

INSPECTION REPORT

PRIORY INFANT SCHOOL

Ramsgate

LEA area: Kent

Unique reference number: 118416

Headteacher: Mrs Lin Parry

Lead inspector: Miss Cheryl Thompson

Dates of inspection: 14 – 16 June 2004

Inspection number: 257234

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
Number on roll;	172
School address:	Cannon Road Ramsgate Kent
Postcode:	CT11 9XT
Telephone number:	01843 593105
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J DeBues
Date of previous inspection:	8 June 1998

CHARACTERISTICS OF THE SCHOOL

Priory Infant school serves its immediate neighbourhood in central Ramsgate and has 172 boys and girls on roll. There is a small turnover of pupils. Almost all pupils are white, with their origins in the United Kingdom. There is a small number of mixed race pupils. Two pupils are at an early stage of learning English. There is no nursery provision but most pupils have attended local play-groups. There is a high proportion of unemployment in the area, with socio-economic circumstances generally below average. The number of pupils taking free school meals is around average but the proportion of pupils with special educational needs is very high. Very nearly half the pupils have been identified as having a specific need, predominantly in speech and behaviour. Attainment on entry to school is well below average, especially in communication and social skills. The school was awarded Investors in People status in March 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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13828	Ron Ibbitson	Lay inspector	
18935	Christopher Bolton	Team inspector	Science Design and technology Geography History
18360	Cecelia Davies	Team inspector	Foundation Stage Special educational needs Mathematics Art and design Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where pupils do well from a generally low starting point, especially in developing their personal qualities and a keenness to learn. It provides good value for money. Strong leadership by the headteacher makes sure the pastoral care of pupils is very good; they are very happy in school. The great majority of teaching is good, although in Year 1 it is in need of improvement.

The school's main strengths and weaknesses are:

- Standards are not high enough in literacy and numeracy
- Standards are above average in information and communication technology (ICT)
- Checks on teaching and learning are not rigorous enough to raise standards at a good rate
- Very good relationships underpin the very good behaviour in the school
- There is very good provision for pupils with special educational needs
- Good teaching in Reception gives children a good start to school
- Highly proficient teaching assistants are deployed very well to the benefit of pupils and teachers

The school has made good improvement since the last inspection in June 1998. Governors have developed their role and now take a positive lead in the school. Very good improvement in ICT has led to above average standards. Standards have improved over time but more work must be done to raise them at a better rate.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	D	D	E*	E*
writing	E	E	E*	E*
mathematics	E	D	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those with similar percentages of pupils eligible for free school meals.

Achievement is good, overall. Almost half the school population has been identified as having special educational needs. Children start school with wide ranging levels of attainment but, overall, it is well below average. From examination of pupils' work and analysis of the school's data, it is clear that pupils achieve well as they move through the school. Currently, there is a dip to satisfactory achievement in Year 1 because there have been staff changes and teachers' expectations are not high enough, especially for the more able pupils. Standards in national tests in 2003 were very low and were in the bottom five per cent of schools in the country (E* in the table above). Nevertheless, many taking the 2003 tests had started school with particularly low levels of attainment and had achieved well. Standards are better this year. However, inspection evidence shows that standards in reading remain well below average and that although achievement in reading is satisfactory, there is not enough drive to move pupils on at a good rate. In mathematics and writing, standards are below average but achievement is good except, in Year 1. In science, very nearly all pupils achieve

very well; standards are above average, but not enough pupils are gaining the higher Level 3 because the school is not always providing the right work for its more able pupils.

From a very low starting point, children achieve well in Reception and, this year, standards are likely to be mostly below those expected for the children's age rather than well below. The exceptions are in the areas of personal development, creative development and knowledge and understanding of the world, where standards are average because staff are very successful in promoting children's self-esteem and an 'I can do' attitude.

Standards in ICT are above average and achievement is generally very good because it is usually taught well, with very good links made with other subjects. Standards in art and design are also above average; pupils achieve very well because teaching and opportunities for developing skills are very good.

Pupils' spiritual, moral, social and cultural development is good; their personal qualities are developed well. Pupils have good attitudes and behave very well in and out of class. Comparative attendance data shows it was well below average, but there has been considerable improvement recently so that it is now more in line with average levels.

QUALITY OF EDUCATION

Priory provides a **good quality of education**. Pupils work from a good curriculum with specific attention paid to providing them with exciting first-hand learning experiences through visits and visitors. Two-thirds of teaching is good or better but because of weaknesses in challenge and pace in Year 1, **teaching is satisfactory, overall**. In Reception and Year 2, teaching is always good, with a significant proportion of very good teaching in Year 2. In both these Year groups, teachers set very high expectations and deploy their assistants very productively to ensure that pupils of all abilities learn at a good rate and achieve well.

Very good levels of care and concern for all pupils and their families have ensured very beneficial links with parents. The school has good ways of tracking how well pupils are doing. Currently, it is not making the best use of these systems to move its more able pupils on at the optimum rate so that they can achieve even better.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governors take a good lead in the work of the school. The headteacher provides very good leadership for the pastoral care of pupils and has created a very strong team spirit amongst staff. There are good management procedures in place, but these are not being applied rigorously enough to bring about improved standards at a good rate. There is one piece of statutory information, the number of absences, missing from the school prospectus.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in very high regard because it takes very good care of their children. Parents value the Family Liaison Officer for all the efforts she makes on their behalf. Pupils like school and are very happy in it. They know they will be listened to if they have ideas or concerns to share.

IMPROVEMENTS NEEDED

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

- Improve teaching in Year 1
- Raise standards at a better rate by applying more rigour to systems to check on the quality of teaching and learning

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

From their start in Reception to the time they leave at the end of Year 2, pupils' achievement is good. Currently, achievement in Year 1 is satisfactory because average and above average pupils are not achieving as well as they should. In ICT, art and design and science, achievement is very good and standards are above average. Throughout the school, pupils with special educational needs (46%) achieve well. Standards in reading, writing and mathematics as measured by National Curriculum tests are usually well below the national average and the average of schools with a similar proportion of pupils eligible for free school meals.

