

INSPECTION REPORT

NEW ASH GREEN PRIMARY SCHOOL

New Ash Green

LEA area: Kent

Unique reference number: 130938

Headteacher: Mrs L. Carroll

Lead inspector: Mrs A. Dawes

Dates of inspection: 15 - 17 March 2004

Inspection number: 256996

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:	County
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	381
School address:	North Square New Ash Green Kent
Postcode:	DA3 8JT
Telephone number:	01474 873858
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Brown
Date of previous inspection:	15 June 1998

CHARACTERISTICS OF THE SCHOOL

With 381 pupils on roll, this school is larger than most primary schools. Since the last inspection, the roll has fallen significantly in line with falling rolls in the area. The school serves an area of social and economic advantage but a significant minority of pupils have less advantaged home backgrounds. Pupils' attainment on entry is similar to that generally found. The proportion of pupils entitled to free school meals is broadly in line with the national average. The proportion of pupils with special educational needs is around the national average and four pupils have statements of special educational need. Their needs include: moderate learning difficulties; autism; social, emotional and behavioural difficulties; and speech and communication difficulties. Nearly all pupils have White UK backgrounds. A few have British African, White European or other backgrounds. There are no pupils learning English as an additional language. Although mobility is average overall, a high proportion of pupils in some year groups start or leave the school at times other than is usual. There have been a significant number of staff changes since the previous inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15658	Mrs A Dawes	Lead inspector	Mathematics Special educational needs
19436	Mr M O'Malley	Lay inspector	
21142	Mrs P McGraw	Team inspector	Information and communication technology Music Religious education The Foundation Stage
32901	Mrs C Tarpey	Team inspector	English Geography History
28071	Mr A Williams	Team inspector	Science Physical education Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a good standard of education for its pupils and ensures that all are included in its work and activities. Most pupils make good progress, reach above average standards in all subjects and achieve well. School leadership and management are good, with very good features. The quality of teaching and learning is good. **The school provides good value for money.**

The school's main strengths and weaknesses:

- The school's vision, 'Partners In Learning', permeates its work
- Standards of attainment are above average in all subjects
- The enriched curriculum promotes high achievement
- A minority of pupils do not make sufficient progress in mathematics and science
- Links with parents and the community are very good
- The school promotes pupils' very good attitudes, personal development and very good behaviour very well
- The headteacher and governors provide good leadership
- Though planning for school development is satisfactory, its effectiveness is reduced by the lack of clear targets related to pupils' progress
- Senior managers and subject leaders direct teachers' work well
- There is good provision for pupils with special educational needs
- There is good provision in the Foundation Stage (children in the Reception class)

Since the school was last inspected in June 1998, improvement has been good. The teaching and learning policy has enhanced teaching quality and helped to maintain or raise standards in all subjects. The provision for information and communication technology (ICT) has much improved. The larger classrooms and computer suite have had a significant positive impact on learning. The school meets the National Curriculum requirements for swimming. The health and safety issues have been rectified.

STANDARDS ACHIEVED

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

Since 2001, Year 2 standards of attainment have improved in reading, writing and mathematics and in 2003, pupils achieved average levels in reading and well above average in writing, mathematics and science. During the same period, Year 6 standards of attainment have been more variable in English and have remained average in mathematics and science. In 2003, when compared to similar schools, standards of attainment were above average in English and mathematics and average in science.

Current pupils' achievement is good overall. Children in the Foundation Stage achieve well and most are likely to attain above the goals in all the areas of learning that children are expected to reach by the end of Reception. In Year 2, pupils achieve well in reading, writing and mathematics. In Year 6, pupils achieve well in English and most pupils achieve well in mathematics and science and reach above average standards. The school is making satisfactory progress towards its 2004 targets.

Standards in religious education are above average and pupils' achievement is good, as are standards in all other National Curriculum subjects. Pupils with special educational needs make good progress and achieve well.

The school encourages pupils' personal development very well. Their cultural development is good and their spiritual, moral and social development is very good. Pupils have very good attitudes to school and behave very well. Relationships are very good. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The school provides a good standard of education. The quality of teaching and learning is good.

Teaching is good in the Foundation Stage, where learning is managed well. In Years 1 to 6, the skills of literacy, numeracy and ICT are taught well and pupils use these competently in other subjects. Pupils build their scientific knowledge and investigative skills well. Teachers plan their lessons carefully and pupils know what is expected of them. Pupils' homework supports their learning appropriately. All pupils are included well in most lessons and those with special educational needs are taught well. A minority of pupils in some classes in Years 3 and 4 do not make enough progress in mathematics and science because not enough is expected of higher attaining pupils.

An exciting and enriched curriculum interests pupils. The school capitalises on visits and visitors to provide stimulating and exciting areas for study. There is an excellent enrichment of the statutory curriculum. Very good use is made of the national literacy and numeracy strategies to raise standards. The grounds are very effectively used to support the curriculum. Learning support assistants are deployed effectively to work with teachers and pupils in most classes and in the computer suite. Provision for pupils with special educational needs is good.

The school cares for its pupils very well and makes good use of assessment information in English, mathematics and science to promote their progress in most lessons. Following the analysis of information about pupils' progress, the school has recognised the need to set longer-term targets to ensure that pupils make sufficient progress each year. Although some classrooms are still small, overall accommodation and resources are very good and the school uses them very well. The school has very good links with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads the school well and, with her deputy and senior staff, regularly consults and enlists the support of colleagues in and out of school, governors, parents and pupils in implementing the school's vision. The leadership of all subjects is good, as is the management of provision for pupils with special educational needs. Staff are inducted efficiently and well trained. Governors are organised well and monitor aspects of the school's performance. School improvement planning is satisfactory and clearly states what needs to be done over the medium term. However, ways of judging effectiveness are not specific enough to enable rigorous evaluation to take place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very pleased with the school. Parents particularly like being well informed and being able to approach the school if they have any concerns. Pupils enjoy the variety of activities and the opportunities to take responsibilities across the school.

IMPROVEMENTS NEEDED

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

- Improve the standards of attainment in mathematics and science in Years 3 and 4, particularly for higher attaining pupils.
- Include in the school development plan clearer targets related to pupils' progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the Foundation Stage achieve well. Most will reach the early learning goals in all the areas of learning by the start of Year 1. By Year 2, pupils make good progress and reach above average standards of attainment in all subjects reported. By Year 6, all but a minority of pupils reach above average standards of attainment in all subjects reported. Overall, achievement is satisfactory in Year 3 and 4 and good in Years 5 and 6.

