

# **INSPECTION REPORT**

## **LYDD PRIMARY SCHOOL**

Lydd, Romney Marsh

LEA area: Kent

Unique reference number: 118560

Headteacher: Mrs F Warren

Lead inspector: Mr Jed Donnelly

Dates of inspection: 16 - 18 March 2004

Inspection number: 256804

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 to 11
Gender of pupils:	Mixed
Number on roll:	298
School address:	20 Skinner Road Lydd Romney Marsh Kent
Postcode:	TN29 9HN
Telephone number:	01797 320362
Fax number:	01797 321814
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Barbara Walsh
Date of previous inspection:	18 May 1998

## CHARACTERISTICS OF THE SCHOOL

Lydd Primary School caters for pupils aged four to 11. It is situated close to the Romney marshes. The area is one of very unfavourable social and economic conditions. This is a two form entry school, with 298 pupils on roll, and bigger than the average sized primary school nationally. The school has similar numbers of boys and girls on roll. Attainment on entry to Year 1 is well below the national average. There are no pupils with English as an additional language. The majority of pupils come from white British backgrounds and there are small proportions from other ethnic heritages. The number of pupils eligible for free school meals is close to the national average. The number of pupils entering and leaving the school other than at the normal times is high. Of the pupils in Year 6 in 2003 only 46 per cent were in the school four years earlier. Twenty three per cent of the pupils have special educational needs, which is above the national average. There are a few pupils with statements of special educational needs. The area experiences very severe teacher recruitment and retention difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32670	G Saltmarsh	Lay inspector	
23487	P Kitley	Team inspector	English Geography History
34532	H Wiseman	Team inspector	Art and design Design and technology Music Religious education Special educational needs
24097	G Pedrick	Team inspector	Science Physical education Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Lydd Primary is an improving School. It gives its pupils a satisfactory education.** Most pupils achieve as well as can be expected as a result of sound teaching and learning. Standards are below average overall. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Provision in the reception class is very good.
- Standards in art and design are very good.
- All pupils achieve well in their personal development as a result of good support by all staff; they demonstrate good attitudes to learning. Tolerance, harmony and social development are promoted well.
- Pupils' relationships with each other are good and they demonstrate highly improving levels of confidence and self-esteem, and good behaviour.
- Standards are below national levels in English, mathematics and science.
- Teaching and learning are often very good in reception and good in Year 2 and Year 6. The senior management team is not effective enough as a group in taking action to secure improvement.
- Gains made by more able pupils by the end of lessons are not assessed carefully enough in mathematics and, as a result, subsequent work sometimes lacks challenge.

Since the previous inspection in May 1998, the school has made sound progress in spite of severe difficulties of recruitment and retention of staff. The statutory requirements identified then have now been addressed. The school has been less successful in improving the quality of its middle management. This is a weakness which the school identifies as an area for improvement. The headteacher and governors have addressed most of the minor weaknesses and issues identified in the previous report.

### STANDARDS ACHIEVED

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

*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.*

**The achievement of pupils, including almost a quarter identified as having special educational needs, is satisfactory.** The overall provision for children in the Reception classes is very good. Children start their reception year with standards that are well below those expected for children of this age. They make good progress and achieve well in all areas of learning, reaching close to, yet still below, the expected standards when they start the National Curriculum in Year 1.

Standards attained at the end of Year 2 in the 2003 national tests were above average in reading, average in writing and very high in mathematics. In comparison to similar schools, standards were the same. Standards in the pupils' work and in lessons are average. Standards at the end of Year 6 in the 2003 national tests were well below average in English, mathematics and in science. In comparison to similar schools, standards were also well below average and were in the bottom five per cent nationally in mathematics. Standards are average at the start of Year 3 but many pupils,

over 46 per cent, leave or join the school before the national tests in Year 6. This means that comparing the results is unreliable, and does not reflect the school's effectiveness. A large number of pupils who join late have low attainment. Their progress is satisfactory. Given this very high mobility, achievement is satisfactory overall. Standards in art and design are very good. Standards in all the other subjects, including information and communication technology (ICT) and religious education, are broadly satisfactory. The standards currently being attained by pupils in Year 6, including those with learning difficulties, are better than those achieved in the 2003 tests as a result of more stable staffing throughout the school.

**The pupils' personal qualities are developed well. Their spiritual, moral and social and cultural developments are good overall.** The pupils behave well and have good attitudes to their learning. Relationships between staff and pupils and the promotion of tolerance and respect for other cultures are also good. Pupils' attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. The quality of teaching is sound overall,** and as a result, all pupils learn satisfactorily. Teaching is consistently good in Year 6, where the best teaching is in ICT and English. Teaching in the Reception classes is very good. Because of this, children enjoy learning and acquire basic skills of literacy, numeracy and personal and social development effectively.

The quality of care and guidance given to pupils is satisfactory. The curriculum provided is satisfactory, with a good range of after-school clubs. The school's partnership with parents is satisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management are satisfactory.** The leadership of the headteacher is good. Governance is sound.

Key governors and senior managers have a good knowledge of what works well and what needs improving, although action has been taken; insufficient progress has been made to secure improvement. However, they are now clearly focused on improving the quality of teaching and learning even further. The school is in an area with significant difficulties regarding teacher recruitment and retention, and these factors have slowed its rate of progress in Years 3-6. The support staff are effective and provide good support to pupils' learning and pastoral care. The headteacher has been successful in building this team. The governors ensure that the school meets statutory requirements.

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

Pupils are generally supportive of the school. Parents feel the pupils are well taught but have justifiable concerns about the effects of the very high turnover of staff. Pupils are particularly enthusiastic about their teachers and the clubs after school.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, especially in language acquisition, spelling and writing in Years 3 to 6.
- Raise standards in mathematics, especially for higher attainers.
- Raise standards in science, especially in investigative work.
- Improve the effectiveness of the senior management team.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is satisfactory overall, and very good in the Foundation Stage.

#### Main strengths and weaknesses

- Current standards of work in Year 6 are below those expected nationally in English, mathematics and science. Challenging targets are set.
- In the reception classes, all children achieve very well, given their low levels of attainment on entry, and overall they are on track to reach the expected standards by the start of Year 1.
- Standards in art and design are very good.

