

# INSPECTION REPORT

## **ISTEAD RISE PRIMARY SCHOOL**

Northfleet

LEA area: Kent

Unique reference number: 118452

Head teacher: Mr. R. Brown

Lead inspector: Sue Orpin

Dates of inspection: 22<sup>nd</sup> to 25<sup>th</sup> June 2004

Inspection number: 256550

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	344
School address:	Downs Road Northfleet Gravesend Kent
Postcode:	DA13 9HG
Telephone number:	01474 833177
Fax number:	01474 834474
Appropriate authority:	The governing body
Name of chair of governors:	Mr Rob Slater
Date of previous inspection:	March 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is an above average sized primary school with 344 pupils. Pupils are organised in thirteen classes, three of which contain mixed age groups. The school is housed in two separate buildings. Pupils come from a wide area and are in families from a wide range of social circumstances but these are broadly typical when compared with the national picture. Four per cent of the pupils have free school meals, which is below the national average. Pupils' attainment when they start school is in line with the level expected for their age. Forty-three pupils, a below average proportion, have been identified as having special educational needs, which are mainly moderate, or profound and multiple, or social, emotional, and behavioural difficulties. Almost all pupils are from white British backgrounds and none are learning English as an additional language. The number of pupils leaving and joining the school other than at the beginning of the Foundation Stage is as you would expect. The school gained the Schools Achievement Award in 2003 and is involved in the Leadership Development Strategy in Primary Schools. The head teacher is due to retire at the end of the 2004 summer term.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17808	Sue Orpin	Lead inspector	Science, information and communication technology, religious education and citizenship.
11041	Marvyn Moore	Lay inspector	
30717	Gordon Tompsett	Team inspector	Mathematics, geography, history, physical education.
1578	Margaret Sinclair	Team inspector	English, art and design, design and technology, music, special educational needs, and the Foundation Stage.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a sound school that provides satisfactory value for money.** Although there are variations in standards between years and subjects, achievement is satisfactory overall. The quality of teaching and the leadership and management of the school are satisfactory.

The school's main strengths and weaknesses are:

- Standards in Year 6 in English and mathematics are above those expected and pupils progress well at the end of their time at school. Standards in writing are slightly weaker than other aspects of English.
- Standards in information and communication technology (ICT) are below those expected by Year 6 and achievement is unsatisfactory.
- Although teaching is satisfactory, it is inconsistent with variations between classes.
- Provision for pupils with special educational needs and for all children in the Foundation Stage is good.
- Although the school is a safe place, the care for pupils' welfare, health and safety is unsatisfactory as some requirements are not being met .
- There are good links with parents, the community and other schools and the procedures to help children settle into their new school are very good.
- Pupils' attitudes to their learning are good.

Since the last inspection, improvement has been satisfactory. The school has only partly resolved the key issues from the last inspection but standards have generally been maintained and recently improved in English and mathematics.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	C	C
mathematics	B	A	C	C
science	C	D	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievements are satisfactory.** Children make good progress in the Foundation Stage and most will reach the goals expected by the end of reception. Achievement through the rest of the school is satisfactory, but not consistent. However, progress in Year 6 improves so that by this age pupils are attaining standards that are above average in English and mathematics and average in science. This represents an improvement on the results gained in the 2003 national tests in English and mathematics and reflects those attained in science. The variation in results, particularly in English and mathematics, is the result of inconsistent teaching and a high level of staff mobility. Pupils reach standards that are as expected in all other subjects except ICT, where opportunities for pupils to learn are limited by the lack of equipment. Pupils with special educational needs achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory.** Pupils' interest in their learning and their self-confidence are good and everyone is included in all aspects of school life in a sound way. Pupils' spiritual awareness, respect for each other, sense of right from wrong and their appreciation of their own and other cultures are satisfactory. Their behaviour, attitudes to their work and school, and attendance are satisfactory.

Pupils in the Foundation Stage behave well and their personal qualities are being developed very well.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory,** although there are variations between classes. The Foundation Stage provides a good start and children are taught well. Where teaching in Years 1 to 6 is better, teachers know their subjects well and plan stimulating activities. They expect their pupils to learn and behave well, and they have assessed their pupils effectively so they can plan to meet their differing needs well. Where teaching is less effective, pupils lose interest because they have to listen for too long or the pace of the lesson is too slow. In some lessons there is insufficient challenge for a few higher attaining pupils or there are too few opportunities for pupils to work independently. Generally teachers do not learn from each other or operate as a whole school team so the quality of teaching is slower to improve than it might be. The assessment of pupils is satisfactory and some teachers have a good knowledge of their pupils' strengths and weaknesses. While pupils are broadly clear about how well they are doing, they are less sure about the level of work required or what they need to do to improve. The school provides a sound curriculum for all pupils, although opportunities in ICT are limited by the lack of equipment. The school provides satisfactory advice, guidance and support and there are good links with parents, the community and other schools, but the care for pupils' welfare, health and safety is unsatisfactory because requirements for fire safety and child protection are not fully met.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The head teacher provides sound leadership and governors carry out their duties in a satisfactory way overall. Their vision for the development of the school is good but they have not met their responsibility to meet all health and safety and child protection requirements. The school has maintained the quality of education, but whole school planning is less clear, and lacks direction.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are generally pleased with the work of the school and although some felt less well informed, inspectors found communication to be good. Most pupils are happy at school although some would like lessons to be more fun.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve teaching so that it is consistently good, particularly in English and mathematics, to improve pupils' achievement.
- Develop planning for school improvement.
- Improve the equipment and facilities for ICT so pupils have more opportunities to learn and practise their skills.

and, to meet statutory requirements:

- Ensure that all health and safety and child protection requirements are met.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

By the end of Year 2 and Year 6, standards are average overall and all pupils' achievements are satisfactory except for those of pupils with special educational needs, who achieve well. Children in the Foundation Stage achieve well and most will attain the goals expected.

#### **Main strengths and weaknesses**

- Standards in Year 6 in English and mathematics are above average, representing recent improvement, and pupils achieve well at the end of their time at school.
- Standards in writing are slightly weaker than other aspects of English, but improve in Year 6.
- Pupils' achievements vary between classes because teaching is inconsistent.
- In Years 3, 4, 5 and 6 pupils' achievement in ICT is unsatisfactory and standards are below those expected by Year 6.
- Pupils with special educational needs and children in the Foundation Stage achieve well.