Main strengths and weaknesses

- By Year 2, standards in reading, writing and mathematics are above average and pupils achieve well
- By Year 6, standards in English are above average and pupils achieve well. Standards in mathematics and science are above average and pupils achieve well overall
- By Year 6, standards in using and applying in mathematics and in investigative work in science are above average and pupils' achievement is good because appropriate emphasis is placed on these aspects
- In Years 2 and 6, standards in information and communication technology (ICT) are above average and pupils' achievement is good
- Pupils with special educational needs make good progress towards their targets in their individual education plans because of accurate assessments, regular evaluation and good support

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

Standards in:	School results	National results
Reading	16.4 (16.1)	15.7 (15.8)
Writing	16.0 (15.2)	14.6 (14.4)
Mathematics	18.0 (17.5)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	27.4 (26.5)	26.8 (27.0)
Mathematics	27.4 (26.9)	26.7 (26.8)
Science	28.8 (28.9)	28.6 (28.3)

There were 73 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Trends in pupils' standards of attainment in Years 2 and 6 are affected by several factors: the quality of teaching, the composition of each year group and the significant proportion of pupils who start or leave the school each year at times other than normal. Consequently, care should be taken when examining trends in attainment over time. Following a decline in standards of attainment from 1999 to 2001, when they were below the national average in 2001 in reading and writing, Year 2 standards of attainment have improved and in 2003, compared to all schools, were average in reading and well above average in writing, mathematics and science. There was a comparable picture in relation to similar schools (those with a similar proportion of pupils entitled to a free school meal). Higher attaining pupils

achieved very well in writing and mathematics and well in reading. During the same period, from the national average in 1999, Year 6 standards of attainment in English have been more variable but in 2003, compared to all schools, were average. Standards of attainment in mathematics and science have remained average for the last three years. In 2003, when compared to similar schools, standards of attainment were above average in English and mathematics and average in science. Higher attaining pupils achieved satisfactorily and standards of attainment were average. However, in English, mathematics and science, standards of attainment were well below the average of a group of schools whose pupils had reached similar standards in Year 2. There are no significant differences in the attainment of boys and girls in each year group. The school is making satisfactory progress towards its 2004 targets.

2. In the current year, children in the Foundation Stage achieve well because teachers plan together to ensure that all children receive a good quality curriculum, which meets their needs. Good use is made of assessment information to ensure that all pupils receive the support they need to make satisfactory progress. Teachers and support staff work very effectively together to guide learning activities and reward effort and success.
3. In Years 2 and 6, most pupils' attainment of above average standards in all subjects reflects the good teaching in most lessons. Overall, pupils make good progress in Years 1 and 2, satisfactory progress in Years 3 and 4 and good progress in Years 5 and 6. There are no significant differences between boys' and girls' achievement.
4. Pupils' development in speaking and listening is consistently encouraged in most lessons and pupils are usually given time to think to compose their replies to questions and to reflect on the comments of others. Their spelling and handwriting skills are practised regularly. Pupils take pride in the presentation of their work and homework makes a good contribution to their progress across the curriculum. Pupils' progress in number skills is encouraged through their regular practice in lessons when pupils explain how they worked out their answers and through solving problems in other subjects such as geography, science and design and technology. In investigative science, pupils are encouraged to set out the results of their experiments carefully, make predictions and evaluate their work.
5. Above average standards in ICT are due to good resources that allow all pupils regular access to a computer and to good use of ICT skills in other subjects. In religious education, standards in Years 2 and 6 are above average and achievement is good. Pupils gain a better understanding of their own beliefs and practices than of those of other world faiths.
6. By Year 2 and Year 6, pupils' attainment in history, geography, art and design, design and technology and physical education is above average. There is not enough evidence to report on Year 2 pupils' attainment in music but by Year 6 pupils' attainment is above average.
7. The good progress of pupils with special educational needs is due to accurate initial assessments, clear learning targets and sensitive assistance that supports pupils and encourages their independence.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, and social development is also very good. Their cultural development is good. The high standards noted at the previous inspection have been maintained and improved. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils are very interested both in lessons and other school activities
- Pupils know what is expected of their behaviour and respond very well
- There are very good relationships and pupils respect each other
- Pupils' personal development is very good. They are self-assured and keen to take responsibility

Commentary

8. Pupils like school. They work hard in lessons and many take part in the very good range of activities outside class. They want to learn and confidently tackle problems on their own. Teachers work consistently with the pupils to maintain high standards. Bullying is rare and it is quickly and effectively tackled. Pupils behave very well. The exclusions last year were appropriate in the circumstances. The school gives very good support to pupils at risk of exclusion.

Exclusions

Ethnic background of pupils

Exclusions in the last year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	301	2	0
Parent preferred not to say	50	1	0

9. Assemblies are planned and embrace themes such as 'new beginnings' and 'telling the truth'. They include story, prayer and reflection that help pupils consider values and beliefs. The school is very effective at promoting mutual respect and concern for others. Pupils readily accept differences and they make sure no one is left out. There is no racist behaviour. Pupils can distinguish clearly between right and wrong, and they are encouraged to think through the consequences of their actions.
10. Pupils' social development is very good. The school council and teaching in personal, social and health education lessons make a very good contribution to pupils' social development. There are many opportunities for pupils to take responsibility and they carry out their duties well. Pupils are confident to work independently with research and investigation, and they collaborate well when working in groups. The school is extremely effective at building pupils' self-esteem and so they become self-assured. The pupils take part in community events such as the Easter Hat Parade and the May Fair. The choir entertains the elderly and the pupils are involved regularly with fund-raising for charity. With activities like these and close links with the local special school, pupils are developing a strong sense of social awareness and compassion for others.
11. Pupils learn about their own and other cultural traditions through assemblies and their studies in literacy, art, music, history, religious education, design and technology. They listen to calypso music and watch Indian dance. They learn about celebrations like Chinese New Year and Eid.

Attendance

12. Attendance is satisfactory. Attendance last year was broadly in line with the national median. Too many pupils take holidays in term time (last year one in four pupils did so) and the school is addressing this. All unexplained absence is followed up and, where appropriate, attendance is discussed with parents. Good attendance is rewarded with certificates. Punctuality is good and lessons start promptly. Teachers monitor attendance closely, but the senior management team does not have an overview of the attendance of various years and groups and governors are insufficiently informed.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good standard of education for its pupils. It provides well for pupils with special educational needs. The Foundation Stage provision is good and pupils make satisfactory progress overall. They make good progress in physical development. Provision in Years 1 to 6 is good overall. The school provides a very good curriculum that includes an excellent range of extra activities. It cares very well for its pupils. There is a very good home-school partnership.

Teaching and learning

The quality of teaching is good overall. It is consistently good in the Foundation Stage. In Years 1, 2, 5 and 6 it is good and occasionally very good. In Years 3 and 4 teaching is satisfactory and often good. The teaching and learning of English, mathematics and science are good and enable the majority of pupils to work collaboratively or independently and achieve well. Teachers assess pupils' day-to-day progress well.

Main strengths and weaknesses

- The proportion of good and very good lessons has increased since the last inspection
- Teachers use a wide range of teaching methods and this leads to a high level of pupil interest and very good behaviour
- Pupils respond well to the very good relationships with all staff
- Systems to evaluate pupils' progress towards targets are not robust enough
- Learning support assistants provide good support and particularly help pupils with special educational needs learn more effectively
- Teachers assess pupils work well and give them the opportunity to discuss the progress they have made

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (17%)	39 (74%)	5 (9%)	0 (0%)	0 (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.

13. Since the last inspection, the school has successfully increased the proportion of good and very good lessons. In the very good lessons observed, teachers have very high expectations of what pupils can achieve. For example, in a Year 2 history lesson the teacher set a challenging task for higher attaining pupils, in which they produced a very good quality piece of writing explaining why Florence Nightingale wanted to become a nurse. Teaching is good in the Foundation Stage. Children are encouraged to discuss their learning but do not always have enough opportunity to make choices in lessons. In Years 1, 2, 5 and 6, teaching is good. Although teaching in Years 3 and 4 is often good, there is a higher proportion of satisfactory teaching and a minority of higher attaining pupils does not always make enough progress. This is because in a minority of lessons, pace slows as pupils practise skills they have mastered rather than extend their learning.