#### Commentary

1. Pupils' achievements are satisfactory; pupils of all abilities, gender and ethnicity achieve satisfactorily in English, mathematics and science by the end of Year 6. Pupils achieve well in their personal and social development. At the end of Year 6 in the national tests 2003, standards were well below average in English, mathematics and science. There is no consistent difference between the test results of boys and girls. Pupils with learning difficulties achieve soundly in relation to their targets. The school's results have been improving at a similar rate to the national trend. The headteacher has successfully led the school through a period of instability caused by severe problems with recruitment and retention of staff, illness and the current absence of the assistant headteacher. This has affected the ability of the leadership team to monitor the school's performance and tackle inconsistencies in Years 3 to 6. As a result, pupils' performance in national tests at the end of Year 6 lags well behind similar schools.
2. Standards in English are rising currently because of the school's focus on reading. In 2003, standards in reading at the end of Year 2 were above average, and they were average in writing. Standards in mathematics observed were satisfactory overall, as a result of clear focused teaching on basic skills.

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

Standards in:	School results	National results
Reading	16.7 (16.7)	15.7 (15.8)
Writing	15.1 (15.7)	14.6 (14.4)
Mathematics	17.4 (17.4)	16.3 (16.5)

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

3. Of the 2003 Year 6 cohort, only 46 per cent of pupils were in the school four years earlier in Year 2. This is very high mobility. Many of the pupils who join the school at different times have a lower attainment profile than those who left. These pupils achieve as well as they should from a low baseline. In comparison to similar schools, standards are well below average.



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

Standards in:	School results	National results
English	24.8 (26.1)	26.8 (27.0)
Mathematics	23.9 (26.1)	26.8 (26.7)
Science	27.3 (27.0)	28.6 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

4. The trend of improvement over the last four years is in line with the national trend and is due largely to the positive leadership of the school. Pupils with learning difficulties make sound progress in these subjects because of the good support they receive.
5. The standards currently being attained by pupils in Year 6, including those with learning difficulties, are better than those achieved in the 2003 tests as a result of more stable staffing throughout the school.
6. Standards in Years 3-6 are not as high as in Years 1 to 2 because of the higher turnover of teachers that these pupils have experienced in the past. Many pupils have not received teaching of a consistently high quality in the past. This is not the case now and, as a result, standards are rising.
7. Pupils' literacy and mathematical skills by the end of Year 6 are below average. Standards in ICT and religious education are satisfactory. Standards in art and design are high, due to very good provision. In all other subjects sampled, standards are close to those expected.
8. Attainment on entry to the reception class is very much below the expected level, particularly in language and social and emotional development. Most children in reception are likely to meet the expected levels by the end of the reception year. They achieve very well because of the high quality of leadership and the number of adults who provide a good curriculum that is focused on developing the basic skills of English and mathematics.
9. A very high proportion of pupils with special educational needs have specific learning difficulties. Pupils with special educational needs all make satisfactory progress and many make good progress against their individual targets. Their needs are quickly assessed, targets are carefully set for them and their progress is regularly checked. They are well supported by teachers, skilled and dedicated teaching assistants, a part-time learning support teacher working with pupils from Years 3 to 6 and good support from local support services. Teachers make sure that these pupils are fully involved. Tasks are differentiated and appropriate to their needs but, when they are required to do the same work as other pupils, they are well supported by the teacher or well-trained teaching assistant. This helps them to be fully involved in lessons.

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

Pupils' attitudes and behaviour are noticeably good in and around the school. In general, behaviour in lessons is good. The provision for pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory and improving.

### **Main strengths and weaknesses**

- A good ethos of mutual trust and respect underpins the development of positive attitudes to learning.
- Pupils have a strong sense of ownership and of belonging to the school.
- Pupils are confident and, by the time they leave, have acquired good social skills.
- Pupils with emotional or behavioural problems are supported in order for them to learn.

- Opportunities for creativity in the curriculum promote pupils' personal development, particularly through art and design and music.
- Pupils whose behaviour is occasionally challenging are fully included in the life of the school.

### Commentary

10. Pupils' attitudes and behaviour around the school are good. They respond well to staff expectations as to how they should behave, obeying simple yet clear rules. In general, behaviour in lessons is also good. Occasional and potentially challenging behaviour in lessons is well managed by the staff. The ethos of mutual trust and respect across the whole school community underpins the positive attitudes pupils have to their school and its community. During the inspection the courtesy of the pupils was noticeable and visitors to the school receive a warm welcome. In the playground these attitudes continued. Pupils treated each other with mutual respect and played well together. They were confident, talkative, and were very happy to discuss all the positive aspects of their life within the school. The playground was well supervised by staff who were involved with the pupils' various activities, all contributing to a harmonious atmosphere and better learning.
11. A number of pupils have personal behavioural or learning difficulties. By good management from teachers and teaching assistants, any potential disruption to lessons is mostly well anticipated and minimised, thus reducing possible interruption and thereby improving the learning atmosphere.
12. As a result of the school's overall good provision for their spiritual, moral, social and cultural development, pupils grow in confidence and maturity. Children's personal and social development in the reception classes is good. Spiritual development is good. Assemblies are interesting and interactive, often including visiting clergy, and involve pupils in stories such as personal values and what is important in our day-to-day lives.
13. Social development is good; pupils are encouraged to take full responsibility for themselves and their actions and they know what is expected of them. Personal, social and health education is taught within the overall school curriculum. Through class discussion children are encouraged to learn the skills of listening, to be supportive and reflect upon class rules. Pupils are often encouraged to work together, sometimes in pairs; they co-operate well in assisting others in answering questions or completing a task. Adults in the school provide a strong role model for the pupils with positive interaction, for example by teachers' sensitively guiding pupils to reach a correct answer through the use of clues and prompts.
14. Pupils' cultural development is good. Other religions are understood and celebrated. There is a strong emphasis upon the visual arts and music to appreciate and understand other people's lives, culture and religion.

### Attendance

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

Authorised absence	
School data:	5.7
National data:	5.4

Unauthorised absence	
School data :	0.9
National data:	0.5

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

15. Attendance is satisfactory since September 2003 and is an improving trend. Overall, the majority of pupils attend regularly and on time. The school promotes good attendance, but a small minority do not attend regularly or make any effort to be punctual. The school is aware of

the pupils concerned and the social issues involved. It continues to support and encourage the families concerned.

## Exclusions

### *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	204	1	0

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

16. The inspection team judges this one fixed term exclusion to be appropriate.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, including the curriculum and the quality of teaching and learning provided by the school, is satisfactory overall. The school has satisfactory links with parents and the care and welfare given to pupils is sound.

### Teaching and learning

Teaching and learning are satisfactory, overall and very good in the Foundation Stage and good in Year 2 and 6. Assessment is satisfactory.

### Main strengths and weaknesses

- Teaching for children in the reception classes is very good, good in Year 2 and consistently good in Year 6 because teachers plan and prepare lessons well overall.
- Most teachers plan effectively and engage pupils in learning as a result.
- Teachers have good relationships with pupils and manage their behaviour well.
- Learning support assistants make a strong contribution to pupils' learning.
- Teaching and learning in art and design is very good
- Teachers' marking is not always consistently applied and does not always inform pupils about how they can improve their work.

