

# INSPECTION REPORT

**TEYNHAM PAROCHIAL CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Sittingbourne

LEA area: Kent

Unique reference number: 118651

Headteacher: Mrs C Ford

Lead inspector: Mr Timothy Gill

Dates of inspection: 1 – 3 March 2004

Inspection number: 258096

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:	Voluntary controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	190
School address:	Station Road Teynham Sittingbourne Kent
Postcode:	ME9 9BQ
Telephone number:	01795 521217
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Pink
Date of previous inspection:	24 June 1998

## CHARACTERISTICS OF THE SCHOOL

Teynham Parochial Primary School is an average sized primary school and is situated in the village of Teynham, near Sittingbourne, Kent. The school's socio-economic circumstances are worse than elsewhere. The pupils' attainment on entry is well below average. There are 190 pupils, 94 boys and 96 girls, on roll. All the pupils, except two are of white British heritage. There are no bilingual pupils. Over 42 per cent of pupils are on the school's record of special educational need; this is well above the national average. Three of the pupils have Statements of Special Educational Need. Most of the pupils have some pre-school experience in local playgroup attached to the school. About 21 per cent of the families currently apply for free school meals, which is broadly average. The movement of pupils into and out of the school is above the national average and is particularly high in Years 5 and 6 where over 50 per cent of the pupils did not start in the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21398	Mr T Gill	Lead inspector	Science Art and design Physical education English as an additional language
9163	Mr G Humphrey	Lay inspector	
22578	Mr G Jones	Team inspector	Mathematics Information and communication technology Design and technology Music Religious education Special educational needs
11901	Mrs P Lowe	Team inspector	English Geography History Foundation stage

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Children enter with well below average standards and by the end of Year 6 standards are close to the national average and better than similar schools, despite the high number of the pupils with special educational needs. Achievement is good because of the generally good challenging teaching the pupils receive. The leadership of the headteacher is good. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- The good leadership and management of the headteacher and the governors.
- The very good provision provided in reception that leads to the children having a good start.
- The good teaching that enables nearly all pupils to achieve well.
- The specialist teaching in the juniors is good.
- The good provision for pupils with special educational needs that enables the pupils to achieve well and some very well.
- The good progress in developing writing skills, particularly those of boys.
- Provision for spiritual, moral and social development is very good.
- Personal, social and health education and citizenship are very good.
- Provision for pupils care, welfare health and safety are very good.
- Provision and access to information and communication technology, and its use across the curriculum is not good enough.
- A few of the more able pupils are not being sufficiently challenged.

**The school has improved satisfactorily since the last inspection.** Good progress has been made in improving the pupils' investigational skills in science. Attainment in music and history has improved satisfactorily. Provision in music is now satisfactory. Attainment in information and communication technology is satisfactory in Years 1 – 2 but lack of access in the Years 3 – 4, remains a barrier to raising standards. Provision in information and communication technology has been improved by the development of the computer suite but its small size limits its effectiveness.

### STANDARDS ACHIEVED

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

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

**The pupils' achievement is good overall.** The standards of the children on entry to the reception class are well below those expected for their age and some are very low. Despite very good teaching the majority of children will be below what is expected for pupils of their age when they start Year 1. The good achievement of the current Year 2 means that although standards are below those expected nationally, the proportion of the pupils approaching the required standards has improved. In Year 6, the good achievement has been maintained and the pupils are close to the national average in English and mathematics and are achieving better than pupils in similar schools. Standards in science by the end of Year 6 are in line with the national average. The achievement of pupils with special educational needs is good. **Pupils' personal development, including their spiritual,**

**moral and social development is very good; cultural development is good.** The pupils' behaviour and attitudes towards their work are good. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is very good in the reception class where the pupils' very good learning helps them to achieve well and start to narrow the gap between their standards and those of similarly aged pupils. Throughout the rest of the school teaching and learning are good overall. As a result of the generally good match to the pupils' learning and to their needs, standards by the end of Year 6 are better than in similar schools. Some of the more able pupils are not identified soon enough and sufficiently challenged. Relationships between the pupils and the staff are very good across the school and this helps to create an atmosphere in which good learning can prosper. The day-to-day care of the pupils is very good and the pupils receive good guidance and support, which aids their learning and progress. The pupils, through their representatives on the school council are able to make their views and concerns known and take a part in forming the school's policies. They are also able to make their views known to the chair of governors who is regularly in school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The contribution of the governing body is good, and all statutory requirements are met. The headteacher leads and manages the school well. She has a very clear vision for the development of the school that is well focused on raising standards and developing as an inclusive a school as possible. She has built up a good, dedicated team who are very well motivated and committed to doing the best they can for all pupils. Leadership and management of the Foundation Stage are very good and the children are well prepared for the National Curriculum when they start Year 1. Subject co-ordinators, particularly in the core subjects, play a significant role, together in developing and monitoring their subjects. The governors are involved and active partners in all aspects of school life; they closely monitor the school's performance.

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

Parents are pleased with the school and have a high regard for the work of the headteacher. They appreciate the care the school shows towards its pupils and the dedication of the teachers and other members of staff. A number of the parents are concerned about the number of pupils who are being admitted to the school from outside the immediate catchment area who have behavioural problems and the affect this will have on other pupils' education. The pupils generally enjoy being at school, feel safe at school and are confident that staff will deal with any problems they have promptly. Members of the school council feel they are listened to and that they have influence on what goes on in the school.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to raise standards is:

- improve the access and provision in information and communication technology and its use to aid learning across the curriculum; and
- ensure all the more able pupils are suitably challenged so as to reach their full potential.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

In the Foundation Stage, the pupils' achievement is good, and is very good in personal, social and emotional development. In Years 1 and 2, standards are improving when compared with similar schools. By the end of Year 6, standards are good overall compared to similar schools and getting close to the national average. This good achievement is the result of the generally good, challenging teaching that results in good learning and progress.