14. There are effective systems for teachers to plan together, using each other's expertise to develop interesting activities for pupils and making links between different subjects. This means that pupils learn well and can use and apply the skills they have learnt in new situations. For example, Year 6 pupils used note-taking to research information on rivers and Year 4 pupils used a reporting style when researching Anglo-Saxon life. Teachers prepare their lessons well and make sure that an interesting range of activities is provided. As a result pupils enjoy learning and participate fully in lessons. For example, older pupils investigate symmetry using a computer programme and are taught mathematics and science skills through practical activities. In a Year 1 class, pupils played subtraction games and in a Year 3 science lesson pupils enjoyed exploring a model set of teeth and biting into apples to find out how their own teeth are used. In the best lessons, teachers provide good opportunities for pupils to work together and to learn from each other. For example, in a Year 5 science lesson, pupils worked in small groups to plan how they might investigate the amount of air in a soil sample.
15. All staff are very skilled at managing pupils' behaviour and do not allow lessons to be disrupted. They build up very good relationships with pupils, using praise and making sure all pupils have a positive view of themselves even when they find things difficult. For example, in a Year 6 mathematics lesson, the teacher asked pupils to hold up their answers on whiteboards so she could assess how well they could write numbers as percentages, decimals and fractions. Pupils still unsure, willingly joined her on the carpet for extra support. In most lessons, teachers maintain a lively pace that keeps pupils involved and ensures that they work productively.
16. Pupils' attainment data is tracked carefully by the assessment co-ordinator and subject co-ordinators provide teaching support when pupils are not achieving well enough. However, last year some pupils did not attain the higher levels of attainment that were expected of them. The school has recognised the need to develop more robust systems to evaluate the achievement of each year group to ensure that future targets are met.
17. A strength of the teaching and learning is the support for pupils with special educational needs. Learning support assistants make a strong contribution as they are skilful and knowledgeable and their support leads to pupils with special educational needs making good progress. For example, in a Year 4 poetry lesson, the learning support assistant used effective questions to help pupils develop and record their ideas. In small group sessions, they encourage pupils to practise their number skills to help their learning in whole-class lessons.
18. Teachers are very clear about what they want pupils to achieve by the end of the lesson and they explain this well to the pupils. Teachers make useful daily assessments of pupils' learning that help them plan the next steps. In the best lessons teachers assess pupils' progress throughout, often rehearsing teaching points if they feel pupils have not understood. Teachers mark work well and in mathematics and English books write individual targets for improvement. In many lessons, pupils are encouraged to assess their own and each other's work and this helps them to improve what they are doing. For example, in a design and technology lesson, Year 2 pupils worked in pairs to evaluate and improve their vehicle designs. In a music lesson, Year 4 pupils commented on each other's sea compositions to improve their performance.

The curriculum

This has improved significantly and the school now provides a very rich and imaginative curriculum. Co-ordinators ensure that schemes of work make very good links across subjects and visits and visitors provide stimulating and exciting areas for study. There is excellent enrichment of the statutory curriculum. For example, all pupils learn French and achieve well. Very good use is made of the literacy and numeracy strategies to raise standards. Accommodation and learning resources are very good. Provision for pupils with special educational needs is good. The statutory requirements for the curriculum are met.

Main strengths and weaknesses

- Very good use of literacy, numeracy and ICT across the curriculum
- The school focuses well on learning through investigation and practical activities
- Very good opportunities for personal development
- A wide range of interesting activities is provided across the curriculum and outside the school day
- In the Foundation Stage, there are too few opportunities for children to organise their own work and play
- Very good accommodation and resources impact positively on pupils' learning, particularly in the development of ICT skills

Commentary

19. Good standards are attained in subjects because the curriculum is very well planned. This enables some areas to be studied in greater depth, broadening pupils' understanding. Pupils have many opportunities to apply their English, mathematical and ICT skills in other subjects.
20. The school values artistic expression and this is promoted very well through drama, art and design and music. In the best lessons, very good use of investigation and practical activities allows teachers to meet all pupils' needs because they can work and achieve at an appropriate pace. Pupils with special educational needs receive good support and achieve well.
21. Pupils' views are highly regarded by teachers. Pupils undertake considerable responsibility for their own and others' learning. There are many opportunities for pupils to evaluate each other's work and this is carried out with sensitivity. Teachers take every opportunity to develop pupils' personal, social and health awareness and arrangements for sex and drugs education are effective.
22. Visits and visitors have a significant impact on learning. They enliven lessons and provide opportunities for pupils to extend speaking and questioning skills. Visits from theatre groups, peripatetic music teachers and local artists allow pupils to work with specialists to develop their own skills. A very wide range of lunchtime and after school activities makes an excellent contribution to pupils' learning in art, music, ICT, mathematics, sport and French. A 'Puzzles, Investigations and Challenges' club intrigues higher attaining pupils.
23. The Foundation Stage curriculum is well planned to provide adult support to guide groups of children in lessons and to prepare children well for entry into Year 1. However, children are not given sufficient opportunities to organise their own work and play.
24. Suitably qualified staff, with a range of experience, meet the needs of the curriculum well. Learning resources are plentiful, are of high quality and fully meet the demands of the curriculum. They are managed efficiently. The school building is spacious overall, though there remain a few small classrooms. Very good use is made of the halls, common areas and the computer suite to provide additional and extended activities during lessons. The grounds are generous with large areas designated for recreation and extra-curricular activities. Quiet areas and environmental projects, such as the orchard, provide significant opportunities for teaching and learning and the development of pupils' social skills.

Example of outstanding practice

An innovative and inclusive curriculum that succeeds in exciting all pupils' imaginations through a host of relevant and creative activities.

Teachers take full advantage of planned and incidental opportunities to challenge pupils' thinking and engage their subject skills in all areas of the curriculum. Skills learned in one subject support the development of another. Bar charts and line graphs show weather variations, writing frames order historical facts and stories are redrafted on the computer. When vandals damaged their classrooms, older pupils developed a project involving the local community and police to ensure that the implications were widely understood. Younger pupils use the outside classroom to think about friendships at the school's friendship stop.

This approach across the whole school embraces all pupils in a spirit of enquiry and enrichment. Whether pupils are investigating number patterns, analysing soil samples, comparing habitats or examining artefacts, they are surrounded with open questions directing them to think more deeply. Visitors to school bring the curriculum alive. Local restaurants help pupils use chopsticks, artists develop pupils' talents, astronomers whet appetites for discovery and theatre groups re-enact the past. Visits near and far widen experiences. The school grounds are an adventure for the youngest pupils and museums, castles and places of worship put learning in context.

Highly motivated pupils sustain their interest and hone their skills in creative recording and in challenging their thinking through evaluating their work. Enjoyment is evident in musical productions, celebration assemblies, physical activity and art work displayed throughout the school. Poetry days, book days, science weeks and talent shows help pupils to express themselves and the school to nurture their talents. Displays of work question pupils' responses and provide opportunities to record them for others to read. Pupils evaluate critically performances in games and gymnastics, paintings in art and design and models in design and technology in order to ensure improvement the next time.

Care, guidance and support

Arrangements to ensure pupils' welfare, health and safety are very good. The provision for support and guidance is good. The school has maintained and improved on the high standards noted at the last inspection.