### Commentary

#### *Summary of teaching observed during the inspection in 32 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	5 (16 %)	5 (16%)	20 (62%)	0	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.*

17. Although there have been many problems with recruitment and retention of teachers in recent years, the quality of teaching is now at the same satisfactory position as in the last inspection. Parents are happy with the quality of teaching their children receive. Children enter the reception class with attainment well below that expected nationally for their age, and in social and language development, standards on entry are poor. Very good teaching in the reception classes enables children to learn well. Lessons are well planned to incorporate the six areas of learning appropriate for reception aged children. Staff make sure that activities are interesting and tackle the essential areas of need, especially in the development of social and language skills. Children learn well in these areas in particular, given their very low starting point on entry, and progress is rapid.

18. Most teachers have a satisfactory knowledge of the subjects they teach, are very conscientious, and plan and prepare their lessons very thoroughly. Teachers know what they want pupils of different abilities to learn and clearly communicate this to pupils. Lessons have a good structure. Where lessons are good or excellent, teachers demonstrate high expectations for pupils; keep them working hard and set challenging tasks that get pupils thinking and learning. Questioning is often good, which ensures that all pupils understand the purpose of the lesson, and are clear about what they have to do. In Years 3-4, teaching observed during the inspection was satisfactory but the scrutiny of work indicates that this has not been the case over time. The school is aware of the wide and varied needs of pupils in these classes and is developing an appropriately practical curriculum to match teaching more fully to the pupils' learning needs.
19. All staff treat pupils very positively. They praise and encourage them to do well. This promotes good attitudes, which affects how well pupils learn. In most instances, the staff manage pupils' behaviour well, which means that pupils concentrate well on learning tasks. There are good trusting relationships between pupils and staff. Pupils like teachers and learning support assistants and this helps them to tackle work with more confidence. Good support means that all pupils, especially pupils with special needs in each class, have opportunities to work intensively in small groups with much adult help. Teachers use 'individual education plans' effectively for these pupils to ensure they are working towards the targets identified.
20. The school has put in place systems for assessing and tracking pupils' attainment in English, mathematics, science, and in personal development in the reception classes. The statutory test results are thoroughly analysed so that staff have a clear picture of pupils' attainment. These data are used to plan subsequent work but this is not always consistently applied. These profiles are used well in the reception classes and ongoing assessments are an integral part of the teaching. Teachers do not always regularly mark pupils' work in all subjects. Although there are some good examples, marking could, in general, be used better to show pupils how to improve, as well as to encourage pupils to take greater responsibility for improving their own work. There are very few examples of pupils' being asked to correct their work and so learn from their mistakes in this way.
21. In most lessons, the teacher is well supported by a teaching assistant. Sometimes the assistant helps a child who has particular special needs or sometimes provides support for a group of pupils. The assistants, particularly in the infants, make an important contribution to the quality of teaching and learning. Assistants who work with pupils who have special needs keep them focused on the lesson and provide invaluable support when these pupils are tackling activities. Teachers play their part by making sure that the assistants are involved in planning, know what to do and they value the part their assistants play in pupils' learning. Specialist teaching for pupils with special educational needs in Years 3 to 6 provides a good balance of specific work to reinforce learning in whole-class lessons. The learning support teacher plans her flexible sessions with the pupils around individual education plan targets and class teachers' recommended targets.

## **The curriculum**

Provision is satisfactory. Enrichment opportunities are good. Accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- The curriculum for the children in the reception classes is very good, providing full access to the six areas of learning.
- The curriculum and pupils' learning needs are effectively supported by teaching assistants.
- Planning is good across the curriculum, with well-developed links across the curriculum.
- The school offers a good range of extra curricular activities.

- Gifted and talented pupils have not been effectively identified.

## **Commentary**

22. Curriculum planning and design in the reception classes are very good. As a result, children in the reception classes achieve very well and develop their abilities in all areas of learning. Staff have a very good understanding of the learning needs of children of this age.
23. Teachers and support staff are aware of the needs of pupils identified as requiring additional help and plan accordingly. Teachers value all contributions made by pupils, which develops their confidence and self-esteem very effectively. However, the school still has not effectively identified pupils who are gifted and talented, with the result that work is not always appropriately challenging and these pupils are not having their thinking skills fully developed.
24. The curriculum is well planned to ensure that links with other subjects are made. The new planning framework ensures that most work is appropriately differentiated and that this work is referenced to National Curriculum levels. Pupils have opportunities to take responsibilities and this has a positive effect on their self-esteem.
25. The pupils' learning is enriched by a wide range of extra-curricular activities and clubs, both within the school day and after school. There are good sporting links with other schools and with the neighbouring secondary school, and with clubs within the community itself. The school uses the local environment well to enhance its own resources and to make lessons more relevant and stimulating.
26. The curriculum supports the achievement of all pupils including those with special educational needs. Individual education plans with clear targets ensure that each pupil's needs are properly planned for in the lessons. Targets are not officially set until the pupil reaches Year 1 and particularly in Years 1 and 2 these targets are regularly reviewed and new targets set. The learning support teacher carefully oversees the work and progress of the older pupils with additional educational needs.

## **Care, guidance and support**

The school offers its pupils satisfactory care and guidance in a generally safe and supportive environment. Pupils' views are sought and acted upon soundly. The support, advice and guidance given to pupils based on academic monitoring are sound but are not yet in place for all pupils, particularly in Years 3-6.

## **Main strengths and weaknesses**

- Most parents view the school as a safe and caring place for their children.
- The whole school has an ethos of community, trust and care.
- Early years' induction programme is reassuring for pupils and parents.
- Some of the school's incident logs and risk assessments lack sufficient detail.

## **Commentary**

27. Pupils are provided with a caring and supportive environment overall. Child protection procedures are satisfactory. All staff know the pupils and their parents extremely well. Assessment and monitoring need further development to plan work that meets the needs of more able pupils and to do more to fully engage some parents to achieve this.
28. The school provides a secure environment for personal development, relationships and achievement. Staff work well together to encourage pupils to develop confidence, self-esteem and to learn. Older pupils are encouraged to care for and take responsibility for younger or less able ones and this was witnessed during the inspection when a pupil assisted a less able classmate during an art and design lesson, giving much of her time to show her how to complete a task.