#### **Commentary**

1. Children's standards of attainment when they join the school are generally in line with those expected for their age. In the Foundation Stage most children attain the goals expected by the end of reception and some exceed these, particularly in personal, social and emotional development. National test results for pupils at the end of Year 2 in 2003 were in line with averages overall, being above average in mathematics and below average in reading. This represents an improvement in writing and mathematics in the last two years, although the standards of the current Year 2 in writing have declined slightly so that they are now below average, while those in reading have improved to be above average. Standards of the current Year 2 in mathematics are also slightly lower, being average. Generally these standards represent satisfactory achievement.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
reading	15.5 (16.2)	15.7 (15.8)
writing	14.6 (14.5)	14.6 (14.4)
mathematics	16.8 (17.1)	16.3 (16.5)

*There were 50 pupils in the year group. Figures in brackets are for the previous year*

2. National test results for pupils at the end of Year 6 in 2003 were average, representing lower standards than previous years. Standards of the current Year 6 in English and mathematics are above those expected, representing an improvement since 2003 as a consequence of better teaching in Year 6. In science, standards are in line with averages, reflecting the results of recent years. When compared with similar schools, standards were also in line with the average for English, mathematics and science, reflecting satisfactory achievement overall, but good progress in Year 6. Pupils' standards in writing are slightly lower than other aspects of English throughout the school because an agreed approach to the teaching of writing has only recently been introduced. Pupils' progress improves in Year 6 because the teaching of this group of pupils is consistently better than elsewhere in the school.



### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.1 (29.1)	26.8 (27.0)
mathematics	27.1 (29.1)	26.8 (26.7)
science	29.1 (28.0)	28.6 (28.3)

*There were 49 pupils in the year group. Figures in brackets are for the previous year*

3. By Year 2, pupils' standards in ICT are average and their achievements are satisfactory. However, the lack of sufficient computers and suitable facilities means that by Year 6, pupils' standards in ICT are below average and their achievement is unsatisfactory. In all other subjects, standards are average and pupils' achievements are satisfactory. In Years 3, 4 and 5 pupils' progress and therefore their achievement varies between classes, but in Year 6 their progress is good, particularly in English and mathematics, so that they achieve better standards in these subjects. Pupils' achievement is still only satisfactory for Years 3 to 6 as a whole, because teaching is inconsistent between classes. There are shared long term plans that are used by all teachers, but variation in the extent to which these are successfully adapted for individual classes and inconsistency in the quality of teaching experienced by pupils in different classes mean that pupils do not learn as well as they might. The achievement of higher attaining pupils and those who are gifted or talented is satisfactory and there is little difference in the achievements of boys and girls. Standards by Year 2 are broadly the same as in the last inspection, although English and design and technology have declined slightly. Standards by Year 6 are also generally similar to those at the time of the last inspection, although those in design and technology are slightly lower.
4. Pupils with special educational needs achieve well against the targets identified in their individual educational plans (IEPs). These are implemented well in the classes and during small group work. Good progress is made and some pupils with statements for emotional, behavioural and social need make very good progress, well supported by firm and positive relationships with adults.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to school are good and their behaviour is satisfactory. Their attendance and punctuality are satisfactory. Pupils' personal development, including spiritual, moral, social and cultural development, is satisfactory.

### **Main strengths and weaknesses**

- Pupils display good levels of interest in school life and the range of activities provided. Their positive attitudes help them to learn effectively.
- Pupils have good confidence and self-esteem and these enable them to tackle new work positively.
- Children's personal and social development is very good in the Foundation Stage.

### **Commentary**

5. Pupils enjoy their learning and coming to school. They usually arrive on time and settle themselves well for the day ahead. Their positive attitudes to learning help them to learn more effectively. Relationships throughout the school are satisfactory. Children in the Foundation Stage benefit very well from very good relationships and the high standards expected of them by their teachers. Boundaries for acceptable behaviour are very clear, while opportunities for children to become independent are encouraged. Older pupils care for each other and support others with physical or learning difficulties. They are at ease with visitors and enjoy the

opportunity to take responsibility, including membership of the school council, being appointed as class monitors and librarians and helping to formulate class rules. They respect their own and other people's property and school property, and the school has very little litter and is free from graffiti.

6. Pupils respect the feelings, values and beliefs of others and their confidence is raised by feeling valued. In lessons most pupils listen soundly, display satisfactory behaviour and undertake tasks enthusiastically.
7. The few school rules have been created in consultation with pupils and are therefore easily understood and respected by them. Staff have satisfactory expectations for pupils' behaviour and conduct. Lunch times and play times are pleasant, social occasions where pupils relate to each other soundly and play amicably. There are some instances of bullying at school, a view expressed by some parents, but where these occur they are dealt with by staff in a satisfactory manner. Exclusions during the past year were appropriately used.

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	319	2	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	1	0	0
No ethnic group recorded	2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

8. The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. The personal, social and health education programme (PSHE) gives a satisfactory range of opportunities for pupils' social and moral development through discussion of issues of interest and concern to them. Pupils are encouraged to see the school as a community in which they have an important part to play and where they can take responsibility. The school provides soundly for pupils' cultural development through close links developed with a Zimbabwean school, and the opportunity for pupils to support different charities. In art and design pupils study the works of Monet, Picasso and other artists and history and geography lessons are used to teach the cultures of other world communities. Provision for pupils' spiritual development is made soundly through assemblies, when opportunities are provided for quiet reflection, and through some lessons, such as in science, when pupils are given the opportunity to observe the wonder of flora and fauna found in the school pond.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Although attendance in the last year was satisfactory, the level of authorised absence is higher than usual because some parents do not make education a sufficiently high priority. The school's action to promote attendance is satisfactory.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and the assessment of pupils are satisfactory. The curriculum and the advice, guidance and support provided are satisfactory, but the attention given to the health and safety of pupils is unsatisfactory. There are good links with parents, the community and other schools.

#### Teaching and learning

The quality of teaching, learning and assessment is satisfactory overall but good in the Foundation Stage.

#### Main strengths and weaknesses

- Teaching varies considerably between classes and this is reflected in the achievement of pupils. Teachers do not work sufficiently as a whole school team.
- Teaching in English and mathematics is satisfactory overall, but is better in Year 6, leading to improved standards in these classes.
- Teachers' long term planning is good, but the shorter term planning which matches work to pupils' different abilities is less consistent.
- Teachers know their subjects well and in better lessons, there are good relationships and a positive learning environment is created. However, in less effective lessons, teachers expect too little from their pupils.
- Pupils with special educational needs are taught and supported by teaching assistants well.
- Teachers' marking does not give sufficient feedback to pupils about how to improve their work.

#### Commentary

##### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (11%)	15 (41%)	16 (43%)	2 (5%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. Since the last inspection, improvement to teaching is satisfactory, with slight improvement. A small proportion is now very good and a slightly lower proportion than at the time of the last inspection is unsatisfactory. However, the overall quality of teaching remains satisfactory and the inconsistency between classes remains a weakness.
11. Teaching in the Foundation Stage is good and pupils make a good start in school. The staff work effectively as a team and consequently teaching is consistently good and in particular,

very effective in promoting good behaviour and encouraging children to work independently from the teacher. However, as they move through the school, teaching varies and as a consequence pupils' progress varies, improving in the older classes, so that overall teaching, learning and achievement are satisfactory. The development of teaching does not benefit from a whole school approach and the school operates in three distinct groups of Foundation Stage, Years 1 and 2 and Years 3 to 6. As a consequence, there is sometimes a lack of agreement in approach, as for example in writing, and the quality of teaching varies between classes so pupils' achievement is inconsistent as they progress through the school.