Main strengths and weaknesses

- The school takes very good care of pupils and takes very good account of their views
- Pupils' achievements are monitored well and they are given good support to help their progress
- There are very good induction arrangements for new pupils

Commentary

25. The teachers know the pupils and their families very well. They understand and meet pupils' needs very well so that they are secure and confident to get on with their learning. There are very good arrangements for health and safety. Staff make sure that pupils learn and play safely. There is satisfactory first aid coverage and staff know pupils with medical conditions. The premises are checked systematically for hazards and improvements made where necessary. Procedures are audited. There are effective procedures for child protection. The school is very effective at promoting healthy and safe living. Pupils are confident that there is someone to turn to if they have problems and the school takes very good account of their views and concerns through the school council, circle time, and pupil surveys.
26. Pupils' achievements are monitored well, and extra support is given through additional programmes in literacy and mathematics. All pupils have targets that are discussed with them and their parents. However, for some higher attaining pupils these are not challenging enough. There is good support for pupils with special educational needs and all pupils receive full recognition for their achievements. Pupils with emotional and behavioural difficulties are given very good support.

27. There are very good arrangements to help pupils settle into the school. There are very close links with the pre-school unit based on site. The pre-school pupils are regularly involved with school events so they are already familiar with the school before they start and the teachers regularly visit the unit to get to know the pupils. A few pupils come from other pre-schools and they spend an afternoon at the school before starting. Parents are kept very well informed and the school seeks parents' views about their children's development. The youngest pupils attend part-time during the autumn term to help them adjust. The school continues to work closely with parents to make sure their children are settling in well.

Partnership with parents, other schools and the community

The school has a very effective partnership with parents so they can support their children's education. There are very good links with the community and other schools.

Main strengths and weaknesses

- The information provided for parents about the school and their children's progress is good
- The school works closely with parents and responds to their concerns
- Parents are involved and give good support to the school's work
- Community links enliven the curriculum and links with other schools support pupils' development well

Commentary

28. Parents are pleased with the school. They are kept very well informed about what is going on through regular newsletters. The prospectus and governors' annual report are informative and well written. Staff know their pupils well and respond to the needs of individuals and specific groups appropriately. There are good arrangements for keeping parents informed about their children's progress, including good end-of-year reports and involving parents in setting pupils' targets.
29. There are very good arrangements for introducing parents and their children to the school. Parents are kept very well informed about what their children are learning and how they can help through well-presented information and regular workshops. They are encouraged to keep the teachers well informed about their children, and the school is quick to involve them when there are problems. The school regularly consults with parents and takes account of their views. Annual surveys are well established and the school checks parents' views on things such as homework, drugs and sex education.
30. Parents are involved and give good support to the school's work. There are good arrangements for homework. Many parents encourage their children to take part in after school activities and they support them at events such as drama productions, festival celebrations and family visits to the theatre. Some parents help in school. An active Parent Teacher Association organises social events and raises funds.
31. The school makes very good use of community links. Many visits and visitors enrich the curriculum. Pupils take part in festivals and tournaments. The school joins the village for events such as the May Fair and Easter Hat Parade. The choir takes part in community singing and entertains the elderly. The pupils have worked with the police on an anti-vandalism project. The community uses the school facilities, sponsors prizes and supports fund-raising. Volunteers are working with the school on the orchard project. The pupils go to activities with the Kent children's university and the local rugby club organises coaching.
32. There is a very good partnership with local schools, which provide additional activities for pupils in drama, music, French, sport, design and technology. There are good arrangements for keeping parents informed about secondary education and smoothing pupils' transfer. There is a particularly good link with the local special school, which makes a significant

contribution to pupils' personal development. The school supports work experience students, and the University of Greenwich is very complimentary about the support for initial teacher training.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall with some very good features. The headteacher leads the school well and overall management is good. The school is effectively governed.

Main strengths and weaknesses

- The headteacher provides good leadership to meet the changing needs of the school
- The governing body challenges and supports the school effectively and meets statutory requirements
- The school's strategic plan is satisfactory overall but does not set sufficiently precise targets for improvement
- Religious education, the Foundation Stage provision and all National Curriculum subjects are co-ordinated well
- The management of provision for pupils with special educational needs is good
- Staff and governors ensure that all pupils are fully included in what the school offers
- Pupils and staff new to the school are inducted well

Commentary

33. The school's vision for 'Partners In Learning' permeates its work. The headteacher, assisted well by her deputy and senior team, regularly consults colleagues and enlists their support - as she does with governors, parents and pupils - in implementing the school's intentions. This is particularly evident in the effectiveness of the school's work with parents, the community and other schools and in all pupils' response to the enriched curriculum provision. Since the last inspection, the school has had several changes of teaching staff - some because of death - which have demanded a lot of the school and particularly the headteacher. By working effectively with her staff, she has maintained very good morale through personal example and a clear view of the school's priorities over the medium term. With colleagues, she has put in place effective systems to monitor teaching quality, pupils' attainment and the school's yearly performance and has kept the governing body well informed. The school justifies its good reputation with parents and the community.
34. Governors are consistent supporters of the school and have been closely involved in its quality assurance procedures. Consequently, they have a good idea of the school's strengths and weaknesses, through the headteacher's reports and their regular monitoring visits. They are involved in school strategic planning through their oversight of finance and discussions on the two-year school improvement plan. Their good financial management and control have ensured that the school remains well resourced and gives good value for money. A particular priority has been to improve the school's ICT curriculum provision and this has resulted in pupils achieving very well. As overall pupil numbers have fallen, prudent budgeting is maintaining the level of staffing to support pupils, particularly those with special educational needs. Governors are well organised, keep themselves up to date and fulfil their statutory functions appropriately. Their current priority is to raise the number of pupils gaining the higher levels at the end of Key Stages 1 and 2.
35. Overall, the principles of best value are used well. The best services are purchased at the right price and governors and the senior managers have challenged themselves to raise standards further. Following a detailed evaluation of previous activity, the headteacher consults widely before producing the school's improvement plan. The plan clearly sets out development needs across all aspects of the school. It is linked to the school's budget and refers to broad timescales and personnel involved. Individual subject plans provide the specific detail of actions to be taken. However, the plan has too few measurable targets linked to pupils' achievement over the longer term.

36. The role of curriculum co-ordinators is clear and all make an effective contribution to the school's aims. The national strategies for literacy and numeracy are managed well. All co-ordinators audit their subjects annually, manage resources prudently and have plans to take their subjects forward. They know how well pupils are progressing each year and where the strengths in teaching and learning lie. They have led or organised staff training and promote their subjects well. With the assessment co-ordinator, the co-ordinators for English, mathematics and science have a clear idea of individual pupils' performance in each year group, through the analysis of assessment data, scrutiny of planning, examination of pupils' work and observation of teaching and learning. However, the school does not use the annual school targets to set individual year group targets to ensure that pupils make enough progress each year.
37. The co-ordinator for special educational needs provision has put in place effective systems and processes to identify pupils at an early stage and to support and monitor their development. The school has good links with outside agencies to give specialist support when necessary. The co-ordinator has trained teaching assistants and briefed teaching staff. Their work together makes a significant contribution to the learning of pupils with special educational needs and of pupils who do not respond well to school. This ensures that all are fully included in the wide range of activities the school has to offer.
38. The school is a vibrant learning community that encourages its pupils to make the most of the opportunities offered to them. Staff give freely of their time to provide extra imaginative and often challenging activities that make learning interesting and fun. No pupils who want to take part in additional activities are prevented from doing so on the grounds of cost. Pupils who are withdrawn from class for work in small groups follow a similar pattern of learning activities to that of the rest of the pupils and benefit from more individual attention.
39. The headteacher's strategy for ensuring teaching consistency against a background of staff change has been to develop good systems of induction and training. New teachers to the school are supported well through readily available information about routines, regular team meetings and good support from team leaders. Staff training and standard formats for lesson planning support consistent approaches to teaching and learning and these are backed up with regular reports on the findings from pupils' assessments, the scrutiny of planning or general findings from classroom observations. All staff performance management targets are appropriately linked to school targets, but few have measurable targets linked to pupils' performance.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	971,351	Balance from previous year	45,529
Total expenditure	911,391	Balance carried forward to the next	59,959
Expenditure per pupil	2,196		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is good as it is well led and managed. The majority of children transfer from the on-site pre-school unit and induction procedures are very good. There are many opportunities for children to share in school activities before they enter the reception class and regular meetings with parents enable teachers to build very effective partnerships.