Main strengths and weaknesses

- Pupils achieve well over their time at Priory
- Standards are not high enough in literacy and numeracy
- Standards in art and design, science and ICT are above average

Commentary

1. When they start in Reception, children's attainment is well below that expected, especially in the areas of personal, social and emotional development and communication, language and literacy. From these low levels, pupils achieve well during their time at Priory. Importantly, children quickly develop very positive attitudes to learning, which prepares them very well to take advantage of all the good learning opportunities provided. Children in the Reception classes attain standards that are, overall, below those expected for their age but in their personal, social and emotional development, creative development, and knowledge and understanding of the world standards are around average.
2. Very nearly half of the school's population is identified as having special educational needs. Individual education plans are good and take careful account of the advice gained from outside agencies such as speech therapists and occupational health. These measures help pupils achieve well and develop good self-esteem; a significant minority have complex learning and medical needs, which are provided for very well by teaching assistants who provide high quality care and kind humour.

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

Standards in:	School results	National results
reading	12.4 (15.0)	15.7 (15.8)
writing	11.0 (13.3)	14.6 (14.4)
mathematics	13.2 (15.6)	16.3 (16.5)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

3. The table above shows standards to be particularly low. There was a significant number of pupils with special educational needs in 2003 whose attainment on entry was very low.

Evidence provided by the school shows that these pupils achieved well over their time in school.

4. Standards in writing have risen in response to the school's good focus on providing interesting and exciting reasons for writing. Inspection evidence shows that standards are below average rather than very low as they were last year (2003). The school has correctly identified the need to put more emphasis on teaching pupils to use letter sounds they know to help them spell unknown words. Reading standards are too low. The main reason for this is that pupils are not reading enough at a level to help them consolidate the skills they have learned in the good group reading sessions. For various reasons, a significant proportion of parents finds it difficult to hear their child read at home and the school is not providing enough opportunities for these pupils to read at school.
5. In mathematics, standards had been rising until 2003. Inspection evidence shows that standards are below average rather than very low as they were in 2003. The school provides good, practical opportunities for pupils to 'problem solve', which helps develop the appropriate thinking and problem-solving skills. In mathematics and reading and writing, the school collects a good amount of information about pupils' progress. This information is used to set targets which are shared with parents. Currently, pupils are not well aware of these targets and, consequently, good opportunities are missed to use the targets to move pupils on at a good rate.
6. The school is very successful in promoting above average standards in ICT art and design and science. Standards in science are good because of the strong emphasis placed on providing practical, relevant activities and taking pupils on interesting visits. In ICT, there are very good links made between subjects so that pupils' interest levels are high and they have a very good number of opportunities to use ICT in meaningful and relevant situations. Standards in art and design are good and promoted by teachers' enthusiasm for the subject and their determination to provide opportunities for pupils to excel in subjects other than reading, writing and mathematics. The school has an 'Art Week', where pupils have wide-ranging opportunities to learn different skills alongside talented adults.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and behave very well. Pupils' spiritual, moral and cultural development is good and their social development is very good, making these aspects of their personal development good, overall. Relationships at all levels are a strength of the school. Attendance is now 94.6%, which is broadly average, but compared to available national comparative data it is below average.

Main strengths and weaknesses

- Pupils' good attitudes to learning help them to achieve well
- Pupils behave very well and enjoy very good relationships with staff and with their schoolmates
- Provision for pupils' personal development is good. This helps them to mature and grow in confidence
- Very good checks have improved attendance considerably

Commentary

7. Pupils have positive attitudes to their work. They settle down to work quickly and are interested and responsive. They are particularly well motivated when the lesson is challenging - as in a Year 2 science lesson, when pupils had to identify a creature they found at the bottom of the schools wild-life pond. They appreciate the wide range of outside visits, as well as the opportunities to meet the visitors to the school, including musicians and artists who help them learn about different cultures. Pupils have good opportunities to work together and share ideas in lessons and so they learn to get on well together. Relationships between pupils and adults in the school are very good. Staff know pupils well and are happy to talk to them if they have any concerns or problems. Achievements are always recognised and valued and so pupils want to do well. For example, in a Year 1 lesson, a pupil produced a particularly well-finished piece of design work and was rewarded by spontaneous applause by classmates.
8. On entry to Reception, children's level of personal, social and emotional development is generally very low. During their time in Reception, because of the very clear focus on helping children to develop their personal qualities, they make very good progress in developing their social skills and develop very positive attitudes to learning. This year, by the time they start in Year 1, their attainment is likely to be in line with that expected.
9. Behaviour, both in lessons and around the school, is very good; which leads to a calm environment that is conducive to learning. Staff provide very good role models and their high expectations and sensitive approach to managing behaviour contributes much to the relative freedom from harassment or bullying that exists. Older pupils have a keen sense of responsibility for younger ones, helping them when they are in difficulty and at lunch-times. They sensibly carry out a range of jobs in the classroom and across the school. This is an improvement since the last inspection when it was found that there were too few opportunities for pupils to take responsibility.
10. Pupils respond well to the schools provision for personal development, an area given high priority by the school. The school provides good opportunities for spiritual development, allowing time for reflection in lessons and in assemblies, and opportunities for pupils to be proud of their achievements, for example, during 'Art Week'. Pupils have a good understanding of right and wrong. Assemblies have a strong moral content and pupils are encouraged to think about ideas such a friendship and kindness. Through their studies in art, for example, pupils gain an appreciation of their own and other cultures. Pupils learn about some of the worlds major religions, including Judaism and Hinduism, and get a good introduction to life in a multicultural society.

Attendance

Although the attendance rate for the year under consideration is below the national average, the current rate shows a substantial improvement. The majority of pupils arrive for school in good time and no time is wasted in starting lessons. The improvement in attendance has been brought about by the school's very good procedures for monitoring absences and by its resolve to reduce unnecessary absences.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

Exclusions

The school works exceptionally hard to avoid excluding pupils. However, when this happens, all correct procedures are followed.

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	158	1	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. The very good pastoral care and provision for pupils with special educational needs (nearly half the school) mean that pupils are happy and helped to learn successfully. Teaching and learning are satisfactory. Pupils work from a good curriculum which is enriched with interesting visits and visitors to bring meaning to pupils' work.

