

INSPECTION REPORT

WOODLANDS JUNIOR SCHOOL

Tonbridge

LEA area: Kent

Unique reference number: 118448

Headteacher: Mr Ian Smith

Lead inspector: Mr Stephen Lake

Dates of inspection: 6 – 9 October 2003

Inspection number: 260700

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	382
School address:	Hunt Road Tonbridge
Postcode:	TN10 4BB
Telephone number:	01732 355577
Fax number:	01732 355147
Appropriate authority:	The governing body
Name of chair of governors:	Dr Gordon Court
Date of previous inspection:	5 October 1998

CHARACTERISTICS OF THE SCHOOL

The school is larger than most primary schools, with 382 pupils on roll. This is slightly more than at the time of the last inspection. The area served by the school is a mixture of private housing and local authority or housing association stock. Pupils come in almost equal numbers from the two distinctly different parts of the catchment area. Few come from overcrowded homes or socially deprived backgrounds. No pupils have English as an additional language and almost all are of white British origin. The proportion of pupils entitled to free school meals is below average, Twenty-one pupils are on the school's register of special educational need, which as a proportion is below average. Most of these have moderate learning difficulties and a few have autistic difficulties. Six pupils have a statement of special educational need, which as a proportion is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22191	Stephen Lake	Lead inspector	Science, Information and communication technology
14324	Michael Hudson	Lay inspector	
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. Standards of attainment are above average in the core subjects and information and communication technology and average in religious education. Pupils achieve very well overall as a result of very good teaching. The school is led and managed very well and gives very good value for money.

The school's main strengths and weaknesses are:

- The very good achievement of pupils in the core subjects of English, mathematics and science and information and communication technology.
- The school is led and managed very well, with governors, the headteacher and all staff working together as a very effective team.
- The good-quality curriculum includes very good provision for pupils with special educational needs.
- The accommodation is unsatisfactory and limits some aspects of the curriculum.
- The excellent website is used effectively to support learning.
- The quality of teaching is very good and enables very good learning by pupils.
- Teaching assistants make a very good contribution to the learning of pupils.
- Pupils' attitudes and behaviour are very good.
- The school has excellent links with the feeder infant school and links with parents and the wider community are very good.
- Standards in religious education are not as high as in other subjects.

Improvement since the last inspection is satisfactory. The issues from the last inspection have been dealt with effectively. Standards of attainment are higher than in similar schools, and the scores achieved by pupils in national assessments have risen slightly overall, especially in science. Standards in information and communication technology have improved significantly. The current staff and governors have a very good relationship and a great deal of expertise. This gives the school a very good capacity to bring about further improvement.

STANDARDS ACHIEVED

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

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.

An examination of pupils' current work indicates that the attainment of the Year 6 pupils is above average in English, mathematics and science, and average in information and communication technology (ICT). Attainment in religious education is broadly in line with the requirements of the locally agreed syllabus. Pupils achieve very well in English, mathematics and science, and the grades in the table above do not represent the full picture in this school. The attainment of current Year 6 pupils on entry to the school at the age of seven was broadly average in reading and writing, but below average in mathematics. In particular, no pupils had attained above average scores in mathematics at the age of seven. Inspection evidence shows that almost a third of pupils in Year 6 are now working at above average levels in mathematics. In ICT achievement is good and pupils have made very good progress in a short period of time. Those with special educational needs

achieve very well. Work in other subjects was only sampled in this inspection, but much good work is evident in other subjects.

Pupils' attitudes and behaviour are **very good** as a result of the **very good** provision that the school makes for their spiritual, moral, social and cultural development. Pupils concentrate well in lessons, are polite and very well behaved, and respect one another. Attendance is **well above average**.