Attainment on entry is average. Most pupils are expected to achieve the early learning goals in all areas by the end of their reception year. The planned use of the large secure outdoor area and very good resources effectively support physical development and children achieve very well. They make satisfactory progress in all other areas of the curriculum. Children are prepared well for the transfer to Year 1.

Teaching is good. Teachers plan together to ensure that all children receive a high quality curriculum which meets their needs. Good use of assessment information means that pupils, including those with special educational needs, receive the support they need to make progress. Teachers and support staff work very effectively together to guide learning activities and reward effort and success. This helps to raise children's self-esteem.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- There is a high level of care
- There are too few planned opportunities for children to organise their own work and play

Commentary

40. Teaching is good. The good procedures that take place before children start school mean they are already comfortable with staff and know their way around. Teachers have high expectations of children's behaviour in lessons. They manage them in a calm way that encourages them to contribute fully and listen attentively. Children form friendships well and are taught to consider others.
41. Adults are well deployed to work with all groups. This means that children are often supported well and feel secure. However, a few opportunities for children to select their own activities are missed.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Opportunities to speak to a large audience and in small groups enable children to make good progress in their conversational and social skills
- High attaining children achieve well
- There is good teaching of early reading and writing skills
- Literacy lessons can be too long

Commentary

42. Children share their thoughts and knowledge with the class on regular occasions. Tasks are structured so that children are learning to describe what they know. For example, they select fruits and vegetables from a basket and tell the class where the plants grow and whether their chosen item is a fruit or a vegetable. The work is closely linked to literacy and to the preparation of a salad and a fruit salad. Often, children are asked to express their feelings and to give a reason. On another occasion, children said why they loved their mothers - for example, 'I love my mum because she comforts me when I cry'.
43. Most children are on course to achieve the goals for communication, language and literacy by the end of the reception year and a good number should exceed them. There is a clear focus on the development of reading skills. Children have regular opportunities to read big books as a class and read in small groups with an adult. They are beginning to recognise letters and enjoy stories that are read to them. Pupils read to adults in school and take books to share at home. The contact book allows parents and teachers to confer about the child's reading progress. High attaining pupils can read independently. They can discuss the books and think about alternative endings and characters. Because teachers take time to prepare appropriate reading materials and give good guidance, these pupils make particularly good progress.
44. Literacy lessons make very good use of an interactive whiteboard for the class to share in a story, make predictions about the ending and develop their word building skills in an interesting way. Because teachers make up the stories, they can make learning very relevant and focus on skills that the children particularly need to develop. Although these lessons stimulate children's enthusiasm, they can go on for too long for them to concentrate well.
45. Good teaching of early writing enables children to develop fluent writing skills. Most children can write their name and form letters correctly. They are given frequent opportunities to write for a purpose and for enjoyment and this helps them to improve the clarity and formation of letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Basic number skills are developed and reinforced through a wide range of activities
- Ample opportunities are provided for children to investigate numbers and patterns but the school's very good range of resources is not always used to full effect
- Good links are made with science and design and technology projects

Commentary

46. Teaching is good and pupils make satisfactory progress towards achieving their early learning goals. Children's mathematical development is promoted through direct teaching and through a variety of investigative experiences, which they enjoy. However, the resources provided in the lesson are not always stimulating enough to sustain children's interest. For example, in a lesson about repeating pattern the only resources available to three groups were cubes. As a rule though, skilled teaching of groups ensures that tasks are well matched to children's abilities. They can count to five and many are working with numbers up to 20. Teaching capitalises on every opportunity to develop mathematical concepts. Children are taught to measure carefully in mathematics and they use this skill to effectively design, make and test bridges that can carry toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- ICT skills are promoted well
- The school's extensive grounds are used effectively to promote learning
- Teachers ask probing questions to help to develop children's thinking

Commentary

47. Teaching and learning are good and most children are working at levels expected for their age. They learn effectively because teachers provide activities that are well planned and help to increase their knowledge. The outdoor garden is used for children to plant seeds and other root vegetables. Children know and can explain that vegetables will need rain and plenty of good soil to grow. They can also talk about working in the orchard and why we need to take care of our environment.
48. ICT is used extensively to provide exciting opportunities for learning and to develop children's thinking. Children learning about the colours of a rainbow were able to paint it using the interactive whiteboard. The teacher asked challenging questions to help children understand how rainbows are formed. By the end of the session all could talk about the colours in the rainbow and some could give a simple explanation about its formation.

PHYSICAL DEVELOPMENT

The provision for physical development is **good**.

Main strengths and weaknesses

- Teaching is good and all children achieve well
- Children's motor skills are developed through regular activity

Commentary

49. The regular, planned opportunities to write and draw ensure that children's fine motor skills are well developed. When children make and join materials they cut accurately with scissors and measure carefully against other objects to make sure things fit.
50. Physical education lessons promote the development of skills such as catching and throwing well. Children learn the language associated with physical education and their understanding is evident when they demonstrate to peers. There are good opportunities to move to music and children begin to understand the good effect of physical activity on our bodies. Skilful questioning by the teacher enables them to understand why we breathe faster, feel thirsty and feel warm. Many know that regular exercise keeps the body healthy.

CREATIVE DEVELOPMENT

The provision for creative development is **good**.

Main strengths and weaknesses

- Teaching is good overall and children make sound progress towards achieving their learning goals
- There are good opportunities to design in small groups, where talk helps children to clarify their ideas and justify their choices
- There are too few opportunities for children to try out their own ideas.

Commentary

51. In creative development, children's attainment is as expected for their age. Most are on target to achieve their early learning goals by the end of the reception year. The good teaching helps children to enjoy music; they can play instruments and sing well but there are too few opportunities for them to experiment and add their own actions. Good quality resources are offered to allow them to design and make cards, faces and toys. A few can evaluate how well they made their product and have a good sense of proportion. Children were asked to make a man using fruit and vegetables. One child who used tomatoes to make the eyes said they were the most sensible choice because they were like a ball but they rolled too much and were too big.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Teaching is good throughout the school
- There are good opportunities to develop speaking and listening skills
- Pupils work hard in lessons and learn well
- Teachers use a variety of teaching methods and resources that stimulate pupils' interest
- Literacy skills are well planned for and used in other subjects
- In a few lessons pupils are not always shown clearly how to write in different styles

