readers' interest.
100. The school has a satisfactory supply of 'Big Books' for class teaching and a variety of reading schemes. In each class, there is fiction to suit the individual and extend the most able readers. However, in the library the supply of fiction is inadequate to meet the interests of all pupils and to widen their reading. It is rarely used to support the pupils' research and independent study skills. The majority of pupils enjoy reading and comprehend well what they read. The reading diary that goes home with pupils involves the parents well. Poor readers are supported well with additional help in school from learning support assistants.
101. The standard of writing is below the national expectation by the end of Year 2. This is because there are not enough opportunities for pupils to write and pupils are coming from a low starting point in Year 1. However, this indicates an improvement over last year's Year 2 pupils, now in Year 3, who have a relatively high proportion with learning difficulties. In two Year 2 lessons, for example, there were insufficient opportunities to use the words pupils constructed in sentences and a middle ability group spent too much time drawing pictures and wrote far too few words and sentences.
102. In contrast, the greater attention given to writing for older pupils, in particular in Years 5 and 6, leads to the pupils attaining average standards in writing by the end of Year 6. By Year 6, pupils have a satisfactory knowledge of grammar and punctuation. They can write sustained stories with good attention to characterisation and plot. They use different forms of writing effectively and their

use of literacy across the curriculum is sound. Samples of work and pupils' comments provide good examples of drafting and redrafting to improve presentation and accuracy, although the use of ICT is sometimes limited. In an excellent Year 6 lesson, the pupils showed a very good understanding and application of how to develop the significant ideas, themes, events and characters in a story.

103. Standards of handwriting are satisfactory across the school. Younger pupils regularly practise forming their letters correctly and older pupils develop their own personal style. Spelling is satisfactory but younger pupils are not sufficiently encouraged to use dictionaries and their own spelling books in their written work. When work is marked, spellings and sometimes other mistakes are corrected by teachers. However, pupils rarely follow these up until Year 6, where this practice is established.
104. Pupils achieve satisfactorily up to the end of Year 2. Due to the better and more consistent quality of teaching the achievement of older pupils by the end of Year 6 is good. Pupils with special educational needs make good progress and learn well, supported by suitably detailed individual action plans. These are carefully followed, and supported by the good levels of help they receive from support staff. The progress made by pupils who have English as an additional language is satisfactory by Year 2 and good by Year 6. The school is just starting to recognise gifted and talented pupils. The learning of all pupils is supported effectively by good assessment procedures and the use of assessment information to form ability groups.
105. The quality of teaching is good, overall, although the variability in the quality at times means that pupils do not always make steady progress. Teachers plan effectively and take careful note of what pupils have learnt in previous lessons. Lessons are conducted at a good pace and managed well. When motivated, pupils work hard and with enthusiasm. At these times, they learn effectively and at a good pace. Across the school, they show good attitudes to the subject. Teachers of older pupils are more secure with what should be taught and have higher expectations of their pupils. As a result of the teachers' high expectations and level of challenge, Year 5 pupils developed a very good understanding of how characters are treated in myths and how differences between heroes and villains are expressed in the plot. When giving their descriptions, standards were further raised by the teacher's use of challenging questions such as "Describe this more fully."
106. The management of English is unsatisfactory, and this is one reason why standards are not universally high across the school. The monitoring and evaluation of teaching was started over a year ago, but was not completed and had no visible outcomes. Good practice is not shared formally and leadership of developments across the school is inconsistent. The developmental needs and resourcing of the subject have been looked at on too short a time-scale. There is insufficient forward planning for the development of the subject. Resources are satisfactory but the accommodation in some of the classes and for the library is unsatisfactory.

MATHEMATICS

107. Pupils in Year 2 attain standards that are below those expected for their age in numeracy and other areas of mathematics. Attainment is broadly similar to that noted at the previous inspection, although pupils make better progress in developing basic number skills, largely through the consistent use of mental and oral work at the start of each lesson.
108. Pupils make good progress in Years 3 to 6. By the end of Year 6, the majority attains standards that are in line with the national average. Progress in numeracy skills is particularly marked in Year 6 where good account is taken of the need to prepare pupils for secondary school. Throughout the school, the emphasis on relating mathematics to the solving of everyday problems promotes progress and stimulates interest. The quality of investigative mathematics in Years 5 and 6 is good.
109. The 2002 national test results paint a similar picture. Standards are below the national average at the end of Year 2 but significantly better than the previous year. By the end of Year 6, pupils

reach standards that are in line with the national average and in line with those of similar schools. In comparison with schools having similar prior attainment at Year 2, standards were well above average.