12. Subjects have been planned well by coordinators, ensuring that all year groups, including those in mixed age classes, cover the same work and level of understanding through a two-year programme. However, while some teachers plan lessons and activities that provide suitable challenge of pupils differing levels of ability, in weaker lessons, where teachers are less accurate in their assessment of pupils' needs, their expectations for both learning and behaviour are too low.
13. Generally teachers know their different subjects well and are confident in the work they are teaching. However, in better lessons, where teachers are more challenging, the pace of work is brisk, teachers and pupils relate well to one another and there is a positive and purposeful atmosphere in the lesson. Pupils are clear about the reasons for the tasks set, and this is reflected in their positive attitudes and desire to do well. For example, in a very good science lesson, the teacher provided a very exciting and stimulating pond dipping activity, which was very well planned and resourced. The teacher used pupils' prior knowledge gained from their visit to a woodland habitat, and made links and connections so that pupils could use their learning and develop their skills in comparing. Despite the pupils' excitement and enthusiasm, the teacher maintained the focus on learning very well, and through carefully chosen questions to specific pupils and suitable tasks for the differing abilities in the class, she managed to ensure that all pupils were fully challenged by the work they were doing.
14. In those less effective lessons, the teacher talked for too long during the introduction, so pupils began to lose interest. The pace of the lesson was slow and pupils were frustrated because they wanted to get started on the activity. The purpose of the lesson was not clear, so the pupils did not understand why they were doing the tasks. Although they might have enjoyed the lesson, they became confused towards the end of the lesson.
15. The quality of teaching and learning for pupils with special educational needs is good. The targets set are realistic and usually achievable, thereby promoting pupil involvement because they feel they can reach the target. Work is carefully matched to their needs and good progress occurs, especially in literacy and numeracy lessons. Learning support assistants ensure that pupils are fully included in lessons and that they achieve well. Successful one-to-one work tightly focuses on specific short term targets such as an increased understanding of vocal sounds. Specialist help and a good range of tests are used to pinpoint areas of concern that have been highlighted as a result of teacher assessment. These judgements form the basis for future action. IEPs are effectively updated every term, informed by the assessment of performance.
16. Teachers' assessment of their pupils is satisfactory overall, although it is good in the Foundation Stage. Assessment in literacy and numeracy is more detailed and consistent, but in other subjects there is more variation between classes. In some classes, assessment is used well to help teachers plan work for their pupils, but in other classes assessments are less accurate. Sound use is made of assessments in literacy and numeracy to track pupils' progress in these subjects and to identify broad areas where additional help is needed. These procedures have contributed to recent improvements in standards in these subjects. However, generally pupils are insufficiently clear about how well they are progressing and how they might improve their work. There are very few opportunities for pupils to evaluate their own work and progress and therefore become more involved and purposeful in their learning. Teachers' marking, while regular, gives too few comments so usually provides insufficient information to help pupils improve.

## The curriculum

The curriculum is satisfactory and is soundly enriched. The range and quality of extra-curricular activities are satisfactory. The quality and quantity of accommodation and resources are satisfactory.

## Main strengths and weaknesses

- The longer term planning of the curriculum provides for the needs of most pupils well, so most subjects are covered effectively.
- The provision for pupils with special needs and for all children in the Foundation Stage is good.
- Accommodation and resources are good in the Foundation Stage and resources are good in history and geography.
- The level of equipment and the accommodation for ICT are unsatisfactory and consequently pupils' achievements in Years 3 to 6 are unsatisfactory.

## Commentary

17. The curriculum is well planned to ensure that all the areas of the Foundation Stage and the National Curriculum are covered as pupils move through the school. French is additionally taught to all classes and enhances the overall curriculum. The detailed schemes of work have been developed well since the last inspection, although they are sometimes used too rigidly, with insufficient adaptation for individual lessons. Planning includes references for both pupils with special educational needs and the more able, although sometimes teaching does not sufficiently take account of a few higher attaining pupils. The implementation of the scheme for ICT is weakened because although teachers are attempting to teach it, the lack of suitable accommodation and sufficient equipment, so pupils can learn ICT skills while using a computer, mean that pupils' achievement is unsatisfactory in Years 3 to 6. However, teaching is satisfactory and the school meets statutory requirements because a wide range of approaches is used to help pupils learn ICT and practise skills when they can use a computer. The lack of suitable equipment and accommodation means that older pupils' skills are insufficiently developed and some lack confidence in ICT. It is difficult for teachers to use ICT in other subjects to help pupils learn, although they do as much as they can.
18. The national strategies for the teaching of numeracy and literacy have been well implemented. The planning for personal, social and health education is sound and provides sound opportunities for pupils to discuss and listen to each other. This has helped to promote good attitudes and relationships among pupils. Pupils are helped to see how they can contribute to life at school and as a consequence their self-confidence develops well.
19. There is a sound range of visitors to the school and visits outside the school. For example, Years 4 and 6 benefit from residential trips, there are orienteering courses as part of geography, Charlton Athletic and Kent County Cricket and Rugby Clubs provide coaching. Most major sports are being soundly catered for through teaching and extra-curricular clubs and this is a growing area. Some competitive fixtures are played in which the school has been successful. Pupils enjoy these opportunities and their personal and social development is enhanced. Attendance at other extra-curricular opportunities is also satisfactory.
20. The extensive grounds play an important part in the enrichment of the curriculum; for example, in science the school pond is used well to stimulate interest and enthusiasm. There are adequate levels of qualified teachers to deliver the curriculum, though there are problems in recruitment due to the location of the school close to areas where teachers' salaries are higher. Accommodation is generally satisfactory although there are some weaknesses. The lack of a room equipped specifically for the teaching of ICT means that teachers cannot provide lessons in ICT when all pupils are able to immediately practise the skills. The library is small for a school of this size, although it is used and does have a good range of books about other cultures

21. The provision for pupils with special educational needs is good. There are trained, perceptive and supportive teaching assistants in all classes, who make a good contribution to the achievement of pupils with SEN. These pupils participate in all aspects of the curriculum and are well served by the specific targets on their IEPs. Good use is made of external specialists. The school has implemented the Code of Practice well and pupils' education effectively reflects their needs.
22. While provision for gifted and talented pupils is satisfactory, there are some shortcomings. Pupils are identified through talents in English and mathematics, but there is no comprehensive register extending beyond these subjects. However, the school has plans to develop links with local secondary schools in order to develop its provision in other subjects.
23. Improvement since the last inspection is satisfactory. Long term planning and planning for the Foundation Stage have been improved well, but there is still unsatisfactory provision for ICT in Years 3, 4 5 and 6.