29. Responses to the pupils' questionnaire and subsequent conversations with pupils during the inspection confirmed that most pupils felt that there was an adult they could turn to if they were worried about school. They know that bullying will not be tolerated and there was little tangible evidence presented to the inspection team that it existed in any substantial form.
30. Induction procedures are comprehensive and reassuring for both parents and children at the Foundation Stage. The school has regular contact with local playgroups and this develops as teachers visit, read stories and get to know the children.
31. Throughout the summer term children make regular visits to the reception class with their playgroup leaders. At other points in the year when children join the school the induction arrangements are satisfactory. Parents and carers are encouraged to participate in the process and the school says that it welcomes the opportunity to discuss and resolve any problems, which it regards as an ongoing process.
32. Staff are vigilant to ensure that all pupils are carefully supervised and safe at all times. Attention is paid to the health needs of individual children. However, although the school building is generally well maintained, there are some minor concerns that have been brought to the attention of the school during the inspection, which were dealt with effectively.
33. The accident book, though completed regularly, lacks sufficient detail. The school makes numerous outside visits; however, there are no written records of any risk assessments carried out beforehand, and this is unsatisfactory.
34. Members of staff work hard to give support and guidance to pupils with special educational needs so that they can achieve and are included in all that the school does. Pupils with special educational needs who are new to the school go through a special induction process in order that they settle quickly and happily into their new school.
35. The school has good links with the Local Education Authority Cognition and Learning Department and with Foxwood Special School who give advice on inclusion initiatives.

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

The school has a satisfactory partnership with parents, with other schools and links with the wider community.

### **Main strengths and weaknesses**

- Parents have broadly satisfied views of the school and appreciate the support it offers them as well as their children.
- The headteacher and staff work to engage parents in the life of the school.
- Links with the local community enhance and enrich the school curriculum.

### **Commentary**

36. The majority of parents are satisfied with what the school provides. Those who attended the meeting before the inspection were supportive of the school. They have confidence in the staff and believe the teaching to be good. Parents' responses in the questionnaire revealed that a small minority had some reservations in the way the school communicated and engaged with them. The inspection team agrees that this area of the work of the school could be improved.
37. The headteacher and her staff work to engage parents in the life of the school and in supporting their children's learning, and attendance at parents' evenings and other school functions is good. Some parents are individually involved in helping the school, on visits and various school functions and activities. There is a parents' association, which supports the school in raising extra funds.



38. The school's links with the local church and the wider community enhance and enrich the curriculum. The local vicar takes assembly at times and assists with religious education lessons. The children make visits to the parish church for some lessons and often meet other members of the community. Further examples include a strong link with the Town Council who invite the children to watch it at work and the local fire service who visit the school.
39. Local residents are all welcomed to school productions and discos arranged by the parent association are particularly popular in the area.
40. School newsletters are sent to parents at least every term. They are colourful and communicative.
41. The school's reports to parents are detailed and informative. There are positive descriptions of what the pupil can do and what has been achieved during the year. Reports could be further developed into a working document between the school, parents, and children. They lack space for pupils to comment and for information about target setting.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are satisfactory, overall. Leadership by the headteacher is good. The management and governance are both satisfactory.

### **Main strengths and weaknesses**

- The headteacher's vision for a caring school is good.
- The management of the Foundation Stage reception class is good.
- Governance is satisfactory, yet lacks rigour in calling the school to account for its performance.
- The school improvement plan does not provide the focus needed to guide developments.
- The school has made unsatisfactory progress to develop the monitoring role of senior managers.

### **Commentary**

42. The leadership of the headteacher is good. Her vision for a caring school, where each pupil is valued and cared for, is promoted well across the school. She has consistently shown enthusiasm and commitment in carrying out her duties and she has high expectations of both staff and pupils. She is knowledgeable about national initiatives for school improvement and in 2003 the school gained Investor in People status and the School's Achievement Award. The school improvement plan is thorough, detailed and aims to raise standards. However, it does not identify a limited number of key priorities and so lacks the focus needed to guide developments. The success criteria are not easily measurable because they do not link to relevant data which show the targets set for different groups. The amalgamation of the Infant and junior school in the past has not fully been achieved. For example, the management structure and organisation does not reflect a whole school vision and is a barrier to further improvement. The roles and responsibilities of senior teachers need to be delegated more by the headteacher and their tasks need to be monitored and evaluated to ensure action is taken to raise standards further and then followed up and evaluated. The headteacher has successfully led the school through a period of instability caused by severe problems with recruitment and retention of staff, illness, particularly among staff in Years 3-6, and the current absence of the assistant headteacher. This has affected the ability of the leadership team to monitor the school's performance and tackle inconsistencies in Years 3 to 6. As a result, pupils' performance in national tests at the end of Year 6 is behind similar schools.

43. The management of the school overall is satisfactory. Teachers and classroom assistants work closely together and share good practice. The wider team, including administrative, cleaning and catering staff, provides good support for the smooth running of the school. The management of the reception classes is very good and the children are making good progress in well resourced accommodation. There is a strong sense of direction in its action plan with success criteria that link clearly to the next phase of learning. Overall management of subjects is satisfactory. However, the school has made limited improvement in addressing the key issue from the last inspection to develop the monitoring role of co-ordinators. Performance target setting for teachers clearly identify that it is each subject leader's responsibility to improve teaching and learning through monitoring but, in practice, it is only the headteacher who monitors teaching and learning regularly. Although the school is committed to professional development for all staff, senior teachers receive insufficient training for their role. As a result action planned are not always fully implemented. This remains a barrier to improving standards.
44. The systems for the induction of staff new to the school and the profession are good. Teachers feel valued and speak well of the high levels of support they receive from the headteacher. School courses on 'Optional Learning', assessment and design and technology are closely linked to the priorities in the school improvement plan. They have increased awareness of different learning styles and, as a result, teachers use a variety of strategies to improve pupils' understanding. Other aids to raising achievement within the school include high quality displays of pupils' work in art and design, science, literacy and design and technology, pupils' willingness to work collaboratively and the good relationships between pupils and other adults.
45. The management and co-ordination of provision for pupils with special educational needs is satisfactory, given the small amount of time available to the co-ordinator. The deployment of teaching assistants is regularly reviewed so that those pupils who require it receive an appropriate level of support. The co-ordinator is looking to develop an effective system of incorporating the views of parents and pupils towards the formulation of new targets and strategies.
46. Governance is satisfactory overall. However, the governors do not challenge the senior teachers with sufficient rigour. The governors do not scrutinise the monthly monitoring reports regularly. However, new governors, including a new chairperson, are aware of what needs to be done to raise standards and has set about this task with vigour.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	708 883	Balance from previous year	23,000
Total expenditure	629 222	Balance carried forward to the next	42,200
Expenditure per pupil	2 023		

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

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

Provision is very good and is a strength of the school. The quality of teaching and learning is very good. Teachers plan as a team and, because of this, progression and continuity between the classes is ensured. Support staff are an integral part of the team and therefore know exactly what is expected of them. Activities are changed regularly and provide children with experiences across all areas of learning. The teacher's knowledge and enthusiasm ensure that the children are well motivated to succeed. Every opportunity is taken to extend the children's language. The day-to-day assessment is a strength and is well thought of by the LEA's assessment team. There are 25 children in the reception class with ten children of reception age in a mixed Reception /year 1 class. Links between the two age groups are very close with the teams planning together as part of a two-year cycle, with the work appropriately differentiated for the two age groups. Attainment on entry is well below average but, due to the very good teaching and support from all the staff working in this area, it is likely that the pupils will achieve the expected levels in all the areas of learning by the time they leave reception.