#### Main strengths and weaknesses

- The achievement of the pupils with special educational needs is good.
- The achievement of a few of the more able is not good enough.

#### Commentary

##### Foundation Stage (Reception)

1. When children enter the Foundation Stage their attainment is well below average. The teaching is very good and as a result, their achievement is good. However, despite this, the majority of children's knowledge, understanding and skills will be below what is expected for pupils of their age when they start Year 1.

##### Key Stage 1 (Years 1 - 2)

2. In the table below, which shows the school's results in the Year 2, national tests for 2003; the standards at the end of Year 2, where a third of the pupils had special educational needs, were below average in reading, writing and mathematics but shows an improvement in reading and mathematics. Standards in mathematics equalled those of similar schools. The girls out-performed the boys last year in reading and writing. The boys' and girls' performance was below the performance of boys and girls nationally. An examination of attainment in reading, writing and mathematics for the current Year 2 pupils indicates that they are below average but that their progress and achievement are good.

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

Standards in:	School results	National results
reading	14.1 (13.1)	15.7 (15.8)
writing	12.9 (13.4)	14.6 (14.4)
mathematics	15.1 (14.9)	16.3 (16.5)

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

##### Key Stage 2 (Years 3 - 6)

3. In the table below, which shows the school's results in the Year 6, national tests 2003, the standards of the Year 6 pupils were close to the national average. They were better than similar schools in English and science and the proportion of pupils reaching the higher level, level 5, was similar to all schools nationally. The boys out-performed the girls at the school in all subjects and out performed boys nationally in English and mathematics and equalled their performance in science. An examination of current standards in the Year 6 class, indicates that attainment is likely to be close to the national average.



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

Standards in:	School results	National results
English	26.6 (24.1)	26.8 (27.0)
mathematics	26.1 (24.1)	26.8 (26.7)
science	28.3 (26.2)	28.6 (28.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

4. The achievement of the current Year 6 pupils is generally good in all subjects with the exception of information and communication technology where it is only satisfactory. Similar achievement is evident in the other classes as a result of the good teaching and very caring and supportive environment the school provides. Gifted and talented pupils achieve well. However, a few of the more able pupils are not achieving as well as they could because their needs are not being identified soon enough to enable them to achieve their potential.
5. Across the school, the pupils with special educational achieve well because of the good support and teaching they receive to help to develop their literacy, mathematical and scientific skills.

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

Attendance and punctuality are satisfactory. The pupils' attitudes towards their learning, their interest and engagement in their work, and their behaviour are good. The spiritual, moral and social development of pupils is very good.

### **Main strengths and weaknesses**

- The moral and spiritual ethos of the school is very good.
- The pupils have good attitudes to school.
- Behaviour is good.
- Relationships throughout the school are very good.

### **Commentary**

6. Effective monitoring procedures ensure that attendance is in line with the national average. Where pupils do not attend regularly the school works well with families to overcome difficulties. The pupils arrive punctually in the morning and this ensures a prompt start to lessons. They are generally keen to learn and get down to their work. The school provides very good opportunities for pupils to use their initiative and take responsibility. Older pupils help younger ones by acting as 'buddies' and 'problem solvers' and they also contribute to the smooth running of the school by helping their teachers in lessons and when preparing for school assemblies. The members of the school council take their responsibilities very seriously and frequently consult with the wider pupil body when considering whole school issues.
7. The implementation of the school behaviour policy is consistent and successful. Behaviour in lessons and around the school is good. The pupils are polite and courteous to each other and towards adults and they are very welcoming towards visitors. A small amount of bullying occurs but the school's response is rigorous, quick and effective. To maintain its expected standards of behaviour the school takes a firm approach towards the use of exclusion. There have been five temporary exclusions in the past year involving three boys.
8. The spiritual, moral, social and cultural development of pupils is very good. The spiritual and moral ethos of the school is extremely well established. The pupils are encouraged to explore

their own values, beliefs, feelings and emotions through a programme of personal, social and health education, poetry, their own writing and within other areas of the curriculum such as music, dance, drama, history and religious education. The school provides a clear moral code and promotes equality. The pupils confidently express their views and respect the interests and needs of others. The very good relationships throughout the school create a strong sense of community within which pupils' support and care for each other well. The pupils are learning to act according to their own principles and to challenge things that constrain the human spirit such as aggression, injustice and discrimination.

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

Authorised absence	
School data	6.2
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.*

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – any other mixed background
Black or Black British – Caribbean
No ethnic group recorded

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
162	5	2
1	0	0
2	0	0
1	0	0
1	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 quality of education this school provides for its pupils is good overall. The pupils achieve well because of the consistently good standard of teaching and support they receive.

**Teaching and learning**

Overall, the quality of teaching and learning is good; assessment and its use are satisfactory. Teaching, learning and assessment in the Foundation Stage are very good. Subject specialist teaching in Years 3 – 6 is good.

**Main strengths and weaknesses**

- Teaching in the Foundation Stage is very good.
- The teachers' subject knowledge is generally very good and is used to good effect.
- The management and organisation of lessons are good.
- The use of teaching assistants to support the less able is very good.
- Informal assessment by teaching assistants in lessons is good.
- Marking of the pupils' work is variable, but generally lacks detail of how pupils can improve.
- In the unsatisfactory lesson the teaching was not well matched to the pupils' previous learning and left too little time for the practical activity.