Teaching and learning

There are weaknesses in Year 1, therefore teaching, learning and assessment in the school, overall, are satisfactory rather than good. Judgements are based on discussions with pupils and the examination of their work as well as observing lessons. In Reception classes, teaching, learning and assessment are consistently good and, in Year 2, always good, with a significant proportion of very good teaching.

Main strengths and weaknesses

- In Year 1, teachers' expectations are not high enough, especially for more able pupils
- Assessment is thorough, but is not yet being used to move pupils on at an optimum rate
- There is consistently good teaching in Reception
- Highly proficient teaching assistants are deployed very beneficially to help pupils learn
- Teachers manage their pupils very well through very good relationships and high expectations of behaviour
- ICT is usually taught well, with very good links to other subjects

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	7	3	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11. From the table above it is clear that the majority of teaching at Priory is good, with a significant proportion that is very good. Year 2 teachers plan work and help to suit their pupils' abilities and set very high expectations for pupils to work hard and do their best. Pupils respond very well and learn at a good pace. Currently, however, teaching and learning in Year 1 are generally unsatisfactory. The headteacher and senior team are aware of the difficulties and there has been some improvement but there is still a considerable way to go. The difficulties in the Year group have been compounded by staff illness. The main areas for improvement are to raise teachers' expectations of their pupils' achievement and increase the pace of lessons. More able pupils in Year 1 are not achieving as well as they should because teachers are underestimating their capabilities and are not planning work to make them think hard and build on what they already know.
12. Teaching and learning in the Reception classes are always good. There is a very strong team spirit amongst staff. Their genuine care and concern for children's well-being and

progress shines through all their work. They all have a very good understanding of how young children learn and how to encourage self-esteem and an *I can do* attitude. The results of the team approach are noticeable in the way children persevere with a task for a very good length of time and take pride in their accomplishments.

13. The school uses its funds wisely and has invested in professional development for its teaching assistants. Performance management interviews provide opportunities to discuss the school focus and individual need and assistants give generously of their time to attend courses. The end result is a skilled workforce that run small group sessions for pupils with specific needs or supports pupils' learning very effectively in lessons. The teaching assistant responsible for ICT makes a significant contribution to the standards pupils attain and teachers' knowledge of software programs. Assistants are particularly valuable in classes for helping children develop positive attitudes to learning and relating to others. They are trusted by children and families. In lessons they are always clear about what is expected of them and report back efficiently to the teacher on children's success or areas of difficulty. In a very small number of examples, there were times where teaching assistants were not as effective as they might be. In these cases, it was either because the assistant was new to the role or that teachers' planning was not clear enough.
14. In lessons observed, and around the school, teachers and assistants appear to manage pupils' behaviour effortlessly. Underpinning this seemingly effortless management are the very good relationships and approach to praising for good behaviour and effort and talking through poor behaviour and its consequences. The very high expectations of good behaviour and kindness and consideration for others mean that pupils learn in a calm and purposeful environment. Very good relationships are evident in pupils' readiness to be helpful and that a quiet word is all that is needed to stop pupils chatting. Examples of excellent marking of pupils' work in both Year 2 classes show how thoughtfully teachers comment, keeping just the right balance between praise and giving ideas for improvement. Pupils say they like their teachers and would always turn to them if they had any worries.
15. A key issue at the last inspection was to raise standards in information technology. The school has done this very successfully. Standards are now above average. Teachers are knowledgeable and, through their good planning, make very good, interesting and relevant links between subjects such as art, science and geography. As a result, pupils are highly interested in what they learn, behave exceptionally well in the ICT suite and make very good progress in developing ICT skills in meaningful contexts. Very good examples were noted during inspection of Year 2 pupils accessing the Internet, opening programs and finding out information about creatures to reinforce their science work on the environment. Word processing skills develop very competently, as demonstrated by Year 2 pupils' 'thank-you' letters to the management of a local factory after their visit. Pupils are made well aware that they need to be sensible and aware of potential dangers when using the Internet.
16. The school has good systems for keeping track of pupils' progress and their National Curriculum levels. There is no doubt that pupils make good progress over time at Priory. However, teachers are not always making the best use of all the information they collect about pupils' attainment to ask themselves '*Could they do even better?*' and plan accordingly. This feature is most noticeable in Year 1 and throughout the school in reading. Marking is good, overall, and excellent in Year 2 where pupils are usually given

ideas for improving their work. Currently, pupils do not have individual targets that they know about and work towards achieving. Teachers, in the main, have a good idea of what they are expecting their pupils to learn next, but this is not routinely shared with pupils.

The curriculum

The school's good curriculum ensures that all pupils have access to a good quality and range of learning opportunities. A good range of extra activities enriches the curriculum. The school's accommodation is very good and resources are good.

Main strengths and weaknesses

- Equality of access for all pupils, with very good provision for those with special educational needs
- Good opportunities are provided to enrich the curriculum so that pupils are well motivated and keen to learn
- The accommodation is very good and resources throughout the school are good and used effectively to support learning

Commentary

17. Since the last inspection there has been good improvement. All subjects of the National Curriculum are taught and statutory requirements met. Provision for ICT has greatly improved, with good resources now available in the computer suite as well as classrooms; standards have risen as a result. Religious education is taught according to the requirements of the Locally Agreed Syllabus. Provision for personal, social and health education is good, with pupils having regular 'circle time' activities each week.
18. Curriculum provision in the Reception classes is good. Children achieve well from a low starting point because of consistently good teaching, many first hand-experiences and well-planned opportunities to work and play together.
19. The school ensures that every pupil has equal access to all aspects of school life. Lessons are planned to cater for the needs of all. The special educational needs co-ordinators, teachers and teaching assistants work together as an efficient team so that there is very good provision for pupils with special educational needs. In nearly all cases, their needs are met very well, both in the classroom and when withdrawn for additional support.
20. Whole-school projects, such as 'Art Week' and other themed weeks, are carefully planned to encourage learning and widen pupils' horizons. Every half-term there is a visit or visitors to the school, linked to topics pupils are studying. For example, pupils visit such places as Sarre Mill, Farming World and Canterbury Environment Centre. Visiting authors, artists and musicians, the Iroko Theatre Group, together with members of the local community such as police, nurse and fire fighters, all contribute to pupils' interest and enjoyment as well as enhancing the quality of their learning.
21. The headteacher and senior team aim to provide the best for their pupils and research widely before purchasing books and equipment. The good quality and range of resources are accessible and teachers use them well to help pupils' learning in different subjects. The very good number of teaching assistants plays a significant role in pupils' good achievement. Colourful wall murals and outstanding displays of pupils' work create

a stimulating learning environment. There is very spacious accommodation that is kept very clean and tidy. Particular features of the accommodation are the large hall, ICT suite and a library that is very thoughtfully organised, with books being 'colour coded' so that pupils can easily find what they want. Outside, there is an attractive environmental area, complete with pond. During the inspection, teachers made very good use of this area to reinforce pupils' knowledge of creatures and their habitats that had started at their visit to the Canterbury Environmental Centre.