110. In summary, pupils enter the school with standards below the national average, and make just satisfactory progress in Years 1 and 2, achieving basic skills that allow them to make good progress thereafter. The current trend is steadily upward. Pupils with special educational needs are well supported and make good progress towards achieving their personal targets.
111. By Year 2, many pupils have a sound knowledge of counting, ordering and adding numbers. They count forwards in ones, fives and tens with developing confidence but are more hesitant in counting backwards. Many find 'taking away' difficult and become muddled in their answers. Solving problems, for example, about the changing number of passengers along a bus route with several stops, helps pupils to do simple sums and provides an everyday context for them. Pupils also use number skills in telling the time on the half hour and in working out the correct change from fifty pence and one pound. Pupils are beginning to recognise patterns in number and are able to complete a sequence of odd and even numbers. Pupils also know the names of many two-dimensional and three-dimensional shapes and correctly count faces, vertices and edges. Pupils plan routes on a square grid by distance and direction as an early introduction to the use of coordinates.
112. By Year 6 most pupils are familiar with the basic elements of the mathematics they will encounter in the secondary school. Pupils understand fractions, decimals and percentages and how to convert one to another. They apply knowledge to problem-solving, for example, in finding out the meaning of 'ten per cent off'. Several pupils are impeded by insecure knowledge of the multiplication tables. Conversely, one Year 6 class showed impressive number skills in a computer-based lesson where pupils drew, estimated and measured angles from nought to 180 degrees. Previous work shows basic skills, understanding and use of negative numbers, for example, in the measurement of temperature. Pupils find the area and perimeter of a wide range of shapes. They develop their knowledge of co-ordinate geometry to include all four quadrants and draw the nets of various three-dimensional shapes. Pupils are also encouraged to investigate problems in mathematics, such as the number of handshakes involved if 20 people shake hands with everyone else. This presents pupils with a formidable challenge and even though they may not necessarily reach the correct conclusion, the investigation stimulates thought and reflection on number patterns.
113. Pupils use number skills satisfactorily in other subjects, although there is no formal policy for numeracy across the curriculum. For example, in science, pupils use measuring skills in preparing and conducting experiments. In history, pupils chart historical events on a time-line and in geography, they use their knowledge of coordinates to read a map. Discrete lessons in the computer room enable pupils to confirm skills in number, shape and data processing but ICT skills are too little used in the classroom as an expected part of everyday mathematics.
114. Overall, the quality of teaching and learning throughout the school is good and better than at the time of the previous inspection. However, it is inconsistent and varies from satisfactory to excellent and most lessons have very good features. Expectations of the pupils' work and behaviour are high. Pupils are managed firmly but sympathetically and their individual needs are taken into account, underpinned by thorough assessment. Pupils work well and are enthusiastic for long periods. In less successful lessons, teachers talk for a little too long and pupils' interest wanes and they become restless and inattentive. Most lessons are planned well. Relationships are good and based upon mutual respect. Teachers ensure that pupils are involved in their own learning and by asking, 'What have you learnt today?'
115. The subject is very well managed by an experienced teacher who has clear plans for its future development. Test results are carefully analysed and this provides an important basis for future planning. Achievable targets are set and the progress towards them is carefully monitored. The quality of teaching and learning is evaluated. Resources are well used to support learning and

good use is made of the accommodation that is sometimes cramped, where displays of pupils' work enhance the environment.