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

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

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

- Children play and work well together.
- Teaching and learning are very good.
- Activities that encourage co-operative play are regular features of daily planning.

#### **Commentary**

47. Children are encouraged to work and play together and consequently they develop very good relationships. Children's skills are continually being developed through the positive interactions between staff and children. The children learn to take turns, share and play co-operatively. The tasks provided ensure a very good balance between teacher-directed activities and child-initiated activities. Staff take every opportunity to praise children for their effort and very good achievement. The relaxed atmosphere created by the staff enables children to be confident in what they do. Although, on entry, children's personal and social skills are not well developed, they are strong by the end of reception, due to very good teaching.

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

Provision in this area is **very good**.

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

- A good range of activities helps to stimulate the children.
- Every opportunity is utilised by adults to develop and extend children's language and vocabulary.
- Teaching and learning are very good.
- Children receive good support from the teaching assistants.

## **Commentary**

48. Staff adopt a good range of strategies to encourage the development of the children's oracy and literacy skills. Children's speaking skills are also systematically developed through the provision of specific activities, such as in the role play area. Most pupils make good progress and have the confidence to speak with adults and each other. Children benefit from specific sessions when they learn the sounds that letters make. Teaching is very good because the children are able to learn in a supportive but challenging environment. Learning support staff use their expertise well in helping the children grow in confidence and self-esteem. Given the generally low starting point, all children are making good progress and achieve well and are likely to attain the early learning goals in this area.

## **MATHEMATICAL DEVELOPMENT**

Provision in this area of learning is **very good**.

### **Main strengths and weaknesses**

- Children achieve well and reach average standards on entry to Year 1.
- Teaching and learning are very good.

## **Commentary**

49. Children can count up to and beyond 20. Pupils of average and higher ability can recognise numbers out of sequence up to 20, and use past knowledge to work out some of the answers. They can recognise and name two-dimensional shapes, for example oval, rectangle, circle and they know some of their characteristics, such as that a circle is round. Children are able to recognise simple patterns, and predict what will come next. The teaching and support staff's enthusiasm is transferred to the pupils, who enjoy their work and respond well to the activities provided. Bearing in mind the low attainment on entry, all children make good progress and are achieving well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The quality of teaching and learning is very good and the children achieve well
- Children reach standards that are similar to those expected nationally for children of the same age.

## **Commentary**

50. Children are likely to achieve the expected levels in this area of learning. They have studied rock pools and can explain which creatures live in one and how one is created. They can use the computer and are developing the appropriate mouse control. The children also know what is living and not living and explain why objects fit into one category or the other and sort them into groups. The pupils were able to make their own rock pools out of 'play dough' and name the creatures, how they move and what different parts are called.

## PHYSICAL DEVELOPMENT

Provision in this area of learning is **good**.

### Main strengths and weaknesses

- A good range of activities supports the development of children's physical skills both inside and outside the classroom.
- Teaching and learning are good.

### Commentary

51. There was no opportunity to observe the children in the hall so no judgement can be made about whether or not they will reach the expected standard by the end of reception. The outdoor play area provides an extension for classroom activities, and planning includes suitable activities for the children. They enjoy using wheeled toys and move about with sufficient control to avoid crashes. The children share the equipment well, changing roles smoothly and co-operatively. The co-ordinator is fully aware of the potential for further development of the outside area and this is currently being pursued.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- Children enjoy their work and achieve well.
- Teaching and learning are very good.

### Commentary

52. The children's creative skills are developed well through a range of activities. The children handle the musical instruments well and can beat a tune in time. They enjoy singing with clapping and participate with enthusiasm. The quality of the teaching ensures that the pupils feel safe and secure in experimenting. They use a wide range of media in art to great effect, such as paint, play dough, chalk, paper, and wax crayons. The children's creative development is further enhanced through the use of the role play area, which they enjoy. Most children should reach the expected level by the end of reception.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards in English are rising.
- Teachers' use of drama and role play to develop pupils' understanding of language is effective.
- Improved resources contribute to an enriched learning environment.
- Pupils' spelling is not good enough in Years 3 to 6.
- Monitoring of teaching and learning is insufficient to ensure that progression throughout the school is maintained.