QUALITY OF EDUCATION

The quality of education supplied by the school is very good. The quality of the curriculum is **good** and the school provides a **good**, broad learning experience for pupils. However, the **unsatisfactory** accommodation limits opportunities for further enhancing the range of learning experiences. **The quality of teaching is very good** overall, with a high proportion of good and very good teaching, except in religious education, where a small amount of unsatisfactory teaching was observed. The teaching enables **very good** learning and achievement. The very close partnership between teachers and teaching assistants is a significant factor in the high achievement noted in the school. The care and welfare of the pupils are **very good** and the school has **very good** links with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The leadership supplied by both the headteacher and senior staff is **very good**. The headteacher has an **excellent** educational vision and has high aspirations for the school. The school is managed **very well**. Most curriculum co-ordinators manage their subjects very well. The senior management team makes a very good contribution to the running of the school. The leadership and management of the governing body are **very good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and believe that teaching is good and that the school is well led and managed. Pupils think highly of their school. Most enjoy coming to school.

IMPROVEMENTS NEEDED

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

- raise standards in religious education to match those in other subjects.
- improve the quality of the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is very good for all groups of pupils. Standards in all the core subjects and in information and communication technology are above average, and results are improving in line with the national trend

Main strengths and weaknesses

- Achievement is very good in English, mathematics, science, and information and communication technology.
- All groups of pupils, including those with special educational needs, achieve very well.
- Attainment and achievement in religious education, although satisfactory, are not as good as in other subjects.
- Samples of work in other subjects indicate that standards are above average in the humanities and the creative arts.

Commentary

1. Attainment in this school is high. The standards attained in national assessments are consistently above, and often well above, the national average. The table below shows this.

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

Standards in:	School results	National results
English	27.9 (28.7)	27.0 (27.0)
Mathematics	28.0 (28.6)	27.0 (26.7)
Science	29.10 (29.5)	28.8 (28.3)

There were 94 pupils in the year group. Figures in brackets are for the previous year

2. When the current Year 3 cohort entered the school at the age of seven their attainment was below average. Indications are that attainment on entry in previous years has varied. The national assessment results for the last year do not give a complete picture of this school. Pupils make very good progress during their time here. The very good support for pupils with special educational needs enables them to make very good progress. Gifted and talented pupils are identified and supported well to ensure that they make progress comparable to their ability.
3. Attainment is consistently high in the core subjects of English and mathematics. Attainment in science has been average for several years, but as a result of efforts to improve the provision in science it is now above average. The overall performance of the school, as shown by national assessment results, is similar to what it was at the time of the last inspection, and standards have been maintained. Other factors such as the quality of speaking, listening, investigative science, and work in information and communication technology show that standards are rising and improvement since the last inspection has been satisfactory.
4. National assessment results show that attainment is often well above the average for similar schools. This is still the same overall picture with just small variations due to cohort difference. The trend in the school's performance is rising in line with the national trend but is always above it.
5. Attainment in ICT has improved significantly since the time of the last inspection as a result of very good subject management and good teaching. ICT is used satisfactorily to support learning in other subjects.

6. Pupils' very good literacy skills are used well across the curriculum; for example, the presentation of work in their books is of a very high standard by Year 6. Numeracy skills are used well in subjects such as science and geography.
7. Attainment in religious education is satisfactory and meets the requirements of the locally agreed syllabus. However, in relation to the standards attained in other subjects of the curriculum this is not good enough. This is recognised in the school improvement plan.
8. The table below summarises the changes in the school since the time of the last inspection and confirms judgements on the current Year 6 cohort.