SCIENCE

116. Standards in the work seen in science are below average by Year 2, matching the pupils' below average attainment in knowledge and understanding of the world as they enter Year 1. Standards are average by Year 6. This is a decline in standards at Year 2 and maintains the position at Year 6 since the last inspection. Pupils achieve satisfactorily in Years 1 to 2 through the satisfactory teaching and opportunities for learning. Current standards have improved at Year 6 since last year because the school has introduced specialist teaching in science, which is having a clear positive impact on standards: pupils achieve well, overall, through Years 3 to 6. Standards in the 2002 national tests at Year 2 using teachers' assessments show that pupils' performance was well below average, overall. This cohort, now in Year 3, has a higher than usual proportion of pupils with learning difficulties. However, the proportion of the pupils gaining the higher Level 3 was close to average. Standards in the national tests of 2002 at Year 6 were well below the national average since fewer pupils exceeded the expectation. The school has analysed the test results thoroughly and responded positively to identified weaknesses in teaching and learning. The trend in science is similar to the upward national trend.
117. By Year 2, pupils have had appropriate opportunities to learn about the expected range of topics. In the lessons observed, the teachers established pupils' attention and interest well. A walk around the school grounds, for example, encouraged pupils to listen to and describe the sounds they heard. Back in the classroom pupils demonstrated a little previous knowledge of sources of sounds as they listened to a tape-recording of familiar sounds. Girls and boys took part equally, and pupils with learning difficulties were encouraged to listen carefully. In Year 2, pupils show a developing understanding of the effects of heating different substances. This was most evident in a supported task, where their learning was satisfactory, to melt chocolate and make chocolate krispies, where pupils understood the effects of heating by the hot water in the bowl below. Pupils' previous work shows that they have a suitable range of practical experience and carry out simple experiments following a scientific method. They have satisfactory skills to record their observations on electricity or forces using simple diagrams, although standards are below average, overall, since pupils' understanding of change and properties of materials is underdeveloped. The higher-attaining pupils exceed the expectation in their understanding and explanations.
118. In Year 3, a carefully prepared experiment on absorbency provided satisfactory opportunities for pupils to follow a structured scientific method. A good discussion, drawing out pupils' ideas, was not followed through by allowing the pupils to construct their own experiments. Most pupils recognised aspects of how to set up a fair test that controlled some conditions. Most pupils succeeded in suspending their four paper samples from a support into a bowl of water. They made suitable measurements of how far the water had risen up each paper sample, but their experimental skills and interpretations are below average.
119. In Year 5, pupils understand several properties of solids, liquids and gases. They carried out their experiment, to find how much air is in the spaces for differing soils, carefully and with satisfactory skill. They understood the need to control variables, to make accurate measurements and to record their results in an organised way. Some lack of practical skill led to incorrect ideas. Many Year 6 pupils have made good progress from Year 3 and have gained a wider range of experimental skills. Most pupils understood the basic methods to be used to separate sand or gravel, and to separate those from water. Many very good aspects to the teaching, such as setting a challenge for higher-attaining pupils or the skilled questioning, promoted good learning. The teacher created a high level of interest, challenge and expectation so that the pupils maintained good attitudes and behaviour. Many pupils were able to answer questions from national tests from a previous year, also showing the very good emphasis on setting clear expectations by the teacher.

120. Pupils who have learning difficulties make generally good progress in relation to their targets through the effective support. Those with English as an additional language generally achieve in line with their year groups. Average and lower-attaining pupils benefit from the shared discussion that is promoted by the teachers' good pupil management. Support from classroom assistants is effective in helping pupils to focus on scientific processes. Teachers make good allowance for all pupils to be included in the tasks.
121. Teaching is good for science, overall, although is generally satisfactory in Years 1 to 2 and good in Years 3 to 6. There is evidence of good practical experiments in the lessons observed as well as in previous work. However, at times, pupils have too few opportunities to pose their own questions and to set up their own versions of an experiment to obtain a solution. Evidence from past work indicates that full subject coverage and planning follows national guidance. The use of ICT skills within science is at an early stage of development. Pupils' work is marked consistently, with some good practice and developmental comments.
122. Co-ordination is good and provides helpful support to colleagues. The curriculum is fully in place and suitable resources are available for the planned experiments. Science makes a satisfactory contribution to the development and use of literacy skills and a good contribution to aspects of pupils' spiritual, moral, social and cultural development. The co-ordinator has not yet had the opportunity to observe lessons but monitors pupils' work and lesson planning.

ART AND DESIGN

123. Pupils throughout the school attain the standards expected for their age, which is below that found at the time of the last inspection and relates to the below-average attainment now on entry to the school. It is also due to the decreasing amount of time given to teach the subject and the underdeveloped assessment of the pupils' individual skills as they progress. In many classes art is timetabled against design and technology and here at best is taught fortnightly. Some teachers make links effectively with other subjects, such as history, where pupils have designed portraits for Victorian samplers, Tudor style portraits and drawings of Greek persons and artefacts.
124. The direct teaching of art and design enables pupils to achieve well, despite the reduction in time. For example, pupils in both the Year 2 classes made good progress when using texture and pattern in a range of different media. Pupils' skills in drawing illustrations in their books or their work at observational drawing indicate that they achieve well. Pupils add the relevant features carefully. They are aware of proportion as they get older and use tone and texture effectively. Older pupils comment favourably on the use of sketch-books, which show a developing style and are used well. Pupils behave well and work with a high level of enthusiasm.
125. The school successfully organised an art and craft week last year through good links with visiting artists. Here, five local artists came to work with the pupils on three-dimensional sculptures and models. Samples of work and photographs show exciting work of a high standard, aiding the satisfactory balance between work of two and three dimensions.
126. The quality of direct teaching is good, sometimes very good or excellent, and supports pupils good attitudes and interest. The good achievement has been maintained since the last inspection. In a Year 5 lesson, excellent teaching challenged the pupils to make a very thorough analysis of a range of pictures representing the work of a number of artists. Through the encouragement of their teacher, the pupils made a thorough analysis of the pictures, applying what they saw to the design of their own artwork card. The intention for this to be used by younger pupils to help them to reflect and observe a painting more deeply was fully realised.
127. Teachers make good use of the work of the better-known artists. Work in Year 6 illustrates a very good use of ICT where pupils have used the digital camera to produce pictures in the style of David Hockney and have developed and distorted facial drawings of their own. The teachers' confidence to do this is not replicated across the school.