Commentary

52. Standards of attainment in English have been variable since the last inspection but are now above average. Imaginative teaching of literacy skills in English lessons and in other subjects has contributed to this improvement. Standards of reading and writing are above average in Year 2 and in Year 6. The school is working hard to raise standards in English and is doing this successfully. Younger pupils' reading and writing has improved over the last two years and work seen during the inspection indicates that standards in English are improving for the older pupils, particularly in Years 5 and 6. Overall, achievement is good by the end of Year 6.
53. Standards in speaking and listening are well above average in Years 1 to 6. One of the reasons for this is that teachers help pupils to become confident in speaking out loud through drama activities and class discussions. In a well-taught Year 6 lesson, the teacher gave each group of pupils a poem to read out to the class. She provided them with a useful prompt sheet to help prepare this task and as a result pupils used good expression to bring their poem to life. Pupils express themselves well and use a good vocabulary. In a Year 1 lesson, pupils suggested adjectives such as 'magnificent', 'disgraceful', 'loving' and 'joyful' to describe characters in a story.
54. Standards of reading are above average. Pupils enjoy reading and are keen to share their texts with adults and other pupils. Pupils are encouraged to take books home and there is good parental support for reading. Teachers help younger children to develop reading skills by demonstrating strategies for reading unfamiliar words and asking pupils to predict story endings. Most older pupils read independently and can explain why a writer has used different words and phrases. They are able to use information books to find out more about different subjects.
55. Standards of writing are above average and pupils enjoy writing for specific purposes. Pupils achieve well due to interesting teaching based on good planning. Pupils write independently from an early age and attempt to write difficult words. Teachers help pupils to plan their writing and show them how to use words to make their writing interesting to the reader. In a

Year 4 lesson, pupils had to imagine a storm as a person or animal, then write a poem based on their ideas. However, when sharing a piece of writing with pupils, teachers do not always teach strategies for writing in a particular style in sufficient depth. As a result, although pupils know about different types of writing, they sometimes find it difficult to produce these styles in their own work. Displays of well-presented written work help share and celebrate the high standards, such as the extended writing in Year 6. One pupil worked at home and in lessons to create a beautifully presented book of 'mixed-up fairy tales'. This included 11 chapters and incorporated miniature newspapers and books attached in little pockets. For example, 'The Daily Tale' contained advertisements for cottages, sports reports on broomstick racing, a wanted poster for a Fairy Godmother and a lonely hearts column from Cinderella.

56. Pupils achieve well throughout the school. Pupils with special educational needs are well supported and make good progress. Learning support assistants help pupils with spelling and reading. When working with small groups of less able pupils they support them well, asking purposeful questions and making sure pupils understand the work. However, when teachers are working with the whole class - for example, during lesson introductions - they often miss opportunities to involve the learning support assistants.
57. Teaching of English is at least good and occasionally very good. Teachers have good relationships with pupils and constantly encourage them to do their best. As a result, pupils work hard, concentrate and contribute well to lessons. Teaching is interesting and imaginative and pupils are fully engaged in their learning. Teachers explain the tasks clearly so pupils are focused right from the start. Teachers mark pupils' work thoroughly and write helpful suggestions about how to improve. However, in a few classes teachers do not give pupils the opportunity to read these suggestions and to act on them.
58. The subject is well managed. The subject leader has the opportunity to observe English lessons, interview pupils and look at pupils' books. As a result she is aware of the strengths and of areas for further development in English. The subject has a high priority across the school and is well resourced. Pupils' learning is enriched by additional activities such as theatre trips and drama club.

Language and literacy across the curriculum

59. Language and literacy are very well supported in other subjects. Good opportunities are made to link subjects together; for example, Year 5 pupils read the novel 'The Indian in the Cupboard' and this linked with their work in geography, art, design and technology and history. In Year 3 pupils learnt letter sounds through an ICT lesson. Teachers develop pupils' reading skills in other subjects such as in a history lesson when Year 4 pupils were finding out about the Anglo-Saxons using information books.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above those seen at the last inspection
- Pupils with special educational needs are supported well
- The quality of teaching is good overall
- A few pupils do not achieve as highly as they should in Years 3 and 4
- Extra activities enrich the curriculum very well
- The subject is well led and resourced

Commentary

60. Standards of attainment in Year 2 are above average and pupils achieve well. Standards of attainment in Year 6 are above average and pupils achieve well although achievement in Years 3 and 4 is satisfactory. Standards are similar in Year 2 and are better in Year 6 than at the last inspection. Pupils progress particularly well in number work. This is because the mental and oral parts of lessons are taught effectively and stimulate recall of number facts which pupils use regularly in problem-solving activities. Pupils manage this aspect of their learning independently and confidently.
61. By Year 2, pupils have a well-established concept of addition and subtraction, and higher attaining pupils are beginning to see the connection between addition and multiplication. They use computer programs to explore symmetrical pattern and draw bar charts. They can explain confidently how they worked out their answers using correct vocabulary. By Year 4, pupils begin to recognise negative numbers in temperature displays, have good recall of the two, five and ten times tables, make reasonable estimates of length using standard measures and then check their answers for accuracy. By Year 6, pupils can recognise different kinds of angle. They understand the relationship between fractions, decimals and percentages and have a good knowledge of associated mathematical terms such as 'inverse', 'denominator' and 'integer'. Pupils have good attitudes to the subject and want to learn.
62. Pupils with special educational needs are supported well by the teaching assistants, who sit alongside them in lessons and help to focus their attention and work in partnership with the class teachers by routinely leading groups. The special educational needs co-ordinator withdraws pupils from class to work in small groups and they benefit from more individual attention. This enables the pupils to make good progress.
63. The quality of teaching is good overall. Teachers plan their work well and routinely explain to pupils what they are to learn during the lesson and get them to see where their current work fits in with what they have learned previously. In the better lessons, teachers expect pupils to work at a brisk pace; they use their analysis of pupils' performance well to set different levels of work in each class. They mark work carefully and often involve pupils in reviewing their own work, giving them time to explain how they got their answers or determine for themselves whether they need extra support. In Years 3 and 4, a minority of higher attaining pupils is not challenged enough and their progress slows. All teachers set homework regularly. Parents support this well and this is helping to improve pupils' progress.
64. The subject co-ordinator runs very popular parents' mathematics workshops in order for them to support their children further. Younger pupils enjoy her mathematics games and borrow them regularly from the school library. Older pupils excitedly join in the quizzes at lunch times in order to be recognised as the champion team. The whole-school number day was met with enthusiasm and as well raised money for a national charity.
65. The subject co-ordinator is supporting improvement well; for example she has led staff training on the importance of marking when assessing pupils' learning and on support for pupils in the four rules of number. By focusing on regular monitoring of pupils' work, discussions with pupils, teachers' planning and lessons, she has identified the next steps needed to develop pupils' learning in each year group. Her action plan provides the specific detail of tasks to be undertaken, but includes too few measurable targets to support evaluation of pupils' achievement over the longer term. Resources are of good quality and very well managed.