Subjects	National assessments at the time of the last report (where applicable) and report comments.	2003 national assessments.	Achievement.	Attainment and achievement of current cohort together with comments.
English	Average points score was 27.2. Pupils were highly skilled in speaking and listening and had well developed reading skills.	Average points score was 27.9.	Pupils achieve very well.	The attainment of the current cohort is above average. Pupils' attainment compared to similar schools is at least above average and often well above average. A particular strength is the quality of the presentation of work across all subjects.
Mathematics	Average points score was 27.4.	Average points score was 28.0.	Pupils achieve very well.	The current cohort entered the school with below average standards. Attainment is above average and rising.
Science	Average points score was 27.5.	Average points score was 29.5.	Pupils achieve very well.	Attainment is currently above average. Pupils' investigative skills are a particular strength. Attainment in this subject has risen significantly since 1999.
ICT	N/A but deemed average in the report.	N/A.	Pupils achieve very well. Rapid progress has been made in just two years.	Changes in the requirements for ICT mean that the improvement since the last inspection is quite significant.
Religious education	N/A but deemed average in the report.	N/A.	Achievement is satisfactory.	The standards of the last report are maintained but compared to pupils' performance in other subjects this should be better.

9. In other subjects of the curriculum it was only possible to sample a small amount of work. The samples, including pupils' previous work and displays around the school, indicate that attainment is above national expectations in all other subjects of the curriculum. It was not possible to sample the work done in French during this inspection.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **very good**. Pupils' attitudes and behaviour are **very good** and they are very willing to learn. Behaviour is **very good** and older pupils show noticeable self-discipline. The provision for pupils' spiritual, moral, social and cultural development is **very good** overall.

Main strengths and weaknesses

- Attendance and punctuality are very good.
- Pupils' attitudes are very good.
- Relationships between pupils are very good.
- Behaviour is very good. There were no exclusions in the last school year.
- The provision is very good for pupils' spiritual, moral and social development, and good for their cultural development.

Commentary

10. Pupils' very good attendance makes a good contribution to the quality of learning. Punctuality is very good and the arrangements for pupils to enter classrooms and mix with other pupils and the teacher as soon as they arrive at school make a very good contribution to their personal and social development. Parents confirm that their children like school and work hard. The table below shows attendance figures in the last complete reporting year.

Authorised absence		Unauthorised absence	
School data:	4.2%	School data:	0.0%
National data:	5.4%	National data:	0.5%

11. The provision for **spiritual development is very good** and central to the ethos of the school. Acts of collective worship make a very important contribution to pupils' personal development. The services have simple spiritual themes that enhance pupils' self-esteem and prepare them for contemporary life. Opportunities are taken to stimulate pupils' imagination and sense of wonder. They learn to explore and respect different views, beliefs and ideas and listen to what others have to say. Their contributions to discussions are thoughtful and imaginative. They have many good opportunities to reflect upon human feelings and emotions.
12. Pupils are very willing to learn and settle quickly in lessons. They respond eagerly to challenge, sustain interest and remain very attentive in classes and assemblies. The **very good provision for their moral development** makes a strong impact in these situations. They are very well motivated, enjoy learning activities, show a high degree of commitment and remain closely focused on set tasks. They take pride in their efforts and are very keen to share their pleasure in achievement.
13. The **very strong emphasis on the development of pupils' social** skills results in very good relationships between them. Friendships are strong and interactions very harmonious. Pupils are very caring and considerate when others are hurt. In lessons and play areas boys and girls from all age groups co-operate happily. Classroom tasks improve pupils' self-confidence, while whole-school duties enhance their understanding of the responsibilities involved in belonging to a large group. The house system develops collective endeavour, and membership of the school council provides structured responsibility. Discussions of issues like bullying and bereavement broaden pupils' social awareness.
14. The school's aims, values and rules of behaviour promote a clear moral understanding, and **provision for moral development is very good**. The atmosphere within the school is calm, orderly and purposeful. Pupils are well mannered and friendly. They understand school and class rules, and know that any incidents of unacceptable behaviour will be dealt with fairly but

firmly. This makes them think positively and recognise the difference between right and wrong, which results in **very good behaviour**. Staff act as very good role models in helping pupils to develop moral principles, providing many opportunities to consider moral values. There are no exclusions, and parents are very happy with the standards of behaviour achieved.