Care, guidance and support

The school takes very good care of all its pupils. It provides very good support, advice and guidance for pupils' personal development and the academic development of those with greater levels of special educational needs. The school has good systems for tracking pupils' progress but their use is satisfactory. The school takes good note of its pupils' views; they are confident that they will be listened to.

Main strengths and weaknesses

- The school identifies pupils' specific needs promptly and provides for them very well
- The school is not making the best use of all the information it has about pupils' academic achievements to move them on at the best possible rate
- Highly proficient teaching assistants provide very good support for pupils' personal development

Commentary

22. The very strong caring ethos provides a very good learning environment for pupils with special educational needs. These pupils have good self-esteem and are fully included in the life and work of the school. The school is very successful at identifying pupils who need extra help, either to develop literacy and numeracy skills or in their personal development. The very strong relationships with parents and very good preparation for starting school contribute to a smooth move into full-time education. If necessary, children get the correct help right from the start. The Family Liaison Officer also contributes to the school's success by being the intermediary if parents feel they cannot explain difficulties to teachers. Procedures for child protection are very good and known by all staff.
23. Very good work was observed with small groups and individuals working with teaching assistants to help pupils with speech and articulation difficulties. Similarly, those needing to develop social skills are provided with small group situations to consider the right way to behave and practise every-day social skills of listening, responding and good manners. Pupils with specific medical problems know they have a 'special person' to turn to and that their personal needs will be handled expertly and with cheerfulness. Parents are very pleased with the way the school looks after their children.
24. The school collects a good amount of information about pupils' academic progress. Currently, this information is not being used as profitably as it might for pupils who are not identified as having special educational needs. The school sets targets for pupils and shares these with parents. At the moment, targets are not routinely shared with pupils to keep them as a high profile aim and move pupils on at a better rate.
25. The school seeks the views of its pupils through day-to-day listening, discussions and self-assessment of their work undertaken by pupils.

Partnership with parents, other schools and the community

Pupils' learning and development is aided by the school's very good links with parents and by the good links with the community and other schools.

Main strengths and weaknesses

- Parents are very satisfied with the school and with their children's progress
- Parents are kept well informed by the school
- The work of the Family Liaison Officer aids partnership with parents
- Parents are encouraged to help their children at home
- Views of parents and pupils are sought and acted upon
- The Prospectus does not contain all the information that is required

Commentary

26. The school's very good working relationships with parents makes a significant contribution to children's learning. Parents hold the school in high esteem and praise the work of the headteacher and her staff. They appreciate the openness of the staff and know that their concerns will be listened to and acted upon. They feel well informed about

the school and are appreciative of the annual reports on pupils' progress. They know how to help their children and know what targets have been set for them. Parents encourage their children to complete homework, which is set daily by class teachers, and they help with spellings, reading and number work.

27. There are very good arrangements for seeking the views of parents and pupils. Parents' views are formally sought through questionnaires and informally through meetings. Their views are valued and acted upon. An active association of parents and friends works hard to raise money for the school and children have benefited from this in the way of increased resources. The events arranged by the association are well attended and provide opportunities for school staff, parents, pupils and friends to meet socially.
28. Through the school's Family Liaison Officer, the school learns about and supports families who may be experiencing difficulties at home. In some cases parents are not always mindful of the need for children to attend school regularly and punctually and the school assists such parents where they can.
29. Parents are kept well informed of school activities in a variety of ways. Bright and informative newsletters are sent out weekly by the headteacher to keep parents advised on a range of school matters. Class teachers also send letters on matters specific to their class. Parents are appreciative of the annual reports on children's progress, which they feel are personal evaluations by the class teacher and headteacher of their particular children. The Governors' Annual Report to Parents meets statutory requirements, is well presented and gives parents useful information about the role of the governing body. The Prospectus is an informative document but omits to give details of the past year's absences. Two notice-boards are situated in the playground near the school entrance which give information from both school staff and governors. In the windows of each classroom are displayed details of 'What we are doing this week' to enable parents to understand their children's work.
30. Links with other schools are good and enable a smooth transfer of Year 2 pupils to junior school. Junior teachers visit Priory to discuss children's records and to meet the children. Children have opportunities to visit the junior school to which they are transferring. The school has good links with the local community which broaden their educational opportunities. There are lots of visits by local people to the school; for example, a blind couple who shared their experiences with the children. At Christmas, the whole school took part in recording a song for a local radio station, for which they were awarded a DVD player and £50.00.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance and leadership are good; management is satisfactory.