Mathematics across the curriculum

66. Numeracy skills are taught well and reinforced across the curriculum. For example, pupils collect, record and interpret data in science investigations, plot graphs when recording temperature variations in geography and construct complex models in design and technology through measuring accurately.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 2 and in Year 6 are above average. By Years 2 and 6, pupils achieve well although the achievement of a small number of pupils in Years 3 and 4 is satisfactory
- Most teaching is good
- Interesting activities enrich the curriculum
- Leadership is good
- Resources are very good

Commentary

67. The school has maintained above average standards of attainment since the last inspection and most pupils continue to achieve well. The standards achieved by Year 2 pupils are above average and this is an improvement from the last inspection. Pupils in Year 2 develop their ideas and can predict how far a model car will travel over different surfaces carrying different weights and can investigate fairly how long it will take ice to melt. In Years 3 and 4, pupils can identify different sorts of teeth and suggest what they are used for. However, a minority of higher attaining pupils are not challenged enough and their progress slows. Current Year 6 standards of attainment are above average and pupils by Year 6, achieve satisfactorily. Pupils have a good knowledge of all areas of science and know well how to carry out an investigation ensuring a fair test. Pupils with special educational needs achieve well because of the good support they are given in class.
68. Teachers use assessment of pupils' learning well to teach well-planned and interesting lessons. In a Year 6 lesson, drama was used to reinforce the flow of electrons round an electrical circuit; good links were made with history lessons when pupils used Morse code to send messages. In Year 5, teachers used skilful questioning to lead pupils to offer suggestions for a suitable experiment to investigate the amount of air in soil. In a Year 3 lesson pupils knew some foods are damaging to health and examined each other's teeth for fillings and signs of decay. Pupils develop their numeracy skills well when they record the results of their investigations and often use graphs for this purpose. Teachers use teaching assistants well to support learning for pupils with special educational needs, although the most able pupils are not always challenged to learn as much as they can.
69. Features of the good leadership include good analysis of test results, showing areas the school needs to improve and giving good support to teachers in the planning of their lessons. Pupils' work and teachers' plans are monitored regularly. The co-ordinator arranges science activities such as school science weeks, visits to the school by experts and pupils taking part in science fairs at other schools to extend the work of science. The range and quality of resources for the subject are very good, well stored and clearly labelled.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Improvement in standards since the last inspection
- Direct teaching of ICT skills is good
- Well planned lessons interest pupils and cover a wide range of skills
- The co-ordinators and learning support assistants provide very good support for staff, which is increasing their confidence

Commentary

70. Standards throughout the school are above average and pupils achieve very well. There has been very good improvement since the last inspection, when standards by the end of Year 6 were unsatisfactory. Since that time national funding has meant that the resources for the subject have been improved and staff confidence and expertise developed through training.
71. The good range of activities stems from a comprehensive long-term plan that is supported well by co-ordinators. The plan is closely linked to topics being studied in other curriculum areas so that pupils understand how modern technology supports learning. Examples of pupils' work show that they are learning to use ICT for word processing, graphics, the Internet and data handling, as well as control, monitoring and modelling.
72. Teaching and learning are good and often very good. The very good teaching begins in the reception class. By Year 1, pupils have good knowledge of the keyboard and confidently use a variety of programs. They edit their work well. Lessons begin with direct teaching that ensures that pupils can begin their work confidently. In a Year 5 lesson, pupils interrogated data about monarchs. Skilful instruction and questioning by the teacher while they worked allowed them to analyse data but also develop their understanding of chronology. Computers based in classrooms are not always as well used to support the good learning in the computer suite and opportunities to enhance pupils' skills are sometimes missed.
73. Children quickly develop an enthusiasm for ICT because lessons are interesting. Conversations with pupils and examples of their work show they are confident in accessing the Internet for research, recording sensor data and presenting text. Children can use the suite at lunchtimes and on some afternoons to consolidate their skills with the help of a learning support assistant. This enables those with special educational needs to keep up with their classmates and higher attaining pupils to develop their skills further.
74. Both co-ordinators and learning assistants provide very strong leadership and use their specialist knowledge to work alongside teachers to inspire and guide them to improve their skills. They monitor the work of teachers on a daily basis. A very effective on-going training programme ensures that individual staff needs are met. Teachers assess pupils' progress at the end of each term and plan for the next stage in their learning. A portfolio of work has been assembled and this provides teachers with clear exemplification of standards.

Information and communication technology across the curriculum

75. This is very good. The very good range of activities in ICT lessons provides opportunities for pupils to develop their skills in other subjects. Lessons learned in the suite can be followed up in class because pupils' skills are advanced and they can access computers independently. Pupils use the Internet confidently to acquire and present information to the class. The recording of information in many subjects is enhanced by ICT. During the inspection, very young children used tape recordings to enjoy stories and rhymes and older pupils confidently photographed their design and technology models with the digital camera.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils are very enthusiastic and enjoy geography
- Pupils participate well in environmental education
- Pupils have the opportunity to study aspects of geography in depth and this contributes to their good knowledge and skills

Commentary

76. The co-ordinator leads the subject well. She reviews teaching and learning and puts together new plans for development. There are examples of very good cross-curricular activities, particularly follow-up work in art and design, writing and design and technology after visits to places of worship.
77. Teaching in geography is good and pupils achieve good standards. Teachers present the subject in an interesting way and as a result pupils learn well. Year 5 pupils were enthralled when the teacher demonstrated the process of erosion using a gravel mountain and a jug of water. In this lesson pupils displayed very good knowledge of the ways in which mountains change and how these changes can be caused.
78. Pupils experience a wide range of activities and this contributes to their good geographical knowledge. Pupils in Year 1 and 2 explore their locality and follow the antics of Barnaby Bear at his various holiday destinations at home and abroad. As a result, Year 2 pupils are familiar with maps and can identify the UK and some European countries. Year 6 pupils study in depth the topic of rivers and the water cycle. Following a good Year 6 lesson, most pupils could explain key points relating to the location, climate, people and uses of the River Nile.
79. Pupils in all year groups are encouraged to think about the environment and how it can be improved or damaged. Year 2 pupils showed an awareness of problems such as litter and vandalism and were able to offer ways in which these problems might be solved. By Year 6 the pupils have a good understanding of the relationship between people and their environment and the effect they have on one another.
80. The subject is well led. Field trips and good quality resources enrich the geography curriculum. The school has examined the time allocation for this subject effectively in order to link history and geography efficiently.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Pupils enjoy history and work well in lessons
- Pupils have a good knowledge of historical facts
- There is not enough emphasis on independent research and the teaching of historical skills
- Teachers make good use of artefacts and other forms of evidence
- Literacy skills are developed well in history lessons.
- In some lessons high attaining pupils are not sufficiently challenged.

Commentary

81. Observation of lessons and work on display and in books indicate that pupils achieve well in history and reach above average standards. Standards at the end of Year 2 have improved since the last inspection and have been maintained by the end of Year 6.
82. In lessons seen, teaching was good overall with one very good lesson in Year 2. Teachers make good use of resources and encourage pupils to work hard. For instance, Year 4 pupils were shown replica Anglo-Saxon artefacts and discussed what they could be. They were able to give clear and well thought out reasons for their answers. Lively teaching generates a real interest in the subject and reinforces pupils' learning. In Year 2, for example, pupils were fascinated by their study of the life of Florence Nightingale and this contributed to their secure understanding of some aspects of life in Victorian times.