128. Classrooms and displays are well organised. Across the school there are many good displays that support well the artwork on comparative religions. Very good planning supports the subject. The co-ordinator manages the subject satisfactorily. However, since this is a part-time post, she has not yet had time to monitor and evaluate its uneven delivery across the school or to address the need for a more consistent approach towards assessment. Members of staff have not yet met together to discuss its development.

DESIGN AND TECHNOLOGY

129. Standards throughout the school continue to meet national expectations by Years 2 and 6, as they did at the time of the last inspection. All children, including those with learning difficulties and those for whom English is an additional language, cover the same work and their progress is satisfactory. Design and technology alternates with art and design throughout the school.
130. By the end of Year 2 children are beginning to develop the skills to use simple tools to cut and shape materials. They assemble, combine and join materials and consider weight-bearing attributes. In Year 1, children have made model houses from cardboard boxes whilst those in Year 2 have designed and made model vehicles and stick puppets. Discussion with children from Year 2 showed that they still remembered much of this work and could, for example, describe the function of an axle. The school's good practice is that evaluation of work with children in Years 1 and 2 is done in discussion with their teacher.
131. Well-annotated design briefs by children in Year 3 showed the care and preparation they had taken when producing moving monsters. They also demonstrated satisfactory skills when investigating packaging, considering both its purpose and presentation. Good links had been made between food technology and ICT in both Years 3 and 5. Pupils in Year 5 had tasted breads from around the world and displayed their preferences on graphs using computers. This activity and their design, creation and evaluation of a pizza also provided good opportunities to consider the rules and skills of hygiene when handling food. In Year 6, children looked at the design of a variety of slippers before making their own. They produced well-annotated design briefs selecting the material they thought best for the purpose, and made written evaluations.
132. Three lessons were seen during the inspection, which are not sufficient to form an overall judgement on the quality of teaching. Planning and organisation for all three were good and teaching ranged from satisfactory to very good. In the good and very good lessons the open-ended questions stimulated children's thinking and they were given the opportunity to use their initiative. Children in both Years 1 and 5 were producing musical instruments. The sound of those produced by the older children, however, had to be able to be controlled by the player. This illustrates the increase in the skills children acquire as they move through the school. All three class teachers demonstrated sound subject knowledge and good organisational skills. In all three, children remained on task well and showed obvious interest in what they were doing.
133. The subject co-ordinator has been in post for only 18 months. She sees examples of work produced by the children. She is aware of areas that require further development; for example, she would like to promote more links with ICT. She also recognises that whilst she is beginning to build a collection of samples of children's work they are, at the moment, ungraded and not so useful in enabling teachers to use them to judge standards. She recognises that there are no standardised means of assessment.
134. The school has maintained the level of provision and pupil attainment between inspections effectively.

GEOGRAPHY

135. Attainment by pupils in Years 1 - 2 matches national expectations whilst that of pupils in Years 3 to 6 exceeds them. This shows an improvement in standards by older children since the time of

the last inspection and is due to consistently good teaching, a well-structured programme and improved resources. The sound progress described in the last inspection report is being maintained in Years 1 to 2, with evidence of some elements of good progress from below average as they enter school at Year 1, and progress is good in Years 3 to 6.