## Commentary

### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (18%)	19 (56%)	8 (24%)	1 (3%)	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.*

9. The issues raised in the previous inspection have been satisfactorily addressed. Teaching and learning have improved.
10. At times, in the Foundation stage, the children are engrossed as a result of the very good demonstrations and very practical and well-targeted activities to motivate and interest the children. For instance, high levels of discussion resulted from the children's tasting green and purple grapes and being encouraged to describe what they felt and could taste. There is a good balance between adult-led activities and activities selected by the children. The children's learning is good because they have a wide variety of activities, both inside and outside the classroom.
11. Nearly all the teachers are good at going over what pupils have learned before at the start of lessons and clearly explain what is to be learnt. What the pupils are going to learn is usually displayed and helps to ensure there is appropriate consistency in pupils' learning day-by-day. Routines are well established. Teaching assistants play a valuable role in their support of small groups of pupils and individuals particularly in English, mathematics and science. All teachers effectively go over what pupils have learned before at the start of lessons and clearly explain what is to be learnt. In science, Year 6 pupils concentrated well and showed good levels of collaboration and independence as required in the lesson.
12. In Years 3–6, the teachers' skills are generally used effectively to provide good challenging work to improve the pupils' learning and achievement through the teaching of their subject specialism to other classes.
13. In the unsatisfactory lesson, the teaching failed to capture the pupils' interest and enthusiasm for long periods of the lesson because of over long explanations that left too little time for the practical activities. A significant number of the pupils made limited progress, were unsure what to do and lacked the necessary skills to programme the floor turtle correctly.
14. The pupils with special educational needs have appropriate education plans that indicate suitable steps towards achievable targets. The teachers prepare work, which is well matched to their learning needs, and ensure that teaching assistants know how to support the pupils. This ensures the pupils are fully involved in their work and this helps them to achieve well.
15. Very good relationships between the pupils and the support staff give them confidence to succeed and this aids their learning in spite of some very challenging behaviour. During whole class sessions, the teachers ensure these pupils are fully included by giving them opportunities to respond to appropriate questioning and encouragement to take a full part in class discussions. The support staff are used well across the school to help pupils, particularly with special educational needs, to be fully involved in lessons.
16. Assessment procedures throughout the Foundation Stage are very good and are used well to match work to the children's learning needs. The teaching assistants are effectively deployed to record significant achievement in whole class sessions. Assessment procedures in the

rest of the school are satisfactory but are not sufficiently refined to ensure that all of the more able pupils are identified at an early stage and suitably challenged. The marking of pupils' work is satisfactory in English but is generally too variable; overall pupils are not given enough suggestions on how they can improve their work and reach their target. There is also a lack of consistency across the school about what is an acceptable standard of presentation.

## **The curriculum**

The quality and range of the curriculum are good. A broad range of curricular opportunities meets the needs of most of the pupils, including those with special educational needs, well and they make good progress. Opportunities for enrichment are good. The overall accommodation and resources meet the needs of the curriculum satisfactorily.

## **Main strengths and weaknesses**

- Provision for the Foundation Stage is very good.
- Access and provision in information and communication technology (ICT) are not good enough.
- There is very good provision for personal, social and health education and citizenship.
- Planning for the needs of a few of the more able pupils is not good enough and their curricular needs are not always met.

## **Commentary**

17. The curriculum has improved since the last inspection and there are now good programmes of work for each subject to ensure systematic coverage of the National Curriculum. All subjects of the National Curriculum are provided, as is French for the oldest pupils. This has led to an improvement in standards.
18. There is a very well planned curriculum in place for children in the Foundation Stage. It fully reflects all the areas of learning, provides a good balance between and offers a wide range of learning opportunities. The accommodation and resources are good. The match of both teaching and support staff in the Foundation Stage is very good. They work together well and together provide very good learning opportunities. The curriculum is enriched by a variety of special events and visitors. As a result, children make good progress and most achieve well.
19. Improvements have been made to ICT, and whilst all areas are now planned for, provision is not good enough as the size of the ICT suite is too small to accommodate larger groups. As a result, the pupils' use of computers is restricted and their progress is not as good as it should be as it is often two or three weeks before all pupils in a class get the opportunity to complete the work in hand.
20. Each term, one area of study is taken as a focus day for the whole school. Very recently the focus was history. This involved pupils being divided into groups in order to work in mixed age groups on themes such as the Egyptians. There were very good cross-curricular links in the work with the exception of ICT, which also gave the pupils very good opportunities to mix and work with both the older and younger pupils.
21. Provision for the pupils with special educational is good, an improvement since the previous report. The school identifies the needs of the pupils at an early stage. Individual education plans contain clear and achievable targets for progress. The very small number of gifted and talented pupils is supported satisfactorily. For example, a Year 4 pupil goes to mathematics lessons with Year 5, pupils as that is her particular level of work. However, a few of those pupils who are more able are less well supported as too often work for them is not different enough from that of their class-mates. Thus, they are not always challenged sufficiently and, therefore, do not regularly achieve their full potential.

22. Concern for the pupils' personal and social education permeates all aspects of the work of the school and is linked effectively to religious education. There are regular opportunities in lessons and in circle time for the pupils to discuss issues that are relevant to them, such as feelings. Citizenship of the wider world is fostered through the links with Age Concern, the Church, the Library and the Scouts.
23. Whilst the provision for extra-curricular activities is satisfactory, the quantity and quality of visits and visitors to the school is good and gives good support to the pupils learning in the arts, geography and history. The pupils' social development is also supported very well by a residential visit for the older pupils.

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

There is very good provision for the care, guidance and welfare of the pupils. The school has good systems for seeking and acting upon pupils' views. The level of trust and quality of relationships between pupils and staff are very good. The arrangements for child protection and health and safety are good.

### **Main strengths and weaknesses**

- Very good guidance and support ensure the pupils' well-being.
- The school actively seeks the pupils' views.
- The very good induction arrangement that helps the pupils joining the school settle in well.