Main strengths and weaknesses

- Very strong leadership for pupils' well-being, which is shared by all staff and governors
- Good commitment to continuing professional development of all staff
- The school is not making the most constructive use of all the information it has about pupils' progress to move them on at an optimum rate
- Checks on teaching and learning are not rigorous enough to raise standards at a good rate

- Governors take a positive lead in the school

Commentary

31. The headteacher provides very good leadership for the care and well-being of all pupils. Governors and all staff share this commitment, which shines through the everyday life and work of the school. As examples, pupils with speech and language problems whose parents find it difficult to help are given almost daily expert support; a conventional toilet area has been turned into a cheerful child-friendly room where pupils with health difficulties have their personal needs attended to. The long service of the headteacher and senior staff means that pupils and their families are well known. There is a genuine trust between home and school, which benefits all. The Family Liaison Officer (FLO), under the direction of the headteacher, provides very good support for families and is most effective in her 'bridging' role between home and school.
32. Statutory performance management of teachers is good and closely linked to the school's improvement plan. The school employs a considerable number of teaching assistants and for many years these too have had their work appraised and targets set for improvement. Subject co-ordinators are reflective about their work and always looking to improve their knowledge and find out about new initiatives. As a result, teachers and teaching assistants attend many professional development courses. The knowledge gained from these courses is evident in such areas as the effective use of 'brain gym', and a very successful programme linking movement activities to handwriting. Teaching assistants are highly proficient and are deployed very effectively by the school to support individuals, groups and teachers. An excellent example of the impact of teaching assistants is the above average standards in ICT and the very good use of ICT across many subjects.
33. The school collects a good bank of information about how well its pupils are doing and makes good analyses of test results. It is not yet using all the resulting information to the best effect. For example, the school sets targets for attainment in national tests but these do not feature in the school improvement plan. It is clear from the plan that the school aims to improve standards but, currently, it is not asking itself '*Can we do this at a better rate?*' and '*What changes do we need to bring about to move standards on at this rate?*'. The omission of the targets for attainment also makes it difficult to gauge success. The headteacher and senior team carry out adequate observations of teaching and look at samples of pupils' work. However, there is not enough rigour to their system to bring about improvement in standards of teaching and learning at a good rate. They certainly identify areas for improvement and have put suitable strategies in place, as the improvement in mathematics and writing shows. The current weakness is that the senior team are not making enough checks to see how strategies are working or if there could be a better approach. Therefore, changes and improvement do not happen as quickly as they should.
34. Governors have made good improvement in their effectiveness since the last inspection. They have all undergone training and continue to take advantage of any relevant courses on offer. Very good communication between governors and the headteacher and staff has engendered very good relationships. These relationships do not preclude the governors from 'grilling' the headteacher and challenging the school to do better. They are well-informed of what goes on in school, especially special educational needs. One governor is an experienced teaching assistant who chairs the inclusion committee

responsible for overseeing special educational needs provision. Senior staff provide information about areas of the school's work and governors analyse data supplied about the school. They keep a very close eye on finance and compare themselves with other local schools.

35. The school makes good use of all the funding it receives, especially that allocated for special educational needs. The current budget surplus is earmarked for ICT provision and completion and fitting out the new extension.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	607,354	Balance from previous year	20,520
Total expenditure	575,266	Balance carried forward to the next	52,608
Expenditure per pupil	3,256		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE (Reception classes)

Provision for children in the Foundation Stage is good, as it was at the last inspection. Children start in school in September, after their fourth birthday, in one of the two classes. Initially they attend part-time but by the end of the autumn term children are in school all day. There are very good induction procedures with staff making visits to children's homes. Meetings for parents, and good written communications, provide very good opportunities for parents to find out about the school and the work children will be doing. Parents are valued as partners in their child's education.

Attainment on entry is well below average, overall, but covers the full range of attainment. Children in both classes achieve well because of the consistently good teaching and very good pastoral care. Planning is good and effective assessment procedures ensure that activities are well matched to children's learning needs. The Foundation Stage co-ordinator has a very good understanding of the needs of young children and demonstrates good leadership skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers give all children very good opportunities to work and play together

- Good relationships make sure that children feel confident and happy; consequently, behaviour is very good
- Good teaching and learning opportunities ensure that the majority of children reach the expected standards for their age

Commentary

36. Children achieve very well in developing their social skills as they take part in the many carefully structured class, group and independent activities. All adults are kind and caring, which promotes children's confidence. They are very well-behaved and sociable because all adults have high expectations. Children share resources well and settle to tasks without fuss. It is the emphasis on independence and behaving responsibly that contributes very positively to the development of social skills and very good achievement.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good
- Adults take every opportunity to develop skills in this area of learning
- The school has correctly identified that more needs to be done to encourage children to use letter sounds to help them to spell

Commentary

37. Good emphasis is placed on the development of language skills. Children achieve well in this area of learning. However, by the end of their time in Reception, the majority of children will not achieve the expected standard because of their low starting points.
38. Emphasis is placed on speaking and listening. Role-play, such as acting out stories in 'Noah's Ark, is used effectively to support language development. Children have ample opportunities to share books. Every day begins with reading activities that are carefully planned by teachers and supported by knowledgeable teaching assistants. There is systematic teaching of letter sounds and key words, although the school has correctly identified that more needs to be done to teach children to use sounds they know to help them spell. Good links are made between reading and writing. For example, after reading 'The Rainbow Fish' a group of children were encouraged to record the beginning, middle and end of the story in pictures and words. Teachers keep detailed records and use assessments to match activities to children's learning needs.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A range of interesting activities and resources support learning

Commentary

39. By the end of the year, children's attainment in mathematical knowledge and understanding is likely to be below that expected for their age. Most children achieve well from when they first start school because teachers have imaginative ways of making work interesting. For example, standing up when a child said an even number in a counting activity practising numbers to 20. This helped children to see a pattern for odd and even numbers. More able children are beginning to make simple calculations and recognise patterns. Good resources and practical activities develop an understanding of shape and pattern and the class 'bank' gives good opportunities for children to recognise coins.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The emphasis on first-hand experiences means that children enjoy finding out for themselves and achieve well
- Information communication technology is used well to support learning

Commentary

40. Teachers plan very good experiences and activities to encourage children to think and discover facts. Most children will attain the standard expected by the end of the class and a significant number will exceed it. Children are enthusiastic. For example, using a magnifying glass to observe a dead mackerel. Good questioning by the teachers encouraged children to feel the fish and describe its texture and appearance. Children are encouraged to bring items of interest into school, such as an old bird's nest. This encourages the children to take an interest and provides good opportunities for language development. Attractive displays of photographs of the children when they were babies, together with some of the clothes they wore, helps them to understand how they have changed.
41. Very good use is made of the ICT resources, including the expertise of the teaching assistant. Children easily manipulate the mouse to identify pairs of matching penguins. They achieve high standards and are confident computer users.
42. It was not possible to make an overall judgement of provision in **physical education**. Only one hall session and no outdoor sessions were observed during the inspection; therefore no judgements can be made about teaching. In the one taught lesson, pupils achieved well because the teachers had high expectations and planned challenging activities. Children climbed confidently and balanced well on a range of large apparatus and on the floor. Children were observed in class and outside; it is likely that most children will exceed the expected goals by the end of the year.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are given very good opportunities to develop skills in a wide range of interesting activities