## Commentary

53. Pupils' achievement is satisfactory overall. Standards in Year 2 were in line with national averages, yet below average in Year 6. Standards in English are rising because of the school's focus on reading. In 2003, standards in reading at the end of Year 2 were above average, and average in writing. This is good progress, as many pupils enter school with poor literacy skills. Boys did better than girls, and both exceeded national averages. Standards in national tests at the end of Year 6 were well below average. Pupils' progress here is satisfactory because there are variations year by year caused by high levels of pupil mobility, and many of the children who enter school in these years have additional literacy needs. By the end of Year 6, pupils did better in English than in mathematics but not as well as in science. .
54. Achievement in pupils' speaking and listening skills is good because teachers establish a climate for learning in which all feel valued and are encouraged to contribute. Questioning is used well to stimulate thought and encourage conversation. Drama activities and 'hot seating' help pupils to communicate confidently. As a result, most pupils in Year 2 ask sensible questions and show good recall of answers in their writing. In Years 3 to 6 pupils are encouraged to talk to each other in pairs and small groups before contributing to general class discussions. This is particularly effective in helping pupils with special educational needs to formulate answers that are valued by the class.
55. The school places a high priority to the teaching of reading. Basic skills are taught well and a high proportion of pupils achieve above average results in national tests at the end of Year 2. There is a structured reading programme where pupils work through published schemes, and there are many opportunities during the school day for pupils to take part in group, paired or silent reading. All pupils are encouraged to read to parents or carers at home, and the school has a family learning tutor to help train parents hear their children read. Support staff are well trained to help pupils and careful records are kept to ensure that progress is monitored.
56. Achievement is satisfactory in Years 3 to 6. A guided reading programme has been developed and pupils routinely read to an adult. Pupils are clear about the strategies they need to work out how to read unfamiliar words and many older, higher attaining pupils are developing preferences for authors or genres. The school values literature and literacy in high quality displays. Book areas in classrooms are well organised and have good quality copies of fiction and non-fiction books. Separate library areas for infants and juniors are well used. Pupils also visit the public library attached to the school and older pupils use the internet for research. As a result of its analysis of test results at the end of Year 6, the school has identified the need to develop pupils' understanding of inference and deduction in order to raise standards further.
57. Achievement in writing is above average in Year 2 but below average in Year 6. Writing activities in Years 1 and 2 are well planned. Teachers use puppets to promote discussion and stimulate the imagination. This rich oral experience is reflected in the vocabulary used in older pupils' writing. Marking is positive and rewards effort. As a result there is rapid improvement in the content and presentation of work for all attainment groups in Year 2. Pupils have a bank of spellings to support their writing, and the teaching of basic phonics and letter sounds in school is reinforced by parents who test their children at home. As pupils move through the school the teaching for this aspect is less methodical, and by Year 6 poor spelling contributes to the lower levels of achievement for all groups of pupils. As a result of in-service training to raise achievement in boys' writing, teachers make imaginative use of a variety of strategies that benefit all pupils. Role play and 'hot seating' characters stimulate ideas for play scripts and creative writing. It is notable that boys, as well as girls, in Years 5 and 6 were thrilled with the contents of the story sacks prepared for their lessons. This generated lively and imaginative writing. Gifted and talented pupils attended a locational poetry workshop at Dungeness. They shared the experience with other classes who wrote high quality poems. Pupils are less well supported in writing that requires them to use more formal language. Their understanding of the subject matter needed in order to persuade or inform is limited, and many lower, and some

average attaining pupils do not complete this work in their books. In order to raise standards, work in this aspect needs to be approached in more manageable stages.

58. In the lessons seen, teaching ranged from satisfactory to very good and is satisfactory overall. Teachers have good relationships with the pupils and pupils concentrate well in lessons and work hard. Marking is developmental, detailed and prompt. It shows that writing is valued and some older pupils respond to comments and add to their original draft. As a result of recent training, there is an emphasis on active learning, and questioning techniques are used well to reinforce prior learning for all pupils and extend higher attainers' reasoning skills. In the best lessons teachers have clear learning objectives so that pupils know exactly what they have to do. Planning identifies tasks for group and individual pupils' needs and work is well sequenced so that pupils are supported to work independently. In the satisfactory lessons the pace of learning slowed because teachers' joint planning for mixed age classes had not been adapted fully to meet the needs of some groups within a class, and pupils had to wait for help. Teachers and support assistants work closely together so that pupils with special educational needs are included in lessons and work is well matched to their ability.
59. Leadership and management of the subject are satisfactory. Improved resources contribute to an enriched learning environment. The detailed analysis of results in national tests shows that pupils who join the school at a later date have lower literacy levels than those who start school in Year 1. Additional barriers to improvement in Years 3 to 6 include larger classes and some shared teaching. Planning is on a two-year cycle because there are mixed age classes in Years 3/4 and 5/6. The subject leader has not observed enough teaching throughout the school to ensure that assessment information is used effectively to maintain progression between these year groups. In spite of unavoidable staff turnover, teachers are highly motivated to improve the subject so that the improving trend in Years 3 to 6 can be maintained. Overall, the school has made satisfactory improvement since the last inspection.

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

60. Strategies for developing pupils' literacy skills through other subjects are satisfactory and improving as newly appointed subject leaders revise schemes of work. There are opportunities for non-chronological writing reports and persuasive writing in history and geography. Pupils prepare PowerPoint presentations and use computers to sequence ideas for stories or present their work neatly. Poetry based on the outside area is linked to science and geography. Drama and role play are used extensively to reinforce pupils' understanding of moral or social issues.

## **MATHEMATICS**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Sound teaching and thorough coverage of all areas of mathematics result in most pupils achieving satisfactorily at the end of Year 2 and Year 6.
- In the few lessons where work is not matched to pupils' different capabilities, the level of challenge is sometimes inappropriate, slowing the pace of learning.
- Leadership and management are satisfactory, a key factor in raising and maintaining standards.
- Insufficient use of investigation and applying practical skills limits pupils' attainment in these areas.

## **Commentary**

61. All groups of pupils achieve satisfactorily. Standards at the end of Year 2 were well above average in the 2003 national tests. Standards observed are average, firmly based on investigation and application of number. In the national tests at the end of Year 6, standards were well below average. Standards observed during the inspection were below average overall; this is an improving trend. More able pupils do not always benefit from challenging extension work. There is a high degree of mobility in the school population, which has an adverse effect on the standards. Pupils' attitudes towards mathematics are sound and the school has continued to make steady progress since the previous inspection.
62. By Year 2, pupils know their multiplication facts relating to two, five and ten. Most can correctly identify two and three-dimensional shapes, although only a very small number have sufficient skills to enable them to explain, for instance, why a square is different from a rectangle. Pupils add and subtract numbers up to 100, although none do so accurately all of the time. Many pupils find subtraction particularly difficult.
63. By Year 6, pupils calculate with numbers up to 1000 or so, but only a small number do so without error. Some pupils in Year 5 make errors in calculation because they do not know basic facts well enough. Pupils undertake work in addition and subtraction, as well as in a range of multiplication and division forms. Most have a clear understanding of fractions and they readily identify equivalent fractions and reduce a fraction to its lowest term. However, they are not all secure in the relationship between fractions, decimals and percentages. Discussion with a group of pupils showed that they do not have a clear enough understanding of what decimal numbers are and how to use them in calculations. They name a range of angles, draw angles to the nearest degree and most are able to identify and calculate areas and perimeters of regular and compound shapes, using an appropriate formula when required.
64. The overall quality of teaching and learning is satisfactory. Successful lessons are well planned, well delivered and briskly paced. Teaching assistants, when employed, are used effectively to aid individuals or groups of lower ability pupils and this has a positive impact on their achievement. In the small number of lessons where teaching was less successful, work planned did not fully match the ability of pupils and so does not aid learning. There is over-reliance on commercial worksheets. Pupils are too often passive in their learning and too little emphasis is given to the practical application of mathematics. Pupils' attitudes towards mathematics are enthusiastic and the school has continued to make progress since the previous inspection.
65. Leadership and management are satisfactory. The co-ordination of the subject has been disrupted due to the difficulties of recruitment and retention. Appropriate priorities for development have been addressed in the school development plan, although these do not include the development of practical investigation by pupils.