### **Care, guidance and support**

The provision for pupils' care, welfare and health is unsatisfactory. Pupils have access to satisfactory support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- Documented school procedures to ensure pupils work in a healthy and safe environment are unsatisfactory, although in practice, teachers ensure that pupils are safe.
- Induction arrangements for pupils are very good and ensure that they settle quickly and easily, and feel very secure.
- Most pupils receive too little information on how well they are doing and how they can improve their work.

### **Commentary**

24. Although teachers care for their pupils and are aware of their responsibilities, there has been insufficient recent training to ensure that all staff and the recently appointed child protection governor are sufficiently up to date in relation to their roles. The child protection policy is extremely brief and gives insufficient guidance, particularly for staff new to the school. Some health and safety procedures are also unsatisfactory because the school does not carry out fire drills at regular intervals, although in other ways the school is a safe place for pupils to be and teachers care for their well being. The school has an appropriate number of qualified First Aiders and accidents are meticulously recorded.
25. Pupils are well supervised both in and out of the classroom. Pupils know they are able to talk to staff if they have any concerns or problems. They are confident that staff will take their concerns seriously and respond appropriately to them.
26. Pupils' personal development is monitored in a satisfactory way by staff, who discuss pupils' attitudes, attendance, personal achievements and problems together. Induction arrangements, particularly in the Foundation stage, are very good and as a result children start school with confidence and settle well in to school routines. Teachers visit children's homes before they start school and there are then several opportunities for children to visit the school so they know what to expect when they start school.
27. Pupils' progress in their work is assessed and tracked in satisfactory way, but this is better in English and mathematics than other subjects. However, there is too little information communicated to pupils, either orally or through marking, so pupils are neither clear about precisely how well they are doing, nor do they know what to do to improve their work. There

are also too few opportunities for pupils to become more involved through the evaluation of their own work.

28. The school has satisfactory arrangements for the involvement of pupils through seeking, valuing and acting on their views. Lessons in personal, health and social education and the use of time for discussion give pupils the opportunity to share their views and opinions and the school council is used as a way of involving pupils in the development of the school. All pupils have an opportunity to be elected as a council member but the council is in an early stage of development. and pupils are given insufficient opportunity to participate as minutes are taken and the agenda set by teachers. The few classroom rules in school are compiled in conjunction with pupils. Pupils interviewed during the inspection week confirm that they felt their views were well valued and taken into account and they were treated as responsible young people by staff.
29. The school offers good levels of support for most pupils from differing backgrounds and abilities, particularly those with special educational needs. The teachers and learning support staff are effective because they know the pupils well. There are good arrangements to ease their transfer to secondary school.

### **Partnership with parents, other schools and the community**

The school has good links with parents, other schools and the community.

### **Main strengths and weaknesses**

- The involvement of parents in the life of the school and the opportunities provided for parents to contact staff make a positive contribution to pupils' achievements.
- The school has good procedures to deal with any concerns or complaints from parents.
- Provision to parents of information about the school is good, and information about pupils' progress and achievements is satisfactory.

### **Commentary**

30. Most parents have positive views about the school and feel they can approach the head teacher and staff at any time if they have any problems or matters they wish to discuss. Although a significant minority thought they were not kept well informed about how their children were getting on, and that the school does not seek the views of parents or take into account their suggestions or concerns, the inspection findings show that these areas are satisfactory. The school provides good communication to parents, for example through the newsletters. Information to parents about their children's progress is provided soundly through parents' evenings and written reports. These provide full information about each subject as well as individual targets for improvement in English and mathematics. Regular contact with parents is effectively maintained through personal contact or reading record books. Parents whose children have special educational needs are supported well. They are involved in the regular review procedures and find it easy to meet staff at other times.
31. Parents help effectively in school in many ways, for example, through assisting with reading or providing general help in classrooms. The school warmly welcomes and values their good level of assistance. The school has an active parent teacher association (PTA) that provides good support through arranging a large number of social events and completely finances the running of the school swimming pool. The hard work of the PTA makes a substantial difference to elements of the curriculum and therefore pupils' achievements.
32. The school surveys parents through an annual questionnaire, seeks their opinion in a satisfactory way on a variety of issues, and asks for feedback on what they perceive to be the strengths and weaknesses of the school. As a result of parents' input, the school has

introduced a governors' newsletter and governors' surgery, and is shortly to repeat numeracy and literacy workshops for parents.

33. The school has good links with the community. Regular speakers such as the vicar from the local church and sponsorship from many local firms help to enhance the curriculum. Pupils contribute to the community, for example by singing at senior citizen events and raising money for numerous local charities. Staff from a local pharmaceutical company come in to school to assist pupils with science experiments and thereby make a positive impact on their achievement.
34. Good links with other schools are used well to ensure the smooth transition of pupils to their next school. There are regular meetings to discuss matters of transition, relating to both information and curricular links, and joint technology days are held with other partner schools. The school has developed a good working partnership with the Canterbury Christ Church College and helps provide graduate students with training.
35. Since the last inspection, the good quality of links with parents, the community and other schools has been maintained.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The head teacher provides satisfactory leadership and is soundly supported by other key staff. Governance is satisfactory in most respects, although not all statutory requirements for the care, health and safety of pupils are fully met.

### **Main strengths and weaknesses**

- Governors need to ensure that all statutory duties related to the care, health and safety of pupils are fully met.
- Strategic planning lacks focus and the school improvement plan needs to be updated.
- Strategies for ensuring the recruitment and retention of teachers are unsatisfactory.
- The Foundation Stage and provision for special educational needs are led and managed well.
- There is good leadership and management of mathematics, where the effective use of monitoring is raising standards and has begun to improve teaching.
- Although coordinators of other subjects are monitoring provision, there is as yet insufficient resulting action that makes a difference to pupils' achievement.

### **Commentary**

36. The head teacher leads by example and is supported by staff who work hard to serve their pupils. He has a sound understanding of the strengths and weaknesses of the school and he uses this to support and help teachers. The school has successfully improved standards in English and mathematics as a result of the successful implementation of the literacy and numeracy strategies, including training for all staff.
37. The governing body both challenges and supports the school and meets most of its legal responsibilities, with the exception of fire regulations and child protection requirements. Although the key issues from the last inspection have been partly achieved, the quality of ICT provision is unsatisfactory, and teaching remains inconsistent. However, there has been recent improvement in English and mathematics results. The recently appointed chairman is very enthusiastic and inspirational. He is providing good vision for the school and under his leadership the governing body are beginning to develop a sound understanding of the strengths and weaknesses of the school.
38. The school improvement plan has almost expired and therefore left a vacuum until the next version is written. As a result, although individuals are planning for their subjects, there is insufficient overall direction in an agreed sequence and format. This is compounded by the



lack of a whole school team approach. The school has partly achieved the key issues from the last inspection, but the need to develop the school improvement plan and the need to improve the consistency in teaching remain weaknesses. The school's self-evaluation is satisfactory overall but good in English and mathematics, where it is realistic and has been successful. In these subjects, planning has been very closely linked to the strengths and weaknesses and focussed on improving standards attained and achievement. The school analyses the results of national tests well and checks on the learning of all pupils to see whether they are making the progress predicted on the basis of assessments. This information enables the school to identify effectively areas for development. The school's use of self-evaluation and review of teachers' performance are having a satisfactory impact on the improvement of teaching. However, continued difficulties with the recruitment and retention of staff mean that improvements are slower than they would otherwise be. Although the coordinators of other subjects are monitoring pupils' work and teachers' plans, there are insufficient subsequent actions that impact on pupils' standards and achievement. There is insufficient monitoring of teaching by subject coordinators.