15. **The provision for pupils' cultural development is good.** They have a good knowledge of local culture through historical research and community events. Their understanding of national culture is supported by topic work and educational visits. Religious education is increasing their awareness of non-Christian beliefs and values. Multi-cultural displays and the school web site are helping to develop the recognition and appreciation of multi-cultural Britain today. The school has regular links with a school in Thailand through a teacher who visits that school each year. However, the provision for the cultural development of pupils is not planned as well as the spiritual, moral and social development. The school recognises the need to improve planning across the curriculum for this aspect of pupils' development. Providing a more planned approach to cultural development is a minor area for improvement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The quality of teaching is very good and pupils learn very well. A good-quality curriculum is in place.

Teaching and learning

The quality of teaching in the school is **very good** overall. Assessment procedures are **very effective**. As a result pupils learn **very well**.

Main strengths and weaknesses

- The partnership between all adults involved in supporting learning is very good and makes a significant contribution to it.
- The quality of teaching is very good.
- Teachers assess pupils' work very well and use the information very well to plan work for them.
- Teachers use stimulating and motivating methods that enable pupils to learn with enjoyment, although the accommodation limits this in Year 6.
- Teaching assistants make a very good contribution to teaching and learning, ensuring the inclusion of all pupils in lessons.
- Homework is used very well to support learning.

Commentary

16. A significant strength of this school is the way in which all members of staff work together for the good of the pupils. They set very good role models for pupils that enhance learning. For example, during the harvest festival, in which individual pupils and groups of pupils performed songs and delivered readings, the teachers and teaching assistants showed the way. A group of four teachers sang a hymn in parts in front of the assembly, accompanied by other teachers and teaching assistants on a range of instruments. This sharing of talents with pupils provides a model that motivates pupils to give of their best.
17. The quality of teaching is very good. An examination of pupils' previous work alongside the lesson observations shows that teachers have very good subject knowledge in all subjects, except religious education, where it is satisfactory. Teachers have high expectations of what pupils can achieve and make these very clear to pupils. As a result they know exactly what is expected of them in their learning and try hard to achieve this.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	15 (33%)	17(38%)	9 (20%)	2 (4%)	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.

18. Teachers mark work thoroughly, adding constructive comments that identify what pupils need to do in order to improve. Regular assessments of pupils' attainment are used very well to plan work matched to the needs of all. The tone for this is set by the management and leadership of the school. National assessments and other tests are used to identify the progress made by individual pupils and to check on their achievements. This model extends throughout the school. Teachers use questioning effectively to assess the level of pupils' understanding and modify lessons as a result of this knowledge. This makes a very good contribution to pupils' learning and is a significant factor in the very good achievement. Detailed information about the progress of pupils with special educational needs is logged so that all staff involved in providing for the particular needs of individual pupils can work closely together.
19. Teachers and assistants show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils identified as having special educational needs (SEN). These pupils receive very good, skilled assistance from the well-informed team of experienced and committed learning support assistants. The combined expertise of teachers and assistants is crucial to the very good progress that most pupils with SEN make.
20. In the majority of lessons teachers use methods that motivate and stimulate pupils. For example, games are used to good effect in science lessons to teach key concepts such as "food chains". The pace of many lessons is brisk, keeping pupils engaged, and good use is made of investigations to extend more able pupils. ICT is used effectively to support teaching, and most pupils say that this makes learning more interesting. The accommodation in the Year 6 classrooms limits some of the ways in which teachers can be innovative in lessons. The classrooms are too small to allow many activities that teachers would like to do. Despite this they manage to find ways to make lessons more interesting. This promotes very effective learning.
21. Teaching assistants are used very effectively. They are well trained and work very closely in partnership with teachers to ensure high-quality learning by pupils. A particular strength is the way in which pupils with special educational needs are fully included in lessons as a consequence of the very good support given by teaching assistants. This was evident in a geography lesson where Year 4 pupils were skilfully helped by their learning support assistants to read the Ordinance Survey map and to identify local landmarks.
22. Teachers make very good use of homework to support learning. The pupil area of the school web site has details of homework and links to enable pupils to complete it. Most parents feel that this makes a good contribution to learning, although a small number feel that there is some inconsistency between classes in the amount of homework set. An examination of teachers' planning shows that parallel classes get similar work to do at home. Teachers use visits very well to enhance learning by, for example, incorporating a Tudor dance into a music lesson.