## **Mathematics across the curriculum**

66. The use of mathematics across the curriculum is satisfactory. Pupils use their mathematical skills in history, science and physical education. They are given opportunities to practise their skills of understanding coordinates and making symmetrical patterns, producing graphs. Pupils can calculate the temperature and forces used in science and, in history, they have a good sense of ordering chronological events by date.



## SCIENCE

Provision is **satisfactory** overall.

### Main strengths and weaknesses

- Resources are good and science displays are of a high quality.
- Pupils enjoy science.
- The focus on investigations has had a positive impact upon teaching and learning.
- Curriculum monitoring is not developed enough.
- The level of challenge within lessons is inappropriate.
- Analysis of attainment is not yet developed to its fullest extent.

### Commentary

67. The achievement of pupils is satisfactory. Standards are average in the lessons observed at the end of Year 2. In the 2003 national tests at the end of Year 6 standards were well below average. However inspection evidence indicates that standards are currently below average and improving. The level of improvement since the last inspection has been good overall with significant improvement within Years 3 to 6. There is a high level of pupil mobility, which has a negative impact on the end of Year 6 results.
68. Resources are good, well maintained and managed, and are used effectively to support lessons. Displays of science around the school demonstrate the variety of work covered by the pupils; act as teaching aids and successfully combine commercially produced material and pupils' work. This helps to raise the profile of the subject and pupils' self-esteem.
69. Teaching and learning are satisfactory overall. A concentration on practical science has ensured that pupils find this subject both stimulating and interesting. Pupils record their work using a range of strategies including charts, diagrams and graphs. Pupils enjoy their learning because the teachers present interesting, stimulating activities. The pupils were well behaved, and generally totally engaged in their learning, they co-operate effectively with each other, throughout the lessons.
70. Leadership and management are satisfactory. The science co-ordinator is enthusiastic about the subject and has good subject knowledge. A development plan for science is in place and highlights the monitoring role of the co-ordinator, concentrating mainly on the planning. Curriculum monitoring is not rigorous enough and does not include lesson observation. This is a weakness in improving standards. Assessment strategies have not been fully introduced as yet and there are no links between assessment and targets.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**.

### Main strengths and weaknesses

- Subject leadership is good.
- Good range of hardware and software.
- High confidence and interest in using the computer suite among pupils.
- Effective use of a commercial specialist technician

### Commentary

71. The pupils achieve satisfactorily. Standards at the end of Year 2 and Year 6 are in line with the national average. This is an improvement since the last inspection, when standards at the end

of Year 6 were low. The reason for this is the improved coverage of National Curriculum requirements, which has been made possible by the improved range of ICT equipment. For example, older pupils now use sensors to investigate control of toy vehicles they have built. Boys and girls alike are well motivated.

72. Teaching and learning overall are satisfactory. In the few lessons observed in the ICT suite, teaching was characterised by good pace, enthusiasm and high expectations by all staff. As a result, pupils were highly motivated. The good subject knowledge, provided by the technician, facilitated learning and challenged the more able.
73. Leadership and management are good. The co-ordinator has a clear understanding of how to continue and build on previous improvements. The co-ordinator is taking effective action in helping less confident colleagues further develop their skills by various support teaching. Good training has been provided for teaching assistants, who play an effective role in working with groups and with pupils with special needs. The new ICT suite is well equipped and this has a positive impact on the standards they achieve.

### **Information and communication technology across the curriculum**

74. Satisfactory provision overall. The use of ICT in subject areas is developing well and teachers use ICT to support their learning in mathematics, for example in databases and producing graphs, in art and design in the exploration of art packages, in design and technology in simple modelling and designing sandwiches and in English in the presentation of work. The school recognises that more needs to be done in mapping ICT across the curriculum, developing cross curricular links and in developing teachers' website knowledge.

### **HUMANITIES**

75. Work was sampled in **history** and **geography**, but no lessons were seen in either subject. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and similar to the last inspection. It is clear that both subjects are linked well to other areas of the curriculum. In geography, for example, older pupils enjoy using the internet to research weather conditions in different areas. Pupils in Year 2 place drawings of African animals on a large map of the continent. From discussions with pupils in Year 5 it is clear that many obviously enjoy history and they spoke enthusiastically about the details of life in ancient Greece which they were using in play scripts. Subject leaders are trying to develop a more creative approach to the teaching of these subjects through curriculum fun days, drama and role play. They have started to identify enquiry questions to lead to an assessment of skills, but this has not been in enough detail to monitor the quality of teaching and provision effectively.

### **Religious Education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- High quality art and design display add to pupils spirituality.
- Sound range of cross curricular links.
- Effective use of the local community to support teaching.
- Ineffective assessment of pupils' gains in learning during their time at school.

### **Commentary**

76. Only one lesson was seen in religious education and insufficient evidence is available to give an overall judgement about teaching and learning in this subject. Work scrutiny indicates that

standards are in line with expectations and the breadth of the curriculum is delivered. The good high quality art and design display enhances pupils' spiritual experiences. In the one lesson observed Year 6 visited the local church to make a study of symbolism in Christianity. Explanations by the teacher were clear and questioning was used well to motivate and encourage thoughtful responses. Pupils showed good prior knowledge and worked well together on the task given. Cross-curricular work was in evidence when the teacher referred to Greek history and when attention was given to examining the fabric and textile of kneeling mats for a later art and design lesson. Other than the models of Diwali pots on display there was no further evidence seen of work done to support the teaching of other religions. There are strong links with the local church. Two powerful assemblies were observed during the inspection, one for the infants and the other for the juniors. Both were led by the vicar giving the same message from the New Testament on building a solid foundation in one's life. The method and style of delivery was appropriately changed to suit the different age groups. The pupils reflected well on what was being said with good attention and respect evidenced by their immaculate behaviour. There is no standardised written system to record pupils' progress through the school and the new co-ordinator's role has not yet been sufficiently developed to encompass a whole-school perspective on the subject. The school holds a daily act of worship, which is mainly Christian, and there is provision for children whose parents have asked that their child be withdrawn from collective worship.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Work in design and technology, music and physical education was sampled. It is not possible, therefore, to make overall judgements on provision. No lessons were observed in design and technology. Inspectors talked to pupils about their work on display and evaluated photographic evidence. They also held discussions with the two co-ordinators newly appointed to the role. Only one physical education lesson was seen during the inspection. Other evidence was gained through looking at teachers' planning and discussions with the co-ordinator. Insufficient evidence was available to make secure judgements on teaching, learning, achievement and standards in physical education. Only one music lesson was seen.
78. The foundation subjects are planned on a two-year rolling programme in the infant and juniors in order to overcome the challenges set by mixed age classes. In all these subjects the role of the co-ordinators is weak. They are enthusiastic about their area of responsibility, some are knowledgeable and in their own teaching are good role models. However, their overview of whole-school strengths and areas for development is limited by a lack of systematic monitoring, assessment and evaluation.
79. Pupils' work on display in **design and technology** is generally imaginative and demonstrates the pride they take in completing it. Much of the work is undertaken with a purpose in mind as when the pupils designed and made the props for their school play. The whole school was involved in making biscuits to sell for charity and pupils also share and celebrate their work at assemblies. Year 1 made fruit salad and Year 3 and 4 designed and made their monsters, some using balloons and others using rods to enable their creations to move. At the time of the inspection, Year 2 pupils were using ICT to design a sample piece of clothing for an African person. Through design and technology there are links with the local community. The pupils for a local library event produced an impressive and oversized daffodil and tulip model, made from wire and paper. Members of staff enjoy teaching design and technology and planning is often done across the curriculum with art and design and literacy.
80. In the one lesson observed in **music**, teaching and learning were satisfactory as pupils learnt how musical structures are used in song and the different ways that lyrics can be organised. The teacher gave opportunities for the pupils to work together to demonstrate their performing and rhythmic composing skills. The pupils practised with a range of percussion instruments and chanted their rhythms confidently. Pupils sing enthusiastically and tunefully in the assemblies, supported by the music co-ordinator on the piano. The choir performs regularly for the rest of the school and there are many opportunities to participate in community events