136. The curriculum has been carefully constructed to enable children to practise those skills they have already learned whilst extending that knowledge with new work so that achievement is good in some lessons. The work for children in Year 1 is based upon the locality. They make a pictogram to represent their journeys to school, making a good link with mathematics. In Year 2, children build on this experience and compare Ramsgate with life in the Mexican village of Tocura and the Isle of Struay through the Katie Morag stories. By the end of Year 2, most children can describe similarities and differences in these contrasting environments.
137. Children in Year 3 also compare Ramsgate with another location, considering the differences between their town and Sedburgh. They have the skills to locate both places on a map of the United Kingdom as well as identifying the individual countries of the Kingdom. In Year 4 pupils extend their study of maps and look at the development of Ramsgate and the origins of local place names as well as studying Chembakoli in India. Data about rainfall and temperatures in India are recorded on graphs introducing children to the study of climatology, which they extend in Year 5 by looking at the different climatic regions of the world. The pattern of studying the locality and a world-wide location is continued in Year 6. Children demonstrate good skills as they look at the features and functions of harbours, by visiting the one in Ramsgate using Ordnance Survey maps well to understand the site. They extend these skills on a visit to Osmington Bay and on the annual school journey. They study the contrasting location of Pakistan.
138. Four lessons were seen during the inspection. Teaching in Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. One excellent lesson was in the computer suite as children were creating posters to illustrate how we obtain clean water. It developed both subjects well since the cross-curricular links had been well thought through. The high expectations of class teachers, the pace with which they deliver the lessons and their skilful questioning all combine to promote children's interest and learning. Talking about geography with pupils in Years 2 and 6 showed that they retain much of what they have been taught.
139. Geography alternates with history on the timetable, each being studied for half of each term. Teachers' planning broadly follows national guidance that has been adapted to reflect children's needs. This ensures appropriate coverage of the Programmes of Study and develops skills progressively over time. All the requirements of the National Curriculum are met. In Years 3 to 6, homework is used effectively to encourage children to carry out independent research. Marking of pupils' work is generally sound and encouraging comments are often made. Children present their work well, showing pride in the way they complete it.
140. As well as writing the overall plan for the subject, the co-ordinator monitors children's books. He has carried out an audit of resources and is developing these as the budget allows. As yet, there are no formal procedures of assessment in place. The co-ordinator has responded enthusiastically to the empowering role created by the headteacher. Resources have been improved through an enhanced subject budget for the year. Time has been allocated for developing the co-ordinating role and for observing teaching.
141. The co-ordinator has ensured that standards of pupils' attainment have improved between inspections. His example and commitment fosters good quality in classroom teaching and learning. As a result, the quality of teaching has improved since the time of the last inspection.

HISTORY

142. It was only possible to observe two lessons in history during the inspection, and other evidence was gained from a variety of sources. Pupils' historical knowledge and understanding are not as high as expected by the end of Year 2. The progress shown by pupils is less than expected as the topics recently covered do not present pupils with the required depth and understanding and

pupils' achievement is unsatisfactory. The school has not maintained the satisfactory standards reported at the last inspection by Year 2. In Years 3 to 6 pupils make good progress, achieve well and by Year 6 attain standards that are average. The school has recently adopted national guidance and organised suitable coverage of topics across the school, and this has begun to have some impact on pupils' achievement. Pupils with special educational needs are suitably supported and make satisfactory progress, overall.

143. The topics are now studied in appropriate depth and the arrangement of the curriculum supports the continuity of pupils' knowledge, skills and understanding. However, there is insufficient challenge for the higher-attaining pupils, as pupils of different ability in the same class usually do the same work. The approach to recording does not give pupils sufficient opportunity to devise their own ways of recording what they have learnt. There are no formalised procedures in assessing pupils' progress as they move through the school, and this affects the quality of teachers' planning, as it is not well-informed by pupils' prior attainment.
144. Pupils in Years 1 and 2 cover a small amount of work and make limited progress over their time. The standards of speaking, reading and writing are below average for most pupils and this too affects their overall standards in history.
145. Most Year 2 pupils demonstrate a limited understanding of the past and sense of chronology. They learn about old and new toys, but their knowledge of the facts about The Great Fire of London, The Gun Powder Plot, or the significance of Remembrance Day, etc is very limited. Most pupils lack confidence and skill in the correct use of words and phrases that relate to the passing of time. Many pupils recorded work is hampered by their lack of fluency in writing and

ability to apply the subject specific vocabulary in their writing. Most pupils are not sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Few ask questions about the past with confidence to develop their historical enquiry.