Curriculum

The quality of curriculum opportunities provided by the school is **good**, with **very good** opportunities for enrichment. The quality and quantity of resources, including staffing, are **very good** overall. However, the quality of the accommodation is **unsatisfactory**.

Main strengths and weaknesses

- The school web site is an excellent learning resource.
- The curriculum is rigorously planned and reviewed.
- The promotion of pupils' participation in sport and the arts is very good.
- Provision for pupils with special educational needs is very good.
- The number, expertise and experience of teachers and support staff are very good.
- Opportunities for using and applying mathematics and ICT in other subjects across the curriculum are underdeveloped.
- The accommodation is unsatisfactory and has a limiting effect on the quality of learning opportunities.

Commentary

23. The broad curriculum, including religious education, meets statutory requirements and provides a rich learning experience that prepares pupils well for the next stage of their education. The curriculum is enhanced by the teaching of French as an additional subject and by a very good range of visits and extra-curricular activities, including breakfast clubs, to boost mathematics and literacy skills. A complete review of the school's curriculum has developed detailed plans for all subjects. The governing body is currently reviewing the policy and learning resources for sex education.
24. The rigorous planning systems meet the needs of the pupils very well and ensure equality of learning opportunities. Teachers are creative in their curriculum planning and developing good links between areas, although this is at an early stage of development. For example, although mathematics is used well to support learning in science, there is less evidence of this sort of thing happening in other subjects across the curriculum. This is a focus of the current school improvement plan. The creation of the school web site (see section on ICT) is an excellent example of curriculum innovation and provides a wonderful learning resource for pupils, especially in history and geography. The school uses ICT well in many ways to support learning but recognises that there are many more opportunities that have not yet been developed. Pupils are well prepared for the next stage of their education.
25. The very good provision overall for pupils with special educational needs, including those with statements, is a strength of the school. Very good-quality targets are clearly identified on individual education plans for pupils with specific learning difficulties and are evaluated termly by staff.
26. The inter-school matches in football and netball, a Kwik cricket tournament and a district sports day, in addition to the school 'house' competitions in athletics and swimming, all add to the school's success in promoting participation in sports and the arts.
27. The match of teachers and teaching assistants to the curriculum is very good and enables very good support for all pupils. In particular, the support for pupils with special educational needs is very good and allows them to be fully included in the curriculum. Resources in most areas of the curriculum are good, although the library is quite small.
28. Accommodation is unsatisfactory. The fabric of the external classrooms and some parts of the main building needs repair or replacement. The external classrooms are small for the number of pupils using them, and their learning is adversely affected as the rooms are not large enough to allow some of the normal activities that teachers would wish to carry out. For example, pupils cannot gather close to a screen or 'Big Book' during literacy sessions. Teachers cope with the limitations very well but at the expense of very much more work than should be necessary. Some parents are concerned about the inadequate changing facilities for physical education in the external classrooms. Playground space is very limited, although it is used very effectively. The library is small and inconveniently placed. Some lavatories which are becoming unhygienic are a cause of concern to many pupils. Improving the library provision is a minor area for improvement.

29. The current organisation of some classes makes delivery of the curriculum slightly more difficult. The percentage of pupils with special educational needs differs significantly between the current Year 3 classes and consideration should be given to the effectiveness of this arrangement as it makes planning the curriculum for these classes more difficult than it need be. This is a minor area for improvement

Care, guidance and support

The care, guidance and support for pupils **are good**. Health and safety procedures are **satisfactory**. The involvement of pupils in the school's work is **very good**.