Commentary

43. Most children are likely to reach the expected standard and many will exceed it by the end of the year. They achieve very well in art work because they benefit from good teaching that encourages them to try out different activities. Teaching assistants support children well. Children draw and paint carefully. Using wood from the environmental area, children have created a woven sculpture. They used Van Gogh's picture of sunflowers as a stimulus for their own paintings. Children have very good opportunities to use a range of materials. For example, making decorative clay tiles and model making. They work together to produce a large collage of 'under the sea' using sewing material and appliqué skills. Children have had the opportunity to work alongside an artist. Such opportunities enhance the quality of learning and contribute to high standards.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading are not high enough for average and more able pupils
- Inconsistency in teaching but very good teaching for Year 2
- Interesting, first-hand experiences give pupils good ideas for writing
- Teaching assistants provide very good help for pupils
- Good leadership by very knowledgeable co-ordinator

Commentary

44. Standards in 2003 national tests were very low and were amongst the lowest five per cent of schools in the country. There was a significant number of pupils with special educational needs in 2003 whose attainment on entry was particularly low. Standards have dropped since the last inspection, which is due mostly to the lower levels of attainment on entry and the school giving less time to individuals to help with their reading. The last inspection judged that pupils made sound progress over their time in school, and that remains the case in reading, but there is also good progress in speaking and listening and writing.

45. Inspection evidence gathered from examination of pupils' work, teachers' assessments and lesson observations show that standards this year are below average in writing but well below average in reading. The main reason for the low standards in reading is that pupils are not reading often enough at the right level for them to consolidate their skills. Also, teachers are not checking to see if pupils could be moved on to the next level of reading so as to help them make better progress. The notable features in the school's provision for reading are the very good quality resources and pupils' high interest and enjoyment in books. Standards in writing are below average, but given pupils' well below average starting points in Reception, they make good progress to attain these standards. The co-ordinator has correctly noted that more needs to be done through the school to teach pupils to use the letter sounds they know to help them spell words they want to use in their writing. She has already attended courses ready to put a suitable programme in place.
46. From their starting point in Reception to the time they leave the school, pupils' achievement is good in developing speaking and listening and writing skills. However, average and more able pupils make only satisfactory progress in reading; those with special educational needs do well. Achievement dips in Year 1 to satisfactory because of weaknesses in teaching. It is for this reason that provision and achievement at Key Stage 1 (Years 1 and 2) are judged satisfactory rather than good. In Year 1, there is insufficient focus on making sure that pupils move on at a good rate. The pace of lessons is too slow. More able pupils are not stretched because not enough is expected of them; teachers are underestimating these pupils' capabilities. The system of having two literacy sessions across the morning is not utilised profitably. In contrast, in Year 2, the two literacy sessions are used very profitably because teaching is at a very brisk pace. Teachers' expectations are very high, with a very good level of challenge for more able pupils. Pupils are taught very well in the first session; they know what is expected of them so that, in the second session, they settle quickly, work hard and achieve very well. The good length of time to write, check their work and talk about it in a plenary means that the second session is very beneficial.
47. The school endeavours to provide a good range of visits and visitors. These have a good impact on many areas of pupils' work and personal development. In writing, especially, these visits provide exciting first-hand experiences, which bring relevance to tasks such as writing 'thank-you' letters. A recent visit to an environmental centre gave pupils first-hand experience on which to draw when choosing adjectives for their poetry about creatures.
48. Teaching assistants are generally deployed very well in lessons and make a considerable contribution to pupils' progress. The school has trained teaching assistants to lead group reading sessions and they do this proficiently, as noted in a Year 2 lesson. Teaching assistants also run small literacy groups successfully to teach letter sounds. In Year 1, teaching assistants tend not to be given explicit instructions and, therefore, are not always sure what is expected of them.
49. The co-ordinator is very knowledgeable because she makes a point of keeping up to date on the latest ideas and initiatives. She provides good leadership. It is through her reflective practice that the school introduced the two literacy sessions in one day. Currently, she has little time available to observe teaching and learning across the school but has gained a good idea of the areas for improvement from examination of pupils' work and the few observations of teaching she has undertaken. She is aware of the need

for improvement in Year 1, but has not had the time to put many of her good ideas into practice. She provides a very good role model for staff in her teaching.

Language and literacy across the curriculum

50. Pupils' language and literacy skills may be below average but it does not prevent them enjoying writing. Good links are made with other subjects, such as history, to develop pupils' letter-writing skills. Role-play areas in Year 2 depicted a hospital in the Crimean War, complete with red paint for blood! As a result, pupils, and boys in particular, were very keen to write home to tell their families of their horrendous war experiences in the times of Florence Nightingale. Very good links are made with ICT to find information from the Internet and to develop word processing skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Inconsistency in the quality of teaching
- Good opportunities are provided for pupils to use ICT to support and extend learning
- Good provision for pupils with special educational needs, with teaching assistants used well in lessons
- Pupils working independently and not closely supervised by an adult sometimes lose concentration
- Enthusiastic leadership by the co-ordinator