146. Most pupils in Year 6 demonstrate developing factual knowledge of the characteristics of the past period and recognise changes. Pupils have suitable opportunities to develop historical skills related to the use of evidence in history. Year 4 pupils looked at a piece of evidence to support their enquiry on life in Tudor Britain. They worked well in small groups and began to ask appropriate questions to develop their skills of enquiry. Year 6 pupils learn about the World War II, and are beginning to think more clearly about the everyday lives of ordinary people and compare and contrast what they discover with own lives. Many pupils have followed their own lines of enquiry and some of their recorded work demonstrates good ICT use. Pupils show developing ability to use and interpret a suitable range of historical sources and evidence.
147. There is insufficient evidence to judge the overall quality of teaching in history. In one lesson the teacher made effective use of her own knowledge and used suitable materials and artefacts to support the lesson. Teaching in the other lesson observed was unsatisfactory, due mainly to the unsuitability of the task and lack of effective pupil management.
148. History makes a satisfactory contribution to the development and use of literacy skills. Overall, however, pupils' writing skills are limited and their written accounts lack detail. Pupils confidently use their knowledge of numbers to work on time-lines. Effective discussions about the past ensure that pupils make satisfactory progress in speaking and listening. Pupils are interested and inquisitive about the past. Their attitudes and responses in history are positive. They show keen interest in finding out about how people lived in the past and how things have changed over time. Pupils generally behave well and listen attentively as result of the clear expectations of work and behaviour by the teachers. There are no formal procedures for assessment of pupils' progress in history.
149. Resources are adequate in range and quality. The visits to local places of interest, for example, the visit to Dover Museum, enhance pupils' learning effectively. The learning in history lessons is well supported by some good interactive displays in classrooms and corridors.

150. The co-ordinator has a clear view of the future direction for the subject. The resources are well organised, and the need for further resources, particularly the artefacts related to different periods in history, is recognised. The monitoring role of the subject co-ordinator is not extended to include timely checks on standards in teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

151. Attainment by pupils in ICT meets the expectations for Years 2 and 6 and is similar to that found in most schools, maintaining the position at the time of the last inspection. Progress is satisfactory, including that by those with learning difficulties and those for whom English is an additional language. Between 70 and 80 per cent of children have access to computers at home, and some of these pupils attain higher standards than the rest, and an increasing number research homework for other subjects on the Internet returning it in computer-generated form.
152. The school now has 37 computers, 16 of which have Internet access and are positioned in a suite together with a computer projector so that all children may be taught specific skills in class groups. There is no overarching strategy for effective use of hardware throughout the school. During the inspection, two observational sweeps of the whole school showed these resources to be under-utilised, usage being too dependent on the expertise of individual class teachers. Computers are best used to support work in other subjects in the junior classrooms. In Year 5, demonstrating good practice, pupils worked with a computer microscope during their science lesson. All staff received recent training but some still rely too heavily on the knowledge of the technical assistant when teaching classes in the suite.
153. The requirements of the National Curriculum are fully covered, including control elements. By the end of Year 2, pupils are competent in using the mouse and are beginning to develop typing skills using the qwerty keyboard - identifying letters, capitalising, use of space bar, delete and insert. Children can log on, access programs, use a variety of fonts, use the computer to generate pictures for use in cards and calendars, produce and print out pictograms and simple graphs for mathematical data. Children in Year 1 were designing a house, which was a good link with their work in geography, whilst those in Year 2 were learning how to use Textease. Control technology is well covered. A *Roamer* is programmed with increasing confidence by the younger children and a turtle by those in Years 3 and 4. Heat and sound sensors are used in Year 5 and a digital camera enhances the work of children in Year 6. By Year 6 children are able to access programs confidently, load material such as photographs in relation to a multi-media authoring program, save their work and organise and refine information in different forms. They use terms such as "drag", "clipart", "rotate" and "sensor" with confidence and understanding. Links with other subjects are developing. Older children use computer-generated materials in subjects such as geography, religious education and science. Children in a Year 5 lesson, for example, were creating a poster to illustrate how we get clean water. In a Year 6 lesson on Pakistan, a web-site address was given regarding religious life there, and pupils looked at Arabic script on-screen.
154. Children respond enthusiastically to computer-orientated learning and are confident when using the machines. They help each other very well and those with special educational needs, or those for whom English is an additional language, benefit very well from the support of their peers, as well as support from the teacher, support assistants and technician.
155. Only three lessons were seen during the inspection, one of which was making excellent use of technology to support a geography lesson. Of the lessons observed, teaching was satisfactory in Years 1 to 2 and good in Years 3 to 6. Teachers know their pupils well and tasks are set appropriately in order to build on prior knowledge. Several, but not all, teachers have good subject knowledge and demonstrate their expertise confidently.
156. As a result of gaining access to the Internet, the school has recently reviewed its policy document, adopting much from national guidance. There is an action plan but it is focused too

much on improving resources, and lacks a strategic plan for the development of teaching and staff skills. There is no long-term planning for the replacement of machines.