39. Although the high cost of housing and the close proximity of schools offering higher salaries, with London weighting, make for local difficulties in recruitment and retention of teachers, there are too few strategies to encourage teachers to join the school, and to retain those staff who are recruited.
40. The Foundation Stage is led by two coordinators who are dedicated, hard working and have an effective shared vision for the development of the stage. The well developed team approach, combined with good teaching and a well planned curriculum, means that children achieve well. The provision for pupils with SEN is well managed by a committed and expert co-ordinator. The Code of Practice is in place and underpinned by the very good use of external specialists and resources, such as the LEA special needs centre. Good use is made of LEA guidance and formats. This enhances provision, as do the high quality IEPs. All staff involved with SEN pupils keep good, detailed records which are evaluated at half-termly meetings. Staff receive additional training and there is a lunch time surgery that allows them to discuss concerns and strategies. Whilst good records of the progress of individual pupils are kept, the school does not keep this information in a format that makes it easy to pinpoint trends.
41. Financial management is satisfactory and decisions are made soundly to ensure that best value is achieved, being very carefully considered. Additionally, spending decisions such as whether to change to a different contractor for the schools' provision are very carefully thought through. The use and management of finances are satisfactory. The relatively high balance carried forward (approximately 10%) in the table below is planned to be used to build an ICT suite.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	818,014
Total expenditure	796,506
Expenditure per pupil	2,322

Balances (£)	
Balance from previous year	55,622
Balance carried forward to the next	77,130

42. Since the last inspection, the quality of leadership and management has been maintained at a satisfactory level.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

43. Provision for children in the Foundation Stage is good. Most children enter the reception class with attainment that is in line with that expected and although the range is wide, there are some who exceed this standard. There are very good procedures that help pupils settle easily into the new routines and later to enter Year 1 with confidence. Reception children make good progress, and by the time they leave, most will have reached their early learning goals and many will exceed them. Dedicated co-ordinators, who give freely of their own time, have vision and strong management skills and children achieve well. Good teaching and a well planned curriculum that successfully balances child initiated and adult directed activities results in good learning. Progress is regularly assessed and children's individual needs are well met, including those with special educational needs. Children benefit from a well developed team approach as all the adults know them well and can productively interact with them in a variety of contexts.
44. Children join the school in September and in January so every year a new temporary teacher is employed for two terms. The new teacher and the co-ordinators are involved in a good induction process but it takes time to learn the routines and adapt to the high standards set by the school. The children face a new teacher who may not be familiar with procedures so there is some slowing of the pace of learning for a period of time.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Very good induction procedures help children to settle into school very quickly.
- There are very good relationship between adults and children.
- Teachers' expectations are high and children are given the opportunity to think for themselves and make choices in their work.

#### **Commentary**

45. The very good induction procedures give teachers early knowledge of the children's strengths and weaknesses and form an effective framework for planning. The detailed, continuous assessment of children's personal development by all staff enhances this process. Very good relationships form the basis for the positive and caring atmosphere which underpins the children's very good personal and social development. Teaching is good and routines are well established and children know what is expected from them. For example, they pay attention and sit correctly before they begin their work with letters and words. Children achieve well because staff set high standards with clear boundaries and guidance. Confidence and independence are promoted in a number of ways. Children make choices about which activity to pursue and there are other opportunities to show initiative. They are generally helpful; they respect each other and there is a wide range of good resources available to them.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

#### **Main strengths and weaknesses**

- Good teaching enables children to achieve well.
- The emphasis on developing children's speaking and listening helps them to improve their more general language skills.
- Parental help with reading at home makes a good contribution to children's achievement.

## Commentary

46. Communication, language and literacy skills are well taught and underpinned by good planning so children achieve well. The majority are on course to meet the expected goal for language and literacy development. A considerable number are set to reach the higher standards associated with Year 1 work, especially in reading. All the children, with their parents, regularly choose a reading book to take home and this reinforces the good, more formal teaching done in class. Children are carefully encouraged to talk about the characters and the story. The teaching of sounding words out or phonics is particularly effective in promoting good reading and writing. Children make good progress because their practical involvement in tasks such as pinpointing the vowels in their name reinforces learning. Children recognise letter shapes and sounds. Nearly all know their name and many can write it. A few are beginning to write words in meaningful strings. Staff ensure that literacy and language are learnt in many different contexts. Children who were involved in role play as shopkeepers were taught a new vocabulary, such as yeast and rising. One reason for the good development of language and literacy is that every opportunity is taken to extend speaking and listening skills, for example they discussed shapes during a maths session. Children are good at speaking and listening, partly because it is such a strong focus in the class, but also because the stress on independent learning increases their confidence. Their written work indicates that they are taught handwriting in a systematic fashion.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Good teaching and fun activities enable children to achieve well.
- Regular and frequent reference to number helps children develop their understanding.

## Commentary

47. Mathematical development is well taught and children learn well. Some children are working at levels higher than expected for their age and will exceed them in some aspects of the subject by the time they start the National Curriculum. Children sort and match by different criteria, can form their numbers correctly, and many can count backwards and forwards beyond 10. Several children are able to add and subtract simple numbers. They are beginning to use mathematical language well and use words such as “more” or “less” correctly. Well planned, fun activities result in good learning about pattern. A factor in the good mathematical development is the frequent reference to numbers and concepts during the whole day, as occurred during their cake making task and when the children sold them.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Good teaching and relevant activities ensure that children achieve well.

## Commentary

48. Detailed planning indicates that a range of topics are covered. Effective use is made of first-hand experiences, such as comparing current photos with pictures of themselves as babies, developing understanding of time and human development. Family pets were brought into school to help children learn about animals and how to care for them. Good use of their environment, including nature walks and practical activities such as pond dipping, extend

horizons. The making of pasta shakers allowed children to use their senses to learn about sound, helped by very relevant prompts from support staff. Children could talk with confidence and competence about computers and about the seaside, which had been a recent focus.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Teachers demonstrate activities very well, enabling pupils to learn very effectively.
- The use of a good range of equipment and the external environment helps pupils achieve very well.