### **Commentary**

24. The school creates a very caring ethos that encourages the pupils to do their best at all times. Staff act sensitively to provide high quality support that matches pupils' individual needs and nurtures their all round development. Procedures to ensure their health and safety are carried out properly and there is good provision for first aid. Child protection procedures work effectively because staff are experienced, well trained and vigilant. The school maintains close links with social services and other relevant support agencies. There are very good induction procedures to welcome the constant flow of new arrivals and help them successfully settle into the school. The links with the pre-school provision are very good and help the children to settle into the Reception class and get their learning off to a good start. Pupils and their families also receive good support and guidance when it is time to move on to secondary education.
25. Relationships are very good and pupils trust their teachers and other staff and this creates a good atmosphere in which learning can prosper. The pupils say they are confident that when they have concerns, or need to seek support and guidance, that staff will listen and respond appropriately to their needs. The school has good systems for seeking pupils' views and opinions through the school council. The school has developed a very good personal, health and social education programme to teach the pupils about personal hygiene, drugs awareness, relationships and sex education.

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

The partnership between the school and parents and links with the wider community are good. There are satisfactory links with other schools and colleges.

### **Main strengths and weaknesses**

- The links with the wider community and the parish church of St. Mary's are good.
- The quality of information provided about the attainment of pupils is good.
- More parents need to consider ways in which they can support their children's learning.

## Commentary

26. The parents are very satisfied with many aspects of the school's provision. The quality of information provided in the annual progress reports is good. However, the reports do not provide clear guidance on specific targets for each subject and there is no opportunity for pupils to contribute their own self-assessment of progress, strengths and weaknesses.
27. The school organises termly consultation evenings to afford parents opportunities of meeting with class teachers and discussing their children's progress but as many as 40 per cent of parents do not attend these on a regular basis. Endeavours by the school to attract parents into workshops on ICT, literacy and numeracy have not proved to be successful and the school continues to seek ways of involving parents more actively in their children's learning. The teachers and support staff make sure they are always accessible to parents at the end of the school day. More parents need to consider ways in which they can support their children's learning both at home and at school. There are frequent written communications to keep parents informed about the curriculum, topic work and other school events. There is an active 'friends of the school' group who regularly organise social and fundraising events and provide volunteers to work with children and support school trips.
28. There are good links with the parish church of St. Mary's and other community organisations such as Age Concern, the Brownies and Scouts and local football club. The school also has a close relationship with the Teynham Community Playgroup, currently located on the same site. Individuals with specific skills and experiences are often invited into school to enhance the curriculum experience, for example a local historian and individuals who have been on interesting expeditions to other countries. Links with other schools and colleges are satisfactory. The school is an active member of the Swale Urban Cluster of schools and has sound relationships with the main receiving secondary schools.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The contribution of the governing body is good, and all statutory requirements are met.

### Main strengths and weaknesses

- The leadership of headteacher is good and she has a very good strategic view.
- Leadership of the Foundation Stage is very good.
- The governors are confident and well informed and are fully involved in strategic planning and policy making.
- The school is committed to inclusion and puts its commitment fully into practice.
- The governors closely monitor what goes on using both data and first hand observations.
- The headteacher's motivation of staff and staff development is very good.
- Co-ordinators provide good leadership and are effective.

## Commentary

29. The headteacher leads and manages the school well and this is reflected in the good achievement of almost all the pupils. She has built up a good, dedicated team who are very well motivated and committed to doing the best they can for all the pupils. This is demonstrated by the way the school copes well with pupils who have been permanently excluded from other schools and by the good support provide for the less able. Leadership and management of the Foundation Stage are very good, her knowledgeable and innovative leadership of teaching and the curriculum is evident in the good progress the children make while in their Reception year and their good preparation for Year 1. Subject co-ordinators,

particularly in English, mathematics and science, play a significant role, together with the headteacher, in developing and monitoring their subjects. The headteacher's leadership of special educational needs is good. Arrangements for professional development are good and the members of staff rightly feel that the headteacher is very supportive of them. She is fully aware of the challenges facing the teachers day-to-day and does all she can to minimise the pressures they are under.

30. The governors fulfil all their statutory responsibilities. They regularly monitor the school's good Race Relations policy. They are involved and active partners in all aspects of school life and have a good cross section of talent to draw on. The governors are well informed. They have a good understanding of the performance of the school compared to other schools nationally and have a good appreciation of the strengths and weaknesses of their school. The chair of governors is an almost daily visitor to the school and has a good, productive working relationship with the headteacher. Other governors are also regular helpers in the school and this helps to inform the decisions they make. Financial management is prudent. The school provides good value for money.

### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	488,197	Balance from previous year	21,642
Total expenditure	459,523	Balance carried forward to the next	28,624
Expenditure per pupil	2,356		

31. Significant barriers to raising achievement are the high number of pupils that are entering the school with special educational needs and the well below average attainment on entry of most of the pupils. This presents the schools with many challenges to raising standards consistently in line with the national averages despite the generally good teaching and the good achievement of most of the pupils.

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

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

Provision in the Reception year (Foundation Stage) is **very good** and the children are very well prepared for Year 1.

The standards of the children on entry are well below those expected for their age and some are very low. They make a good start to their learning in a stimulating environment. Leadership and management are very good. The Foundation Stage leader has a very clear vision for future development. Her knowledgeable and innovative leadership of teaching and the curriculum are another important factor in children's good achievement. There is a very good balance between adult-led activities and activities selected by the children. Teaching is very good and effective, leading to very good learning. The teachers' planning is very good as is assessment, which is used well to set very challenging work for all the children. All the adults are good role models and they care for and support the children very well. Relationships between the staff and the children are very good. Consequently, the children are confident and this helps their learning and is reflected in their good achievement and good behaviour. Planning is good and all the areas of learning are developed appropriately. The improvement since the last inspection is good.

#### **Personal, social and emotional development**

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

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

- Very good induction procedures enable children to settle quickly into routines.
- Teachers use ongoing assessment very well to meet the needs of all children.