such as the Dymchurch Music Day and local harvest days. However, the teachers do not have sufficient subject knowledge to teach singing confidently and effectively. The pupils naturally sing sweetly and articulate the words well. The co-ordinator has very recently introduced a new music scheme into Year 4 and 5 and this is to be extended throughout the whole school. The scheme has a built-in assessment package and this will help address the lack of written records of pupils' skills throughout the school, which was also identified during the time of the last inspection. At the moment support and guidance for other staff by the subject leader are on an informal basis. There are no instrumental lessons currently available at the school. Overall, pupils are well behaved, motivated and participate readily in musical activities. Music is extended through class and infant and junior performances and recorded music is used in assemblies. Visits from outside musical groups such as brass and string groups and steel bands contribute to pupils' enjoyment of music. Overall, music makes a positive contribution to pupils' personal development and adds to the quality of assemblies and worship.

81. Plans for the subject imply that there is adequate curriculum coverage in **physical education**. The teaching seen was good and the pupils' learning was good. There is a good range of equipment to support the curriculum and the curriculum is additionally supported through links with neighbouring schools and clubs within the town. The subject co-ordinator has a very clear understanding about what needs to be done to further develop this subject. There is no formal monitoring of the quality of teaching and learning.

## **Art and design**

Provision in art and design is **very good**.

### **Main strengths and weaknesses**

- The school places great emphasis on art and design.
- Displays around the school are very impressive.
- Standards attained are above expectations for pupils' age.
- Very good opportunities are provided for pupils to explore and develop their art and design skills.
- Art and design is used well to support work in other subjects.
- There are no formal whole school assessment procedures in place.

### **Commentary**

82. Achievement in art and design is very good. Teaching and learning throughout the school are very good. In the lessons observed, the standard of pupils' work was at least good and in the majority of lessons was well above the expected standard. Progress since the last inspection in art and design has been maintained at its high level.
83. The good teaching is characterised by the teacher explaining tasks very clearly and demonstrating skills methodically so that pupils know exactly what to do. In practical work, the teaching assistants closely support teachers and together they work effectively with the pupils. They support and guide the children, while at the same time allowing pupils to find out for themselves.
84. In a very good lesson in Year 2 pupils were developing their skills of assembling and joining different materials to design their African person. Many opportunities were given to explore and share their ideas and pupils were able to talk about alternative ways of assembling the hair of their person using words like 'crunching, pleating, rolling and folding.' In a similarly very good lesson in Year 4 pupils were applying and developing their experience of materials and processes relating to drawing. They were also developing their control of using tools and techniques. The teacher modelled how to achieve further depth and definition in their drawing

and the pupils responded with enthusiasm and further questions. Strategies were discussed with pupils who wished to tackle even more adventurous techniques. In a Year 5/6 lesson, a very high level of challenge was given to the pupils through questioning. Pupils responded articulately showing good subject knowledge and creative, thoughtful and enquiring minds. A visiting artist in Year 4 raised the quality of the lesson with her keen subject knowledge, her own passion for the subject and examples of her own work. Pupils in this class are able to tell that if you 'smudge the outline in pastel, it makes it look as if it has a shadow'.

85. In all lessons, pupils try and work hard. All pupils achieve very well and pupils with special educational needs also make good progress, encouraged by their peers and supported by the teaching assistants. Pupils make good use of their sketchbooks to practise and refine techniques which, for example, explore shadow and shading. It is sometimes difficult to track progress through pupils' sketchbooks, as work is not always dated.
86. The curriculum includes a good variety of work from drawing and painting to work in three dimensions such as the bold display in the infants of 'Commotion in the Ocean'. Younger pupils are eager to talk about the turtle they contributed with its 'big back'. In the juniors there was a very effective interactive science display on separating liquids from solids where the sugar was so lifelike that pupils were passing and miming stirring their cup of tea.
87. Around the school pupils' artwork is used to good effect to illustrate work done in other subjects. Egyptian mummies and sarcophagi were made in support of a history topic. All displays show imagination, creativity and good skills. Pictures are mounted to maximum effect, many of which are put into wooden frames. Clay pots, Greek plates, jewellery and many other examples of pupils' work are abundantly and prominently displayed in glass cabinets around the school able to be easily viewed by all.
88. Pupils very much enjoy the visual arts and during the inspection were often seen stopping in the corridor to discuss and admire each other's creations. Pupils go voluntarily to the well-resourced library to look up their favourite artist and are able to talk with enthusiasm about the work of the artist 'with one ear'.
89. Leadership and management are good. The headteacher is committed to enriching pupils' learning through art and design. The school has established good links with the community, which enable pupils to work with different artists and have their work displayed in the library and the church. The two subject leaders are good role models and organise fun days and art workshops for the pupils. There are as yet no formal assessment procedures to ensure that the progress that pupils make is easy to track from year to year.

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

90. No lessons of direct teaching of personal, social and health education (PSHE) and citizenship were seen during the inspection. There is an appropriate amount of time allocated by each class to the teaching of PSHE. The benefits of this can be seen in the good behaviour, attitudes and values shown by the pupils.

## 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>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
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).*