### **Commentary**

49. Children enjoy their physical activities and the chance to improve, for example, their skipping skills. In the one lesson seen, the teaching was very good. Two teachers worked together very well and there were very effective warm-up sessions and references to the changes in the body at the beginning and end of exercise. Teachers were adept at modelling the correct movements and in encouraging children to express their own ideas. Good speaking and listening skills were apparent, as was the children's knowledge of the teachers' high expectations about behaviour. Other aspects of the curriculum such as mathematical development were well honed through an emphasis on counting and shape. Children made very good progress in their balancing skills and awareness of themselves and others in space. The good range of equipment and high quality of the external environment successfully extend pupils' motor skills. Physical development is very well planned, with great attention to detail.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Good planning and careful assessment help children learn well.

### **Commentary**

50. Children are given many opportunities for imaginative role play activities. Teaching is good so pupils achieve well. Teachers plan a wide range of activities to support learning and assessment records indicate that children achieve well. Every opportunity is taken to link creative activity with other aspects of the child's development. Children are proud of their art and keen to talk about their prints of real fish. Pupils were adept at choosing their own colours when making a collage of a yacht which related to their story telling time and their seaside experiences. No music making was observed in lessons during the inspection, but the children enjoyed singing with others during the Summer Solstice Concert. They sang tunefully and knew the words.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Good teaching and learning in Year 6 classes result in standards of reading and writing that are above average.
- Pupils in Year 2 achieve standards that are above average in reading, but below average in writing.
- A new, committed co-ordinator has introduced a number of positive measures that are beginning to improve standards.
- There is insufficient use of ICT to enhance the English curriculum in Years 3 to 6.
- The teaching of language and literacy across the curriculum is not structured.

#### Commentary

51. Pupils enter the school with broadly average attainment but they do not make the expected progress in writing. Some letter formation and more advanced handwriting skills have been slow to develop. So has the ability to write words and simple sentences, although the pace of learning has quickened in the past few months. Pupils are beginning to benefit from a more formal approach to punctuation and other aspects of English. Spelling tests have been re-established. However, these initiatives began too late to have had a major impact so standards in writing are below national expectations, especially for the higher attaining pupils.
52. Pupils' speaking and listening skills in Years 1 and 2 are satisfactory. The majority of pupils listen carefully and are able to make suitable responses. Most speak reasonably clearly and have an appropriate vocabulary but the main points of a discussion are not always sufficiently stressed.
53. Pupils' skills in reading are better. By the time they leave the Year 2 class, a third have reached reading levels above those expected. All pupils, even those who are finding reading hard, make a positive attempt to read independently and use a range of strategies when encountering a difficult word. The overall achievement of the Year 2 class is satisfactory, being good in reading, but hindered by unsatisfactory progress in writing. Speaking and listening are satisfactory throughout the school.
54. These above average standards in reading continue throughout Years 3 to 6, with pupils extending their ability so they can pinpoint the evidence to explain a particular point of view. The majority are fluent and would be very good readers if expression was more variable. Pupils make effective use of content pages and indexes and their library skills are well developed.
55. The good reading underpins and stimulates good writing that is a feature of the Year 6 work. Pupils write in a variety of formats and styles that maintain interest and promote positive attitudes towards learning. Spelling and grammar are methodically taught and a constant stress on the meaning and the expressive use of words helps pupils improve the quality of their writing. However, this good use of words does not enhance teaching and listening skills because there are too few opportunities for each pupil to talk in a variety of contexts, including formal ones. This restricts their ability to reach the high levels of attainment and overall standards are average.
56. Teaching in classes and over time is satisfactory overall, and in the top classes both aspects are good. Lessons in other classes are well planned with clear learning objectives which are systematically taught. Teachers know their pupils well and generally the written tasks are well

matched to their ability although this is not always the case for some higher attaining pupils. Higher standards are not always promoted and teachers' observations sometimes lack challenge. Consequently, a buzz of intense involvement was not common, although relationships are good. Overall, standards are average and achievement is satisfactory, but pupils with special educational needs achieve well. This is because of good one-to-one support which relates well to their individual education plans. Well structured and intense teaching of small groups of Year 2 pupils facilitates good progress. Homework is effectively used to reinforce and extend learning throughout the school and older pupils benefit from the focus on extended writing. Books are regularly marked but often comments do not refer to what the pupil has to do in order to improve. ICT does not satisfactorily support teaching and learning in Years 3 to 6.

57. Teaching and learning in the Year 6 classes are good. In addition to the positive features of teaching that was seen in other classes, Year 6 teachers have high expectations for all pupils and promote a fast pace of learning during lessons and over time.
58. Leadership and management are satisfactory. A newly appointed teacher, with other major responsibilities, was given the role of co-ordinator in September 2003 following a period when the subject had been without strong leadership for a number of years, due to staffing difficulties. Satisfactory planning and assessment are now in place. However, pupils do not benefit from a strong whole school team approach to ensure continuity and promote excellence in all classes.
59. Improvement since the last inspection is satisfactory with standards by Year 6 being maintained.

### **Language and literacy across the curriculum**

60. Language and literacy across the curriculum are satisfactory. Pupils listen attentively in class and are keen to respond. All subjects stress the use of well spelt, correct vocabulary. There are examples of extended writing in humanities throughout the school and young scientists write poems about life. There are good strategies for using time at home to extend reading skills and love of books. However, pupils' competence in all areas of literacy across the curriculum is limited because there is no whole school, coherent approach and not all subject co-ordinators are fully involved.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards in Year 6 are above average.
- Good planning ensures that the curriculum is broad and balanced.
- Better teaching in Year 6 means that these pupils make good progress, although inconsistent teaching elsewhere in the school leads to inconsistent achievement.
- Leadership and management are good and the coordinator knows the strengths and weaknesses of the subject well.

#### **Commentary**

61. Results in mathematics have improved steadily since the last inspection, except in 2003 when there was a decline. The standards achieved by the current Year 6 classes are above those expected. Pupils in Year 2 are attaining standards that are expected for their age. Achievement is satisfactory, but there are variations between classes. In the Year 6 classes, pupils make good progress, making up for previous inconsistencies.