#### **Commentary**

32. Achievement is good but standards are below what they are expected to be, though a significant minority will meet the expectations of this area of learning by the end of the Reception Year. As part of the induction arrangements the staff regularly visit the playgroup before the children are due to be admitted. They get to know the children and their families quickly and this helps the children to settle in well and get their learning off to a good start. The good teamwork of the staff creates an environment that is calm and challenging; this is one of the reasons why the children's achievement is good. As a result of the thorough assessment, work is carefully planned and well-chosen activities are very well matched to the children's needs. These activities engage the children's interest, encourage their independence and creates a good learning environment that meets the needs of all the children. They respond well and their good attitudes, behaviour and relationships promote their learning enabling them to become independent users of the classroom and the outdoor area. All children are fully involved and given the support they need for all of them to be completely involved in the work.

#### **Communication, language and literacy**

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

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

- There are well-planned opportunities to develop children's language.
- Speaking, listening, reading and writing skills are given a high priority and are taught well; the children's learning is good.



## Commentary

33. Achievement is good. Standards are below what they are expected to be, though a significant minority of children will meet the expectations of this area of learning by the end of the Reception Year. Opportunities to develop language skills are carefully planned and this helps all pupils to achieve well. Children hear and say initial sounds in words, and link sounds to letters. Direct teaching is followed by activities that enable the children to practise and reinforce what they have. For example the new sound, 'g' is linked to imitating a giraffe and a gorilla, to words beginning with 'g' and a capital 'G' in names. Children explore the meanings and sounds of new words and use a widening range of words to express their ideas. They develop their reading skills through listening to stories, such as 'The Enormous Turnip', sharing books with adults and joining in familiar refrains. They re-tell familiar stories and are learning to use 'time' words, such as, 'first', 'next', and 'at the end'. Through practical experiences, such as the production of a class book on vegetables, the children are learning good letter formation.

## Mathematical development

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

## Main strengths and weaknesses

- A very good range of practical activities help to develop children's mathematical skills.
- Children are encouraged to use mathematical language.

## Commentary

34. Despite the children working to their potential and achieving well, standards are below what they are expected to be, and the large majority will not have met the expectations of this area of learning by the end of the Reception Year. In each lesson, the children's learning from the oral work is consolidated through very well planned and supported practical activities and simple programs on the computer. Many of the children are learning to say and use numbers to 20 and count reliably up to 12 objects. They begin to use the language of addition and subtraction through stories, such as 'Ten Little Ladybirds'. Most children carry out addition and subtraction of numbers between 1-10. They compare two groups of objects saying whether they have the same number, or 'more than' or 'less than'. Many of the children are beginning to learn to use words associated with time, and recognise and sort money. Through their experience with sand and water, the children are learning to use words such as 'heavier' and 'lighter' as they begin to learn about capacity and weight. They are learning to sequence objects in order of size, using vocabulary such as 'shorter' and 'taller'.

## Knowledge and understanding of the world

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

## Main strengths and weaknesses

- A range of very well-matched activities develops children's understanding of living things and use of the senses.
- Computer skills are developed well.

## Commentary

35. Standards are below what they are expected to be, and the large majority will not have met the expectations of this area of learning by the end of the Reception Year despite the children working to their capacity. Children explore the environment and are learn to recognise signs of growth and what is needed for growth by growing cress and bulbs as a result of very good

questioning from the staff that encourages the children to describe what they can see by looking at similarities, differences and change. They are learning the importance of caring for living things and creatures as they explore the school grounds, discuss changes, and sequence stages of life. They explore the needs of a baby and what is needed for healthy growth. They are able to do this because of the good way the staff get the children to think about themselves through good questioning. Children competently use a range of software to support the development of reading, phonics, writing, number, sorting and matching. They are able to use the mouse, select the correct screen button for the program they want to use.

## **Physical development**

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

### **Main strengths and weaknesses**

- Children's are given very good opportunities to respond to rhythm and music.
- The teaching of physical skills, and the use of tools, is very good.

### **Commentary**

36. The children are working to their potential and achievement is good for the majority of children and very good for a few. Standards are below what they are expected to be by the end of the Reception Year with only a minority of children meeting the expectations of this area of learning. The children learn very successfully to respond to rhythm, music and stories through movement and to start and stop, on request. They are learn to play safely as they negotiate space, in the out door area, adjusting the speed of their vehicles and changing direction to avoid obstacles. They move with developing confidence, imagination, control and co-ordination, and with an awareness of others, in the hall and outside. They learn to climb and are effectively developing their agility as they travel along, under and over equipment. The children are becoming aware of the importance of a healthy diet and exercise and are learning to recognise changes that happen to their bodies when they are active. Throughout all the areas of learning, very good opportunities are planned that enable the children to develop good manipulative skills and dexterity, through cutting, making and building using an appropriate variety of construction materials.

## **Creative development**

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

### **Main strengths and weaknesses**

- There are many opportunities for creative development.
- Very good encouragement is given to the children to use their imagination.

### **Commentary**

37. Achievement is good but standards are below what they should be, though a significant minority will meet the expectations of this area of learning by the end of the Reception Year. Very effective questioning and innovative interpretation of exciting, creative activities result in the children being productive, keen to learn and working to their potential. With very good guidance and support, the children learn to use primary colours and mix colours. They develop their ability to draw and paint, as they produce portraits of themselves and others, make close observational drawings of vegetables, and create flowers, seed packets and posters for their role-play garden centre. After hearing the story of 'The Gruffalo', they moved to music in the manner of a mouse, fox, owl, snake and Gruffalo using their imagination well to make interesting movements. They learn to explore loud and quiet sounds with their hands,

voices and instruments, compose good music depicting growth, and listen to music from other cultures.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **English**

Provision in English is **good**.

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

- Achievement is good.
- Teaching and learning are good.
- Attainment in writing is improving.
- A few of the more able pupils are not always sufficiently challenged.