157. The subject co-ordinator was absent during the period of the inspection.

MODERN FOREIGN LANGUAGE

French

158. Once a week pupils in each year are taught French by their class teacher. These lessons introduce pupils successfully to spoken French. Pupils build up a simple vocabulary and some written examples of useful phrases which they may look up. Small amounts of written work help pupils to memorise suitable phrases and important words. The teaching is lively and interesting. Each 20 minute lesson is used purposefully, with well-chosen activities. Pupils are mostly enthusiastic and many have already picked up a basic vocabulary. They participate willingly and by Years 5 and 6 speak with creditable accents. A very good foundation is being laid for later language work, and standards exceed the expectation for the age.

MUSIC

159. By the end of Year 2 and the end of Year 6, pupils' attainment in classroom music is in line with that expected nationally. Pupils with special educational needs are well supported and take a full part in all lessons and after-school activities. The standards evident at the time of the previous inspection, particularly the good standards of performance, have been maintained and

enhanced. This reflects well upon the subject co-ordinator, the staff and visiting teachers and the pupils. The present headteacher ensures that music has a high profile and that it continues to contribute significantly to pupils' personal development.

160. Pupils make satisfactory progress in all elements of the music curriculum and pupils' achievement over time is satisfactory. For pupils who learn to play an instrument from the wide range taught by visiting teachers, or who take part in the many recorder groups or who sing in the choir, achievement is good. The choir sings well from a wide repertoire and, unusually, comprises almost equal numbers of boys and girls. The choir sang recently, to popular acclaim, at the nearby Senior Citizens home. Parents are pleased with the good standards of musical performance when they attend the end-of-term concerts.
161. During the inspection it was not possible to observe a lesson in Years 1 and 2, but from lesson plans and from conversations with pupils, as they attend instrumental lessons and recorder groups, it can be seen that these pupils are learning the elements of music well. Pupils are also learning to enjoy music. For example, music is played as pupils enter and leave morning assembly. Pupils listen well and are aware that music creates and changes mood. The previous report mentioned that singing lacked 'volume'. This apparent failing has been entirely overcome. Pupils sing enthusiastically and, in particular, enjoy action songs where they combine body talk with their voices.
162. In Years 3 to 6 pupils are engaged in a wide variety of activities, some of which link music to other subjects such as history and art. For example, pupils in Year 6 learn about Tudor music, using Tudor styles and materials to compose and perform music of the period. Melodically pupils intone, '*Pastime with good company, I love, and shall until I die*'. The ultimate aim for this group is to compose and play a suite of Tudor pieces. The pupils are well on their way as they beat rhythm in time to Tudor street cries. Another group sings a Calypso and provides a percussion accompaniment. Pupils here are overwhelmed by the rhythm of the music and forget to modulate their voices. The vibrancy of their performance amply compensates.

163. Overall, the teaching and learning of music is good in Years 3 to 6 so that the pupils make good progress in lessons, and satisfactory progress over time. Lessons are well planned and taught enthusiastically. Consequently, pupils engage well and quickly with the lesson, and improve noticeably as the lesson progresses. Teaching methods are active and involving. Pupils are expected to make music and they do so happily. Pupils are well managed and the right balance between creativity and control is nearly always achieved. Although teachers are well aware of what pupils know, understand and can do, there is no formal record of pupils' progress.
164. The subject is very well led and directed by a very effective and skilled part-time co-ordinator. She gives very good support to other teachers of music and has prepared an ambitious scheme of work for the pupils. Group performance is considered fundamental to the enjoyment of music and many lessons resemble ambitious musical workshops. The quality of musical performance is a strength of the school. Pupils extend their knowledge by visiting, for example, the Gamelan workshop. A Samba workshop has visited the school in the recent past. Resources, particularly pitched instruments, and the quality of accommodation, have improved since the previous inspection, although the opportunities to use ICT facilities are under-developed.