83. In some lessons teachers do not provide opportunities for more able pupils to extend their learning and develop historical skills. For example, in one Year 3 lesson all pupils were given questions to answer using a set of history textbooks. There were no opportunities for pupils to generate their own questions or use different sources of information.
84. Teachers make good use of history lessons to support pupils' literacy. Pupils are encouraged to use information books and to write in different styles using history as a starting point. Good links are made between history and other subjects; for example, in a Year 5 art lesson pupils created pictures of Tudor monarchs. History work is well displayed with timelines and good quality books and photographs in the classrooms.
85. The new co-ordinator manages the subject well. She has monitored pupils' knowledge and understanding by asking them a series of questions and has provided teachers with some suggestions for history activities. There are some good quality teaching resources and these are used effectively to promote enjoyment of the subject.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have a good knowledge of Christianity and sound knowledge of other major world faiths
- Recording tasks in lessons can be a little repetitive

Commentary

86. Standards are above average at the end of Year 2 and Year 6 and pupils achieve well. Improvement since the last inspection has been satisfactory. The school follows the local agreed syllabus to plan and teach religious education.
87. Assemblies often involve pupils. They help them to share their experiences and understand the importance of happy and sad memories or objects, which are special to both themselves and others. The school's strong links with the community provide frequent opportunities for pupils to gain understanding of their own beliefs and practices and the subject makes a good contribution to spiritual, moral, social and cultural development.
88. Teaching is good. Teachers help younger pupils to gain a good understanding of Christianity. They tell stories and explain difficult words and ask pupils to reflect on the meaning for people today. In a Year 4 lesson pupils considered temptation and discussed times when they had been tempted. Although other major world faiths are included in the curriculum for each class they are not always taught sufficiently regularly for pupils to remember the distinctive features of each. Pupils enjoy the lively discussions that enhance lessons. Recording tasks are sometimes repetitive and spoil pupils' enjoyment of the subject.
89. The co-ordinator leads the subject well. She reviews teaching and learning and puts together new plans for development. There are examples of very good cross-curricular activities, particularly follow-up work in art and design, writing and design and technology after visits to places of worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6
- Resources are good
- Pupils' work in art and design is well displayed and helps maintain a high profile for the subject
- Leadership is good

Commentary

90. Although only one lesson was observed, the high quality displays in the school show that standards in Year 2 and in Year 6 are above average; this represents good improvement from the time of the last inspection, when standards were average. This is due to good teaching, good use of resources and pupils' enthusiasm.
91. Following in-service work at the National Gallery, and the entering of a "Take one picture" competition, 'The Stonemason's Yard', a painting by Canaletto, is used well throughout the school as a focus for art and design. Younger pupils use colour wash and paper to create a collage of the river, buildings and people and show good control when they use chalks. Year 3 pupils use pencil well showing fine detail when drawing stonemason's tools, and good progress in technique is demonstrated when Year 6 pupils use pencil sketches and printing to illustrate parts of the picture. Year 5 pupils skilfully painted a mural in the corridor based on the work of the artist Paul Klee.
92. In a good Year 5 lesson, pupils showed good brush control when they painted miniature portraits of Tudor figures – a project which links well with their history work. The lesson was well planned and pupils showed their abilities to mix colour well. The subject makes a good contribution to pupils' cultural development because they are given the opportunity to study paintings by European artists and in art workshops where they study African and Islamic art. In a Year 5 class, pupils' pencil drawings of hands are linked well with a Hindu prayer about hands.
93. The co-ordinator supports teachers well and ensures that a good range of media is available for the subject.

DESIGN and TECHNOLOGY

Provision in design and technology is **good**.

Main strengths and weaknesses

- Standards are above average for pupils in Year 2 and Year 6
- Resources are good
- Teaching is good
- Pupils enjoy their work in the subject and achieve well

Commentary

94. Photographs of pupils' work, observation of two lessons and discussions with pupils provide evidence to show improved standards of attainment and good achievement.

95. Pupils in Year 2 can design a vehicle able to carry a set number of cubes. They know and can explain technical terms such as 'axle' and 'wheel'. They can make clay pots in the style of Crown Derby, which enhance a good display about Travellers, their caravans and way of life. Year 4 pupils can make moving vehicles - dog whirls - out of wood and elastic bands and race them in the hall. In a Year 6 lesson, pupils made good use of the Internet to investigate Victorian furniture and interior design when making their own Victorian room. They showed they can measure, cut accurately and construct the room using a range of tools safely. They showed pride in their work and talked enthusiastically about the construction. They are innovative in their use of materials for interior decorations and make artefacts at home - for instance, fruit and vegetables out of sourdough.
96. Teachers plan their lessons well and use skilful questioning to help pupils refine and develop their designs. Pupils are well managed and additional adults used well to support pupils' learning.
97. The subject is well led and managed and assessment information well used to plan the next steps in learning. Resources for the subject are good, well stored and easily accessible.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6
- Pupils achieve well, perform confidently and thoroughly enjoy the subject

Commentary

98. No judgement was possible on pupils' achievement and attainment by Year 2 due to lack of evidence. By Year 6, pupils attain above average standards and all achieve well. These standards have been maintained since the last inspection. High quality resources support the curriculum.
99. By the time they leave the school, pupils are confident performers and compose and appraise music well. In lessons, all pupils reprise well-known songs, practise new ones and improve their technique as young musicians. They clearly enjoy the social events of singing and composing together and the good opportunities to appraise the work of their peers. Many pupils are very competent musicians and play an instrument to a high level. For these pupils, lessons do not sufficiently address musical notation.
100. No teaching was observed in Years 1 and 2. Teaching and learning are good in Years 3 to 6. Performance skills and singing in particular are well developed. Teachers make accurate assessments about progress and plan to teach those areas identified for development in the following term.
101. The co-ordinator is a good role model and provides high quality training for staff. A very wide range of enrichment activities supports the curriculum. Visiting musicians make a good contribution to cultural development. Many pupils take good advantage of the variety of instrumental tuition and extra-curricular clubs.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6
- The school has good resources for physical education
- Teaching is good and pupils achieve well
- Leadership of the subject is good
- The provision for extra-curricular activities is very good and clubs are well attended

Commentary

102. Not all aspects of the subject were seen during the inspection, but evidence shows that standards in Year 2 and in Year 6 in games and gymnastics are above average. This is an improvement from the last inspection, when Year 2 pupils' standards were average.
103. Pupils achieve good standards because they are taught well. Lessons are well planned and teachers use the good range of resources effectively. They have good subject knowledge, which shows when they teach new skills. Pupils are well managed. They work safely and with a good awareness of each other. They move into space and take part in warm-up activities at the beginning of lessons. Pupils in Year 6 show developing skills when learning to play badminton and use the racket with increasing skill in both forehand and backhand strokes. More able pupils are able to sustain a long rally of strokes. They begin to develop tactics of hitting the shuttlecock for either long or short serves to confuse their opponent and practise this well. Year 4 pupils develop rugby skills and in teams of four run and dodge to score a try. In a gymnastics lesson, Year 2 pupils balanced both on and off the apparatus and developed these movements into a sequence. They are well trained to put out apparatus and assemble and dismantle it quickly and safely, making a good contribution to their social development.
104. Swimming is well organised for pupils in Years 3 and 4 and pupils achieve the standards expected. This is a good improvement from the time of the last inspection, when swimming was not taught. Pupils in Year 6 take part in a residential experience, which includes a range of adventurous activities and makes a good contribution to their social development. The school takes part in a wide range of competitive sports such as football and netball. There are very good links made with, for example, the local rugby and cricket clubs; this means that pupils have access to expert coaching. Good links are formed with both the local secondary and special school, which allow resources, premises and expertise to be shared.
105. The subject leader is knowledgeable and supports teachers well. The curriculum is well planned and organised and the good resources managed well. The school has good facilities for physical education, including hard and grassed surfaces, which it uses well.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Commentary

106. Personal, social and health education are an important aspect of the school's work. Assemblies foster a sense of community and the school council enables all pupils to feel their views are valued and can have an impact on the running of the school. The curriculum is well developed through circle time for younger pupils and well-planned opportunities for older pupils to discuss their thoughts and feelings. For instance, Year 5 and 6 pupils were asked to consider their responsibilities as citizens when vandals damaged their classrooms.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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