#### **Commentary**

38. Standards in Year 2 and Year 6 are generally below average. In Year 2 they are average in reading but below average in writing and speaking and listening. In Year 6, standards are average in reading and speaking and listening but below average in writing. However, the school is working hard to improve standards in writing across the school and inspection evidence indicates that pupils in Year 6 should attain standards close to the national average by the end of the year. In Year 2, standards will be below average due to the number of pupils with special educational needs. Most pupils make good progress and achieve well including those pupils with special educational needs.
39. The quality of teaching and learning is good. Basic skills are taught well. The teachers' very good subject knowledge and enthusiasm engage pupils' interest and aids their learning. Work is matched well to the needs of most pupils. Good encouragement to the pupils to contribute in whole class lessons effectively contributes to their learning. The teachers use questions well to challenge and extend the pupils' learning and check on their understanding. Computer programs are used well in early reading development to enhance the pupils' learning, though the use of information and communication technology in English is not good enough. Work is regularly marked and the pupils are offered encouragement. There are, however, relatively few examples of teachers offering suggestions on how pupils might extend their learning. Teaching assistants and volunteer helpers support the pupils with special educational learning needs very well and this enables the pupils to be fully involved in the lessons and to achieve well. Homework is regularly set but discussions with staff and the pupils indicate that whilst some pupils are supported at home, others receive little help.
40. Although assessment is generally satisfactory and there are good examples of it, for example in the tracking of the pupils' reading development, it is not refined sufficiently. This means that some of the more able pupils are not identified early enough and given suitably challenging work. The school does not use the national optional test papers.
41. Leadership and management of the subject are good. She has a very clear vision for the future development of the subject. In order to improve writing, particularly amongst the boys, the time devoted to writing has been increased and the daily use of writing journals introduced together with regular writing and reading days. These innovative strategies are having a good affect on learning and raising achievement. The drama club is well attended and helps develop the pupils' speaking skills and confidence. There has been a satisfactory improvement in the provision of English since the last inspection.

## Language and literacy across the curriculum

42. Speaking and listening skills, and reading skills, are developed well, in most areas of the curriculum. There are planned opportunities to develop pupils' writing skills in some subjects, such as history and science and special days in a number of subjects, which enable the pupils to practise and to refine their literacy skills.

## Mathematics

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good; because of this most of the pupils achieve well, including those with special educational needs.
- There is a strong focus on developing pupils' numeracy skills.
- Although standards are currently below average, the large number of pupils with special educational needs makes overall standards difficult to raise.
- Some of the more able pupils are not sufficiently challenged.
- The lack of a complete assessment programme does not provide teachers with a clear picture of the particular needs of all pupils.

### Commentary

43. Standards in mathematics in both Year 2 and Year 6, are just below average. However, a significant minority of pupils are already working at the expected levels and inspection evidence indicates that in both years the school is likely to be close to the national average by the time these pupils take their national tests. In the 2003 national tests for Year 2, although almost all pupils reached the nationally expected level, less than a quarter were able to reach the higher level. Equally, in Year 6, whilst three quarters of pupils achieved the expected level, once again only a quarter reached the higher level. This represented good achievement for the majority of pupils, especially those with special needs, several of whom reached the national level, because of good support.
44. Since the last inspection, standards have fallen, but at the same time the number of pupils with special educational needs joining the school, has increased year on year. Over half of the pupils in Year 6, have special educational needs. As a result, much of the focus of teaching is directed towards those pupils with special needs or with poor mathematical skills and knowledge. This has resulted in a strong and appropriate focus on numeracy skills. Pupils have sound knowledge of their tables and are able to carry out computations at appropriate levels for their age. Other areas of the mathematics curriculum are not quite so well developed. In response to this, the school has rightly focused more on improving the use pupils' make of their mathematical skills in investigations and problem solving.
45. Teaching has improved since the last inspection. It is generally good overall and is more consistently good in Years 3-6 owing to the use of teachers' specialist knowledge. This has a good affect on the pupils' learning. Strengths in teaching include questioning skills, which are used to develop the pupils' understanding and test their learning; the teaching of basic skills; the support for pupils with special needs and the very good relationships between pupils and the adults who work with them that helps to make most of the pupils confident learners. Weaknesses in teaching focus mainly on the lack of planned challenges for some of the more able pupils. As a result, their progress is not good enough. Part of the problem, is that assessment is not detailed enough to show how well all the pupils are doing and at what levels of the National Curriculum pupils are working. This means that tracking pupils' progress accurately is difficult and as a result the fine-tuning of planning in order to meet the needs of all pupils is problematic. The school does not use the national optional test papers.

46. Leadership and management are good. The co-ordinator has a good understanding of the strengths and weaknesses of the subject and makes very good use of performance data in order to try to improve standards. His subject skills are well used as he teaches in both his own class and in Year 6. He has already noted that there is too much reliance placed on worksheets in some parts of the school. As a result the pupils do not get enough opportunities to write full computations neither do the worksheets cater for the wide variety of abilities within the classes. He has also noted that there is insufficient use made of ICT in mathematics across the school and that mathematics does not give the pupils enough opportunities to use their ICT skills.

### **Mathematics across the curriculum**

Suitable opportunities are provided for pupils to apply their mathematical skills in other subjects. In geography the pupils used co-ordinates successfully to locate places and in science line graphs are used to show the affect of masses on a spring. Information and communication technology is used insufficiently.

### **Science**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Achievement is good and almost all the pupils make good progress.
- There has been a good improvement in the teaching of investigational skills since the last inspection but there are not enough opportunities for pupils in some lessons to devise their own experiments.
- Lower-attaining pupils have good support and, as a result, achieve well.
- A few of the more able pupils are not being given suitably challenging work to enable them to achieve as well as they could.
- Leadership and the management of science are good.