62. Teaching is generally satisfactory, but varies between classes. The inconsistency in teaching means that pupils' progress through the school varies between classes. However, better teaching in Year 6 compensates for gaps in previous learning and so pupils achieve above average results. In better lessons teachers have good subject knowledge, so they use accurate vocabulary and plan well for all levels of ability. Where there is good teaching the pupils are very well motivated, work at pace and are challenged to move onto the next level of learning and all pupils, including those with special educational needs and the more able, make good progress. For example, in the better lessons observed, the teacher's high expectations ensured that all pupils worked hard and achieved well. In less effective lessons, the work was occasionally not suitable for all pupils, especially a few who were higher attaining, and consequently they were not always challenged sufficiently.
63. Overall assessment is satisfactory. Thorough and regular assessments are made with good analysis of trends. These are then used effectively to inform or amend future planning and set targets for the pupils to achieve. The standards of teaching and pupils' work are well evaluated by the co-ordinator and head teacher and appropriate action taken, with the result that standards have improved. The standard of marking seen was good as it contained many positive and constructive comments. However, generally pupils are not clear about precisely how well they are doing and the areas they need to concentrate upon in order to improve.
64. The co-ordinator is enthusiastic and has a clear vision for the subject. Detailed long term planning for the subject ensures that all aspects are covered soundly. Careful monitoring and advice to teachers have improved the consistency of teaching throughout the school. There is a satisfactory range of resources, which are used soundly. The use of ICT in mathematics was an issue at the last inspection and although this has improved, the lack of suitable equipment means further development is still needed.

### **Mathematics across the curriculum**

65. The use and development of pupils' mathematical skills in other subjects is satisfactory. In ICT, design and technology, geography and history pupils use their data handling skills to present ages, dates or statistics in the form of line or block graphs. Teachers' planning shows that mathematics has been planned in other subjects, but is still in the early stages of development.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils make good progress in the older classes because teaching is carefully planned to meet the needs of pupils.
- Although teaching is satisfactory overall, it is inconsistent between classes though some is very good.
- Assessment is inconsistent between classes and although some is detailed and informative to teachers, there is insufficient feedback to pupils so they are not clear about how to improve.
- A good range of work is covered because longer term planning is good, but there are too few opportunities for pupils to learn to develop their skills of investigation or to use ICT.
- The coordinator has begun to monitor the subject, but as yet, this has had limited impact on improving standards.

#### **Commentary**

66. Standards in Year 6 are in line with those expected and this reflects test results over recent years, except in 2002 when pupils' skills in experimenting and investigating were less well developed. Although the proportion of pupils gaining higher levels has improved well, pupils' achievement is satisfactory, although their progress varies between classes because the

quality of teaching is inconsistent. In Years 5 and 6, pupils make better progress and recover from some earlier gaps in their education.

67. Teaching and learning are satisfactory, but the inconsistency between classes prevents pupils' achievement from improving further. In lessons where teaching is better, the activities are exciting and pupils are clear about the purpose of the lesson. The pace of the lesson, explanations and demonstrations and the summary of the lesson all contribute effectively to pupils' achievement. For example, in a Year 4 lesson when pupils were learning about different habitats through a pond dipping exercise, pupils were discovering the range of flora and fauna inhabiting the school pond and comparing this with the wildlife they had discovered in a previous lesson when they visited a woodland environment. Pupils leaned very well because the teacher maintained a very clear focus on the purpose of the lesson, despite the exciting distractions, and through a carefully planned introduction and summary, ensured that pupils' attention focussed on habitats, adaptations and comparisons with previous experience and learning. This was achieved through careful lesson planning, which was linked to an accurate assessment of the learning experiences that pupils need. In contrast, other lessons on the same interesting topic were less effective, because the teacher's expectations of some pupils were too low, the pace of the lesson moved slowly at times and a few pupils were confused because the purpose of the lesson was not clear to all of them.
68. Teachers' assessment of their pupils is satisfactory overall but varies between classes. Where it is more detailed and accurate, the planning of lessons ensures that all pupils are fully challenged by the work. Generally teachers' marking, while regular, gives insufficient information to pupils to help them to know what they are doing well and what they need to improve.
69. The range of work that pupils have covered is good and the good longer term planning has ensured that they make satisfactory progress, despite the inconsistencies in teaching between classes. However, there are too few opportunities for pupils to develop their skills of experimentation and investigation. For example, pupils have learned very few ways to record their work and they tend to rely upon the teachers for directions and ideas about how to do so. There are also too few opportunities for pupils to use ICT, for example, to help them record findings, or use sensors or digital microscopes.
70. The leadership and management of science are satisfactory and the coordinator has a sound vision and understanding of the strengths and weaknesses of the subject. Although teachers' planning and pupils' work are being monitored, and as a result the teaching of higher attaining older pupils has been improved, there have been few other effects on the development of the subject. Improvement since the last inspection is satisfactory. Although standards in Year 6 have declined, the level of achievement has been maintained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards by Year 6 are below average and pupils' achievement in Years 3 to 6 is unsatisfactory.
- There is insufficient equipment for teachers to use to help pupils develop their skills.
- Teachers make good use of the computers in their classrooms to try to help pupils develop their skills.
- In some lessons, teachers explain and demonstrate the use of ICT well.



## Commentary

71. The lack of an ICT suite or other facility to allow the teaching of ICT as a discrete subject is affecting pupils' achievement so that they do not learn as well as they should in the older classes and consequently their standards are lower than would be expected. As a consequence of lack of computers, the amount of work that pupils cover is less than expected, but teachers do ensure that all pupils have full access to the statutory requirements for ICT. They achieve this through the use of a wide range of approaches to teaching the subject and linking these to pupils' opportunities to practise their skills through the use of effective rotas and monitoring of pupils' time at the computer.
72. The achievement of pupils in Years 1 and 2 is satisfactory as they are able to use the classroom based computers to develop their skills and this just gives sufficient opportunity for them to gain standards that are in line with those expected. For older pupils, the lack of opportunities has a more detrimental effect as the skills they need to learn become more complex and therefore by this age their achievement is unsatisfactory.
73. Teaching is satisfactory. Throughout the school teachers use their classroom based computers as well as they can, for example using them to give opportunities for pupils to use email, the internet for research and the development of the use of word processing and spreadsheets for data handling. Teachers provide lesson time to explain and illustrate techniques and skills in ICT, but the lack of computers means that only a few pupils can try activities using ICT, while others use paper and pencil to generate ideas and then practise their skills later. While teachers' careful and scrupulous monitoring of pupils' opportunities ensures that all pupils have the necessary experiences, the delay for some pupils between the teaching and the opportunity for practice affects their achievement. Control technology and the use of ICT for design and sensor activities are covered in a satisfactory way through the school's link with a nearby secondary school.
74. Generally, teachers provide good explanations and demonstrations, with a clear purpose to the lesson, to show pupils how to develop their skills. For example, in a Year 2 class, the teacher used the data projector to illustrate how pupils can use the keyboard to change text by using various different fonts, colours and size. Pupils were assisted in their understanding by being given keyboards to look at while the teacher explained. However, because the keyboards were not connected to computers, pupils were unable to try out the skills being demonstrated. As there were only two computers available for pupils to use, they were unable to practise until it became time for their turn. As a result pupils' achievement was limited, although the teacher had provided a good explanation.
75. The assessment of pupils' work is satisfactory and pupils' work is marked regularly, but pupils are not sufficiently clear about how well they are doing and what they need to do next to improve. The coordinator for the subject has recently undertaken the responsibility and in this short time, the leadership and management of the subject have been satisfactory. He has a clear vision for the future of the subject, is aware of the weaknesses and has plans for development.
76. Improvement since the last inspection is unsatisfactory as although standards have remained the same, the lack of sufficient computers remains a weakness.