Commentary

51. Standards in 2003 national tests were very low and were in the lowest five per cent of schools in the country, and lower than at the time of the last inspection. Amongst the pupils that took these tests, there was a significant number with special educational needs whose attainment on entry was particularly low. Standards of work seen during the inspection were higher than this.
52. From their start in Reception to the end of Year 2, achievement overall is good. Inspection evidence shows that standards in Year 2 are below average, but achievement is good because of very good teaching. Standards in Year 1 are also below average but achievement here is satisfactory because teaching has weaknesses. The inconsistencies in teaching and achievement are the reason that provision and achievement at Key Stage 1 (Years 1 and 2) are judged satisfactory.
53. Pupils in Year 1 are becoming more confident in telling the 'o'clock and half past' times using an analogue clock. Examination of pupils' work in Year 1 shows that some teachers do not expect pupils to record much written work apart from completing published worksheets. Pupils in Year 2 are developing a knowledge and understanding of place value and recalling addition and number facts to at least 10. They begin to count in 2s, 5s and 10s.
54. Teaching is satisfactory, overall. Examples of very good teaching were seen in Year 2. Here, pupils achieve well because lessons move at a brisk pace and pupils remain

engaged in their challenging activities. In these lessons, good opportunities were made for pupils to conduct surveys and collect data. In Year 1, achievement is satisfactory overall; this is linked to the quality of teaching. When teaching is unsatisfactory, work is not matched to pupils' abilities and they are not always clear about the task set and how to record their answers. The pace of lessons is often too slow. This was more evident at the end of a morning of mathematical activities. In Year 1, when pupils work independently and are not closely supervised, they lose concentration and move from one activity to another, making little progress in their learning.

55. Pupils have very positive attitudes to their work. Relationships are very good, which contributes to pupils' learning. Pupils with special educational needs are well supported by teaching assistants so that they achieve well from their starting point. It means that any problems that pupils have are dealt with swiftly and this helps them to move on to the next part of their learning.
56. Computers are an integral part of mathematics lessons and are used effectively to support learning. For example, pupils in Year 2 made a block graph from a tally chart of mini-beasts found in the environmental area.
57. The subject is well led and managed, which has brought about sound improvements since the last inspection. Planning has improved, with the National Numeracy Strategy firmly established and good opportunities made for pupils to take part in problem-solving activities. ICT is used systematically to consolidate learning. Pupils' progress is tracked well and detailed records kept. However, this information is not yet being used effectively to plan the next stages in pupils' learning in order to raise standards further.

Mathematics across the curriculum

58. Good links are made with other subjects, making pupils' learning more relevant and helping them to reinforce their skills and understanding. For example, after reading the story of 'Mr Wolf', pupils used their knowledge of multiplication to calculate how much food was needed for the party. Pupils collect data and make graphs to display their science findings.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and achievement is very good by the end of Year 2
- Teaching is good, overall
- Good use is made of links with other subjects
- There are times when more able pupils could do better
- Pupils receive very effective support from teaching assistants

Commentary

59. Standards seen in science were above average in Year 2, with average numbers of pupils achieving the higher Level 3. This is higher than teacher assessments indicate, showing that teachers are over-cautious in their assessments and under-estimate some

pupils' attainments. As a result, more able pupils in Year 2 do not have enough opportunities to set up their own investigations with adult support. All pupils, including those with special educational needs, achieve very well in science by the end of Year 2. Achievement is not as good in Year 1 as it is in Year 2 because more able pupils are not always challenged enough through the questions asked of them and the activities provided. Overall, good progress has been made in science since the last inspection and standards have risen from average to above average.

60. The quality of teaching is good, overall. There was no unsatisfactory teaching. Pupils enjoy science because teachers present them with interesting and stimulating activities. Exciting visits also foster pupils' great enthusiasm. For example, in a Year 2 lesson, pupils were studying mini-beasts in a variety of habitats. This lesson followed a visit to the Canterbury Environmental Centre. There was a buzz of excitement when they found a damselfly nymph at the bottom of the pond. Pupils were totally absorbed in trying to identify what it was. Most of them succeeded! Skilful questioning consolidates and extends learning. Pupils are encouraged to put forward their own ideas with such questions as *'What do you think?'*, *'What will we find?'* Where lessons are less successful small groups of pupils are given insufficient guidance, as in a Year 1 lesson, and as a result pupils do not always achieve as well as they could. Teachers manage pupils very well. They expect pupils to behave well and to concentrate in lessons and this has a positive effect on the work produced. Teaching assistants are very well prepared and knowledgeable, which helps pupils, especially those with special educational needs, to achieve well.
61. There is no subject co-ordinator for science at present and the headteacher is managing this area of the curriculum. She has a clear overview of the subject, in addition to her other considerable responsibilities in the school. Assessment is used well to identify areas of the science curriculum needing improvement. The school intends to extend assessment further by setting targets for individual pupils.
62. Pupils' literacy, numeracy and ICT skills are developed sufficiently well to enable them to achieve well in science. More able pupils have a good scientific vocabulary and use words such as opaque and transparent in their writing. The majority of pupils can create meaningful charts and graphs of their investigations. Pupils use ICT science programs competently to research information; for example, Year 1 pupils used the program Science Fair to identify different sources of light. Year 2 pupils use the Internet very competently to find out more about mini-beasts.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good links with other subjects
- Standards are above average
- The highly proficient ICT teaching assistant provides expert help for staff and pupils
- Good quality resources, which are used very well

Commentary

63. A key issue raised by the last inspection was to improve standards, resources and opportunities for using ICT. Governors have prioritised funding efficiently; the school has resolved this issue very well indeed. From a low starting point in Reception, pupils have achieved very well by the time they reach the end of their time in Year 2. Standards in Year 2 are now above average. Teachers are knowledgeable and, through their good planning, make very good, interesting and relevant links between subjects such as art, science and geography. As a result, pupils are highly interested in what they learn, behave exceptionally well in the ICT suite, and make very good progress in developing ICT skills in a meaningful context. Very good examples were noted during inspection of Year 2 pupils accessing the Internet, opening programs and finding out information about creatures to reinforce their science work on the environment. Word processing skills develop very competently, as demonstrated by Year 2 pupils' 'thank-you' letters to the management of a local factory after their visit. Pupils are made well aware that they need to be sensible and aware of potential dangers when using the Internet.
64. The headteacher and governors took the decision to appoint a teaching assistant specifically to oversee the ICT suite and resources. They have also ensured good training opportunities for all staff. These have been very advantageous decisions. As a result, teachers do not have to waste time trouble-shooting software and hardware problems. The teaching assistant provides expert support for teachers. She is well aware of the range and suitability of programs to use in various subjects and makes useful suggestions as to how teachers can make use of these. Teaching is good, overall, and the wide range of frequent opportunities for pupils to make use of ICT helps them learn at a very good rate. In the main, the system for using the suite is that half the class at a time work in the suite with the teaching assistant whilst the other half work with their teacher in the classroom. The teaching assistant teaches at a brisk, competent pace; no time is wasted.