### **Commentary**

47. Attainment is almost in line with the expected level at the end of Year 2, and is in line at the end of Year 6. This represents good achievement because the children enter Year 1 with below average attainment, with a high proportion of the pupils having special educational needs. This good progress is due to the generally consistently good, challenging teaching that ensures nearly all pupils achieve well. Across the school less able pupils and those with special educational needs achieve well because of the good teaching and support they receive that ensures they are fully involved in their work and able to complete their work.
48. Teaching and learning are good. Across the school, good proportions of the lessons are now devoted to investigation and experimentation, which the pupils do with enthusiasm. However, in some lessons there are not enough opportunities for the pupils, to devise their own investigations or modify ones to demonstrate their planning and investigational skills. Assessment and its use to plan work is generally good but is not sufficiently refined so that all the more able pupils are identified at an early stage and given suitably, differentiated, challenging work. As a result, the achievement of some of the more able is not good enough. There is a good insistence that the correct scientific terms are used and the pupils mostly do this confidently. Marking is done regularly but in some books insufficient reference is made to the scientific content of the work and what the pupils need to do to improve. Presentation in some books is untidy and not good enough.

49. The co-ordinator is knowledgeable and offers good support to colleagues. Standards are carefully monitored and appropriate action is taken to remedy identified weaknesses. There has been a satisfactory improvement since the last inspection.

### **Information and communication technology**

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

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

- Standards are in line with expectations by Year 2, but they are not in line in all aspects of the work by Year 6.
- A lack of computers and access to the existing ones is affecting the pupils' progress.
- The school makes good use of a knowledgeable learning support assistant who teaches a significant part of the subject.
- The pupils achieve well in areas of handling information and modelling but do not achieve as well in other areas of ICT.

#### **Commentary**

50. Standards in ICT have improved significantly since the last inspection. The good teaching of the learning support assistant who works in the computer suite, is a reason for the sound achievement. Although there is now a computer suite it is small and only a limited number of pupils can work in it at any one time. There are no laptops for use in classrooms. Whilst the pupils receive good instruction, it is often two or three weeks before all pupils in a class complete the work in hand. This affects learning and disadvantages pupils who are taught last, several weeks away from the initial input.
51. In spite of this, some of the elements of the National Curriculum are well taught, with pupils making good progress and achieving well. This is the case in the handling of data. The pupils are introduced to databases and in Years 3 and 4 they can manually enter data and search for specific information from stored data. They can present information on a graph or in a chart. The pupils also have a good understanding, by Year 6, of how to use spreadsheets. Having previously been taught how to enter simple information, their skills and understanding are both enhanced so that they can enter simple formulae and use these to calculate amounts. They have done this to calculate how they spend their pocket money, for example. However, work of the oldest pupils in aspects of multi-media presentations and in the use of control technology lag a little behind other aspects of the work.
52. Leadership and management are good. The co-ordinator is well aware of the strengths and weaknesses in the subject, but the lack of space and access to computers a barrier to improvement in provision. At the same time, whilst all pupils keep most useful portfolios of work, these are not currently being checked against the levels of the National Curriculum in order to show clearly the standards the pupils achieve.

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

The lack of available computers is unsatisfactory and reduces the opportunities of using ICT skills across other curricular areas. However, there are good examples of its use in Year 1 where pupils use computers to make graphs and in Year 6 where pupils were seen searching the Internet for information in connection with their work in geography.

## **HUMANITIES**

### **Geography**

Provision in geography is **good**.

## **Main strengths and weaknesses**

- There is a good emphasis on geographical enquiry skills.
- The pupils' learning is enhanced by a rich curriculum.
- Leadership and management are good.

## **Commentary**

53. Standards are below national expectations in Year 2 and Year 6. This is because there are a large number of pupils with special educational needs. However, all pupils make good progress and achieve well because of the consistent, good quality of the teaching. In a Year 6 lesson where teaching was good and challenging the pupils were discussing the impact of tourism on a mountainous area. The pupils were learning to distinguish the benefits of tourism on an area and the problems that increased levels of human activity could also bring. Their learning was further enhanced when a friend of the school, who had recently climbed Mount Kilimanjaro, talked about her experiences of the area and the affect tourism was having. In Year 2 have a good knowledge of the local area and are learning successfully how to compare the physical and human features of Teynham with those at the seaside.
54. Teaching is good; the quality and range of learning opportunities are also good and help all the pupils to achieve well. Strengths of teaching are the teachers' subject knowledge, and emphasis on skills that enable the pupils to progress well by successfully engaging and retain their interest. Links are made with literacy through discussion, stories and research. The pupils use their mathematical skills and show the good learning that has taken place when working on map co-ordinates and direction. However, there are not enough opportunities for the use of computers for individual research on the Internet.
55. The subject leader has a clear vision for the future developments of the subject and how to achieve them. Improvement since the last inspection is satisfactory.

## **History**

56. It was not possible to make an overall judgement on standards, pupils' achievement, teaching or provision. No lessons were observed. Planning indicates that the work taught is appropriate. The pupils in Year 2 have a sound knowledge of the local area, and make comparisons between aspects of life in the past and life today. The pupils in Year 6 are learning the importance of historical sources and have compared their lives with those of children in the Second World War. Some good links are made with literacy through imaginative writing, and chronological and non-chronological reports. Whole school 'History Days', covering aspects such as Victorian times, enhance the pupils' learning through this good enrichment of the curriculum. Leadership and management are good. The subject leader's plans for future developments are appropriate and suitably focused on raising standards.

## **Religious education**

Provision is **satisfactory**.

## **Main strengths and weaknesses**

- Improvements have been made to the teaching of other faiths.
- The staff are committed to the work in religious education.
- There is too much reliance on worksheets.

- No assessment procedures are currently in place.