PHYSICAL EDUCATION

165. Standards in physical education meet the expectation by Years 2 and 6. This maintains the position at the time of the previous inspection. Children achieve appropriately over time and make the expected progress. Pupils who have learning difficulties, and those who have English as an additional language, generally achieve in line with their peers. Overall, the quality of teaching is good in Years 1 to 2, although an unsatisfactory lesson limited pupils' learning. In Years 3 to 6 teaching and learning in lessons are good, overall.
166. The teachers provide pupils with good opportunities to warm up so that they are well prepared for vigorous activity, such as playing tag-tails outside. Most teachers demonstrate good subject knowledge through their well set-out planning and good choice of activities that help pupils improve. In Year 2, for example, children developed their passing and receiving skills and began to position the hands in chest passing and how to adjust the feet when receiving the ball.
167. In a lively lesson in Year 5, pupils improved their dance movements and style with practice and encouragement, adapting their style to the changing genre/styles of the music. The excellent relationship of the teacher with the pupils demonstrated the teacher's understanding of how children respond to music in dance and motivated them to interpret the sounds freely and imaginatively through their movements. Many pupils responded well and performed to a high standard. By Year 6, the pupils have gained a good range of gymnastic skills, showing developing confidence and fluency in their movements. Through the teacher's good explanations and clear direction, pupils developed a good variety of sequences, incorporating symmetries or asymmetry. Most pupils demonstrated clear body movements, some precise and neat arm positions, and a general fluency as they moved from one position to the next. A few high-attaining pupils worked to a standard exceeding the expectation through their control and fluid expression. Pupils adapted well to different apparatus.
168. The teachers are alert to health and safety. They observe pupils closely and often indicate how they might improve. Relationships are generally very good. Most pupils are confident in demonstrating their ideas and movements to others, an aspect of good teaching that most teachers use. Many pupils collaborated well in working out a sequence. Most pupils behave well and work hard to improve their skills. The teachers generally manage them well and present lessons in lively and interesting ways, although there are exceptions. Lessons are usually conducted at a good pace with appropriate opportunities for children to reflect on and evaluate their performance. The school provides opportunities for pupils to swim.
169. The school provides a good range of extra-curricular sporting activities, including football, netball and athletics. Children have opportunities to participate in competitive sport with other schools.

There are no whole-school procedures for assessment in physical education at present. The co-ordinator provides good leadership and support for colleagues. He ensures that physical education offers good opportunities for the pupils' all-round personal development and that all children have equal access to the activities. He has planned opportunities to monitor planning. All the requirements of the National Curriculum are met. There are adequate resources, which the co-ordinator has extended well recently, and these are suitably organised.

RELIGIOUS EDUCATION

170. By the end of Years 2 and 6, pupils' attainment in religious education meets the requirements of the locally agreed syllabus and is in line with that expected nationally. Sound standards have been maintained since the previous inspection. Good emphasis is placed upon the multi-faith nature of religious belief. This helps pupils to understand the customs, symbols and practices of different religions and the effect they have upon people's lives. Religious education contributes significantly to pupils' personal development.
171. Pupils, including those with special educational needs, and English as an additional language, make at least sound progress throughout the school. Knowledge and understanding about religions grow steadily and pupils achieve all that could reasonably be expected of them. Assembly themes and class discussion times contribute to the quality of learning. In class discussion times, pupils discuss their own concerns in the security of the classroom and see for themselves how life is related to stories from holy books. There are good displays around the school that make religions colourful, interesting and accessible.
172. Pupils in Year 1 know that the Bible is a special book for Christians and are familiar with some of the stories that Jesus told. Pupils in Year 2 explore the religious practices in the homes of Jewish people. The teacher had an attentive audience as she narrated the story of the *mezuzah*, a parchment scroll, and the *shema*, a prayer. Some pupils made a model of the scroll while others wrote a prayer. One pupil wrote: thank you for love, affection and my family.

173. Pupils in Years 3 to 6 gain a satisfactory understanding of different religions through comparing their beliefs and practices. Pupils enacted the Bible stories of the parables of the Lost Coin and the Good Samaritan and interpreted them well in terms of their meanings in modern day life. Pupils in Year 5 study the Five Pillars of Islam and make comparisons with the beliefs of other religions in a way that demonstrates their understanding and tolerance. These pupils have previously completed research on the Internet into places of worship, including the mosque. Pupils in Year 6, appropriately dressed – as were their teachers, took part in a Sikh ceremony that helped them to understand the moral code by which Sikhs live. The space between two adjoining classrooms became a *Gurdwara*, a place of worship, for the afternoon. Pupils and teachers enjoyed sacred food together, specially prepared by teaching assistants.
174. The quality of teaching throughout the school is good. The lesson about Sikhism was excellent. It was ambitious and enterprising and very well received by the pupils. Teachers manage pupils well and sensitively. They create a secure classroom where pupils are confident enough to express their own views and to ask questions. Teachers have good expectations of work and behaviour and pupils clearly understand what they have to do. There are no formal procedures for the assessment of pupils' progress, although on a daily basis teachers are aware of what pupils know, understand and can do. Teachers make good use of the resources available to them and are inventive in providing others.
175. The subject is led effectively and has a secure place in the school's curriculum, as it had at the previous inspection. Key areas for future development have been carefully identified. At present, ICT facilities are under-used. A formal programme for the monitoring and evaluation of teaching and learning would enable good practice to be shared more effectively.