65. The school has invested in good quality resources and given considerable thought to the layout of the suite and has had furniture made to meet their requirements. As a result, everything works smoothly; no time is wasted and pupils have a very business-like approach to their work. The good range of resources is used very effectively to promote high interest levels and sense of purpose across many subjects.

Information and communication technology across the curriculum

66. Teachers are knowledgeable and confident that they have good back-up from the teaching assistant. Therefore, there is far more use of ICT in other subjects than in most infant schools. Reception children use 'paint' programs to draw and colour castles; Year 1 use a program to draw a portrait and then cut and paste this to develop a 'wanted' poster. Year 2 make very good use of the digital cameras to make illustrated books about mini-beasts. They collect information and make pictographs to show the results of their traffic survey.

HUMANITIES

67. In humanities, work was sampled in **history**, **geography** and **religious education**. No lessons were observed. From examination of pupils' work and discussions with them, there is every indication that standards are broadly average.
68. It is not possible to make a judgement on provision in **religious education**, because it was not being taught during the inspection. The school teaches religious education in blocks of time, which means that pupils have a good amount of lessons and time in some terms and in others, there is none. Examination of pupils' work, and discussions with them, show they have a reasonable understanding of the stories Jesus told; and more able pupils in Year 2 can relate these to how they like to be treated and treat others. Discussions, rather than written work, show pupils' knowledge and understanding in the subject to be in line with that expected for their age. Planning shows good links with the provision for pupils' personal development and assemblies. The headteacher reinforces the content of religious education lessons through her well-planned assemblies.
69. It was not possible to see any lessons in **history** or **geography** during the inspection. Therefore, no secure judgment can be made on provision in these subjects. Observations of pupils' work and teachers' planning indicate that standards are broadly typical of those expected by the age of seven.
70. Pupils' work in **history** shows a sound knowledge of famous people, such as Florence Nightingale. Their understanding of chronology develops well through, for example, comparing old and new hospitals and constructing simple time-lines. Pupils pose sensible questions about old photographs of farming in the past. Information and communication technology is used well by pupils to research information, for example, about The Great Fire of London. A strong feature of pupils' work in **geography** is the development of pupils' mapping skills. They draw simple maps and use keys to these. They are able to locate features, such as the church and the school, on local Ordnance Survey maps. Good use is made of visits to enable pupils to compare different environments. A straightforward system of assessment is used to track pupils' progress in both history and geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was observed in art and design and no lessons were observed in design and technology, music and PE.

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

Main strengths and weaknesses

- Standards are above average by the end of Year 2
- Very high expectations by teachers and good quality resources contribute to the vibrant work on display that clearly shows how well pupils develop their skills
- The subject is well led

Commentary

71. A visitor to the school is immediately attracted by the exciting range of high quality art-work on display. Recently, the school held an 'Art Week' with the theme of 'Art and the environment'. The work of artists such as Monet, Arcimboldo, Van Gogh and Matisse was a stimulus for some stunning work using a variety of skills such as batik, mono printing, line drawing, painting and laminating. Under the guidance of a visiting artist, pupils learnt how to make and decorate clay tiles, using slip to join the clay. The artwork on display around the school contributes very positively to the ethos of the school.
72. In the one lesson seen, the teacher's open questions encouraged pupils to explore their feelings and express their opinions about a print of 'The Snail' by Matisse. Pupils then went on to create pictures in the style of the artist. They were encouraged to select materials from a wide range of good resources. Plenty of opportunities for experimentation were provided to ensure that pupils developed the necessary skills for print-making, collage and drawing. Pupils are very enthusiastic about their work. They enjoy using their ICT skills to create pictures of mini-beasts. Pupils achieve very well because of the teacher's high expectations.
73. The co-ordinator is very enthusiastic and has developed a scheme of work emphasising the development of skills. The subject is well used to support work in other subjects. For example, pupils' evaluations of 'Art Week' enabled them to use skills learnt in literacy; painting was used to create a large picture of The Great Fire of London that pupils had studied in history.
74. No lessons were seen in **design and technology** so it was not possible to make an overall judgment on provision in this subject. Looking at teachers' planning, and sampling previous work, leads to the view that there is a strong curriculum in design and technology. Across the school there is plenty of photographic evidence of pupils designing, making and evaluating their models to identify how they could improve them further. Food technology is well planned for. The curriculum is enriched through good cross-curricular links. For example, as part of the science topic on Light and Dark pupils designed, and evaluated a pair of sunglasses they made. In the school hall there is an impressive appliqué piano cover. Year 2 pupils produced the work with a good quality finish. Leadership and management of the subject are good. The subject leader is experienced and enthusiastic and demonstrates a clear sense of educational direction.

Pupils are assessed appropriately at the end of each topic studied. Resources are very good, overall.

75. In **music**, the whole school was heard singing in assembly but no music lessons were observed. Pupils sing with enthusiasm. Every pupil has the opportunity to take part in the Christmas concert. This provides a good opportunity for them to perform to an audience. Pupils listen to music at the start and end of assemblies. The school employs two music teachers who come into school for one day a week, providing expertise and support for class teachers. There is a good range of tuned and un-tuned instruments; the school is building up a selection of instruments from other cultures. There have been a number of visiting musicians to the school, giving pupils enjoyable first-hand experiences of hearing live music and seeing a range of instruments being played. Music is recognised as having an important place in the pupils' spiritual and cultural development.
76. No lessons were observed in **physical education**. Teachers' planning shows that a suitable range of work is covered.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. This area of the school's work is seen as crucially important. A significant proportion of children start in Reception with low levels of social skills and lack self-confidence. Within a framework of very good relationships children are helped to develop self-esteem, learn the impact of their actions on others and the importance of respect. Older pupils show kindness and consideration to their classmates because they have developed a good understanding of the need for classroom and school rules and the importance of keeping to them. School dinner-times are a very good example of the calm, good-natured atmosphere of the school. Pupils chat to each other very sensibly and help one another tidy up.

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	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	4

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