## Commentary

57. Although only one lesson was seen during the inspection, the scrutiny of previously completed work shows that standards are in line with the requirements of the locally agreed syllabus. This was also the case at the last inspection.
58. A number of teachers have close affinity with church groups and teach the subject with a good degree of commitment. This is evident in the quality of some of the completed work on display. There is also evidence of a good deal of work being completed on multi-faith issues. In the Year 1 class, a display on Judaism provides pupils with a wealth of information from which to draw comparisons with Christianity and to see celebrations particular to the Jewish people. Work in Year 2 on Hinduism shows pupils know about the God Hanuman and the story of Rama and Sita. In a Year 4 lesson the pupils showed that sound learning had taken place when they enthusiastically discussed Jewish dietary laws and the challenges this posed when food was prepared. This work makes a good contribution to the pupils understanding of other cultures. Completed work in Year 6 shows that they have a good understanding of the Bible. They know the differences between the Old and New Testaments and have studied two different gospels in order to note the similarities and differences in the accounts of particular events. The school makes the work more interesting by providing artefacts and other resources. Rather too much work is guided by the use of worksheets. Whilst some worksheets include useful information for pupils, where the pupils are only required to give one word answers to questions their literacy skills are not being extended enough. As a result the balance between the pupils own writing and the use of work sheets is unsatisfactory.
59. Leadership and management are good. There is currently no assessment programme for religious education but the co-ordinator has produced some useful draft proposals. Standards have been maintained since the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. In **art and design**, work was sampled as only one lesson was observed. It was not, therefore, possible to form an overall judgement about provision. However, indications are that standards are in line with expectations and have been maintained since the last inspection, though there is still a lack of 3 dimensional work. Pupils' achievement is satisfactory. In a Year 3 lesson where the teaching was good, based on the work of Gustav Klint, good questioning by the teacher and the timely intervention resulted in the pupils modifying and making good improvements to their pastel work. Their achievement was good. The co-ordinator provides good leadership, knows what is needed to take the subject forward and has good subject knowledge.
61. In **design and technology**, work was sampled as only one lesson was observed. It was not, therefore, possible to form an overall judgement about provision. Planning indicates that the work taught is appropriate. Standards are in line with those expected for pupils in this age group and standards have been maintained since the last inspection. In some very good Year 5 work on biscuit making, following a survey on flavour, shape and texture, the pupils learned how to improve a product to make it more attractive to the consumers.

## Music

The provision in music is **satisfactory**.

## Main strengths and weaknesses



- The co-ordinator has very good subject knowledge.
- Specialist teaching in three year groups bringing a consistency to the progress pupils' make.
- Good accommodation and resources in the subject enhances pupils' learning.
- The lack of a scheme of work is affecting the progress of some pupils.

### Commentary

62. The pupils are making good progress and achieve well, particularly in the classes taken by the music specialist. Improvement since the last inspection is satisfactory.
63. As the co-ordinator teaches in three different year groups, there is a consistency of approach and of the quality of teaching, both of which have a positive effect on learning. In the two lessons seen, teaching was good. The pupils were encouraged to take part by the enthusiastic nature of the teaching. They were excited by the tasks and thoroughly enjoyed using the good, quality resources, such as when they were using the keyboards. The music room gives an ideal base for teaching, although it is only large enough for half classes.
64. Leadership and management are good. In the short time the co-ordinator has been in the school he has had a positive affect on improving the provision of music in the school. However, the school lacks a scheme of work to ensure skills are developed in a systematic way and that there is a breadth and balance of experiences in the classes the co-ordinator does not teach. Through his playing in assembly the pupils are learning to appreciate live performance.
65. In **physical education** only one lesson was observed during the inspection, and there is insufficient evidence to assess the provision, although the planning indicates that the work taught is appropriate. In the lesson, in Year 1, that focussed on ways of moving around and making and holding a shape, the teaching was good and the pupils achieved well.

### PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is very **good**.

#### Main strengths and weaknesses

- The subject has a high profile in the school.
- There are regular opportunities for the pupils to discuss personal and social issues in weekly 'circle time' sessions.
- The development of citizenship is an integral part of the work.

### Commentary

66. The pupils achieve well as a result of the good teaching and learning. Concern for pupils' personal and social education permeates all aspects of the work of the school and is linked effectively to religious education. The arrangements for pupils' personal, social and health education and citizenship are very good. The school actively promotes pupils' learning about personal, social, health and citizenship issues through the very good way that the curriculum is planned and taught, enabling good learning to take place. A well-organised scheme of work is in place and weekly lessons are timetabled for each class. There is a well-planned programme of topics showing that builds on the work in a systematic way as the pupils move through the school, for example friendship and self-esteem. The pupils get on very well with adults and with each other and show tolerance and respect for views different from their own. The pupils frequently work together in pairs or in groups of different sizes in all subjects. They discuss the school rules and draw up class rules to guide their behaviour. There are regular opportunities in lessons and in circle time for the pupils to discuss issues that are relevant to them, such as feelings, relationships and friendship. There are opportunities in small groups for some pupils to work on their social skills, such as anger management. The pupils are very

supportive of each other when difficulties arise and are very supportive of pupils who have learning difficulties. The pupils think of people less fortunate than themselves by supporting various charities.

67. There is effective promotion of drugs awareness and sex education. The school pays good attention to health awareness. Younger pupils learn about the importance of exercise and a good diet. They discuss physical well-being in physical education lessons.
68. Citizenship is promoted well. There is an active school council, which enables pupils to be involved in considering developments and making suggestions for improvement. The pupils rightly feel that they have a voice and are listened to. Older pupils have a number of responsibilities as monitors, and the pupils in each class carry out regular duties. The pupils in Year 6 act as 'buddies' to children in the Reception class and Year 1. Citizenship of the wider world is fostered through the links with Age Concern, the Church, the Library and the Scouts.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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