## Information and communication technology across the curriculum

77. The use of ICT to support learning in other subjects is unsatisfactory and varies between classes. In one Year 2 class, good use is made of the internet for research in history and geography, while in some other classes it is satisfactory. In some classes ICT is used for data handling in mathematics. However, there are many missed opportunities for use in other subjects, for example for redrafting writing in English. Where ICT is being used, pupils' general lack of skills means that it is at a simple level, and pupils have too few opportunities to practise and use more complex skills as part of their learning in other subjects.

## HUMANITIES

*History, geography and religious education were sampled. As a result of timetable constraints, it was not possible to observe sufficient lessons of religious education to allow a judgement of provision.*

78. From the one **geography** lesson seen, which was about the seaside, teaching was good and moved at pace. The enthusiastic approach of the teacher was infectious, which ensured that the pupils were thoroughly attentive and made good gains in their learning. The two residential visits in Years 4 and 6 make a good contribution to the pupils' geographical knowledge. From pupils' work, it could be seen that there is sound coverage of the curriculum, pupils make satisfactory progress and at standards that would be expected for their age. The leadership and management of the subject are satisfactory.
79. From pupils' work it could be seen that there is good coverage of **history** and that all pupils make satisfactory progress, attaining standards that are those expected for their age. Work seen on the Victorians and Tudors was extensive, interesting and the pupils completed a good quantity of well-presented work. There is a good range of planned visits and trips to enrich the history curriculum and enhance the pupils' knowledge. There is also a good quantity and quality of historical artefacts to enrich the pupils' learning. The subject is led and managed soundly by a knowledgeable and enthusiastic coordinator.
80. In the one **religious education** lesson seen about the story of Moses, pupils were achieving well because they were interested and engaged well. The teacher's good use of questions, clear explanations and effective links with other subjects together with a good pace to the lesson meant that pupils learned well and they were clear about the purpose of the lesson. From pupils' work and displays around the school, it could be seen that by Years 2 and 6 standards are as expected for their age in the locally agreed syllabus, as they were at the time of the last inspection. Pupils learn about the beliefs, values and festivals of a range of different faiths, including Christianity, Sikhism, Judaism and Hinduism. They learn about the ritual, practices and buildings associated with different faiths and also have the opportunity to reflect on important events such as Remembrance Day, representing satisfactory coverage of the subject.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design, design and technology, music and physical education were sampled.*

81. In the one lesson of **art and design** that was seen, teaching was good. Pupils were involved in finishing papier mache pots and creating a suitable decoration. Pupils benefited from the teacher's helpful practical demonstrations and as a result they worked carefully and purposefully. From pupils' work and displays around the school it could be seen that Year 5 pupils produced colourful collages and when interviewed, pupils could talk about doing still life drawings and the importance of line and tone. Pupils in Year 1 and 2 use crayons to create seaside pictures and did good observational drawings of flowers.
82. Although some classes had a good range of art work on display, especially in Years 1 and 2, this was not always the case. There is no consistent approach to the development of class or individual art portfolios, although older pupils use sketchbooks. The co-ordinator, new in September 2003, has not yet monitored all teachers' planning so it is difficult for her to track the development of knowledge and skills and the use of a range of media. The use of external specialists to stimulate artistic development is limited.
83. No complete lessons of **design and technology** were seen during the inspection. Teachers' planning shows a broad and satisfactory curriculum with good references to the importance of pupils' planning and evaluating as they design and make artefacts. Pupils throughout the school were seen using good prompt sheets to extend these important aspects of design and

technology. Pupils enjoy design and technology and attain standards that are as expected for their age. Year 2 pupils were very involved in making models of houses that were burnt during the Great Fire of London and had used computers effectively for research. There were good cross-curricular links with their history. Pupils were seen designing and making papier mache pots and working with textiles, with careful teaching of needlework. They had made moveable masks and biscuits and Year 2 pupils could talk about their attempts to design a pulley system to lift a favourite story-book character.

84. The subject is led and managed soundly by an experienced co-ordinator who has devised a well organised subject handbook and has tried to extend the experiences of the pupils through the use of specialist help from outside the school. Teachers' planning is monitored in a satisfactory way.
85. In the one **music** lesson seen, teaching and learning were unsatisfactory. Ineffective use of space and weak classroom management skills resulted in inattentive pupils who made little progress. However, all Year 2 and 3 pupils learn to play the recorder. They are taught in small groups by a well qualified teaching assistant. In these situations, learning is good and pupils gain a sound knowledge of the basic techniques. They are systematically taught to read music. An after-school club enables pupils who are more interested or gifted to reach higher standards. Reception and Year 1 and 2 classes took part in a Summer Solstice concert. They sang tunefully and knew the words to the songs they sang. Pupils in a whole school assembly sang well, with sensitivity and careful regard to tempo and pitch. Spiritual education was enhanced. There is a choir for junior pupils.
86. The choir and the recorder players perform publicly during concerts and take part in music festivals. Older pupils are given the opportunity to take part in singing and percussion workshops. The school arranges for guitar lessons to be available and has good links with the peripatetic teachers. A new music scheme has been introduced which not all teachers are fully following. This presents problems for the progressive development of musical skills and knowledge. The co-ordinator has already identified a greater focus on learning about composers and more workshops and visiting musicians as additional targets for future development.
87. In the one lesson of **physical education** that was seen, teaching was satisfactory. From the evidence gained by talking to pupils and teachers it is evident that there is satisfactory coverage of the whole physical education curriculum, including outdoor adventurous activities. There are good opportunities to learn how to swim and the school reports that nearly all Year 6 pupils attain the national target of being able to swim 25 metres. The two residential visits make a good contribution to the pupils' physical education experience. Extra-curricular activities are a growing area and the school has been recently successful in competitive fixtures. The accommodation for the subject is good, with extensive grounds, two halls and an indoor heated pool. The subject is led soundly by a knowledgeable and enthusiastic coordinator.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*This area of the curriculum was sampled.*

88. Only two lessons were seen in this subject and there was little past work completed by the pupils that could be used to evaluate the standards achieved. In the lessons seen, teaching and learning were very good. In a Year 3 lesson about friendship, pupils were exploring their understanding and views very well through the stimulating, enthusiastic and challenging teaching. In the other lesson, also about friendship, a Year 4 class were learning about empathy very well through the very good subject knowledge of the teacher and the very well planned lesson. The school plans well for pupils' personal, social and health education and citizenship through specific lessons and in other subjects of the curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*