Main strengths and weaknesses

- Child protection arrangements are very good.
- Health and safety procedures are satisfactory and are being developed.
- Pastoral care is very good and pupils receive very good support from staff.
- Induction arrangements for pupils are very good.
- Pupils are very closely involved in the school's work, and their views are valued.

Commentary

30. Child protection procedures are clear and well known to staff. The child protection officer is very diligent and very good links have been established with outside agencies.
31. Health and safety procedures are satisfactory. Staff have a satisfactory awareness of health and safety matters related to their teaching. However, the school has no up-to-date health and safety policy, and risk assessment procedures have been completed although some actions remain outstanding. This is an area that is being dealt by the governors.
32. Relationships between pupils and staff are very good and pupils receive very good support. Staff know them very well and pastoral care has a very high priority. Pupils feel nurtured and secure. They trust and have affinity with teachers and most confide in them when they are worried. Pupils who lack confidence or are socially insecure benefit from the advice and guidance they are given. Older pupils act as 'playground buddies' to support younger pupils. The secure atmosphere created makes a significant contribution to pupils' learning.
33. Induction arrangements for new pupils are very well managed. The school keeps in very close touch with the feeder infant school on academic and social issues affecting induction. Parents are very content with the school's arrangements for induction, which include a very helpful information pack.
34. Pupils are very closely involved in the school's work and development. Their views are sought through discussions, questionnaires and the school council. These are valued and, where appropriate, acted upon. The outdoor stage area is an example.

Partnership with parents, other schools and the community

Parents are very happy with the good links that exist between them and the school. Community links are very good. Links with other schools and colleges are very good, that with the infant school being excellent.

Main strengths and weaknesses

- Information given to parents is very good.
- The school greatly values parents' views. They hold the school in very high regard.
- Parents make a very good contribution to pupils' learning.
- Parental complaints are dealt with very effectively.

- Community links are very good overall.
- Pupils' transfer arrangements and links with other schools are excellent.

Commentary

35. The quality of information the school provides for parents is very good. Staff are always readily available to speak to them to support the regular planned consultations. School reports are of very good quality, although they do not include clear targets for improvement in core subjects. The prospectus and governors' annual report are helpful documents.
36. The school seeks parents' views very effectively through discussions, questionnaires and parent governors and helpers. Parents say they are very pleased with what the school provides and have confidence in its ability to meet their children's needs. All complaints are dealt with quickly and appropriately.
37. The contribution parents make to pupils' learning is very good. The school greatly values the part parents play in pupils' education and encourages their interest in all aspects of school life. Many parents help their children with homework and use the homework diaries very effectively. The friends' association is very active and its fund-raising significantly improves school resources.
38. Community links are very strong. There are close links with several churches. The choir sings at music festivals and carol services. The school competes in various sporting competitions and club coaches help to improve pupils' sporting skills. Visitors to the school enhance the curriculum and pupils donate to local appeals and national charities.
39. Pupils' transfer arrangements and links with other schools are very good, those with the infant school being excellent. The school advises parents about their choice of secondary school, helps pupils to create a portfolio of their work and initiates bridging projects. The transfer arrangements ensure excellent continuity in pupils' education. College students and trainee teachers regularly undertake placements at the school. The excellent links with a school in Thailand support pupils' social and cultural development very well and partnerships with other schools are being developed to extend this.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good. Leadership is very good. The school is managed very well. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher has an excellent educational vision and leads the school very well.
- Leadership in most curriculum areas is very good.
- The school development plan is a very good tool for bringing about improvement.
- Management by the headteacher and senior staff is very good.
- Special educational needs are managed very well.
- The governors are very effective.

Commentary

40. The headteacher has an excellent educational vision that is focused upon ensuring that pupils do as well as they possibly can during their time in this school. All procedures are based upon achieving this vision. He provides very good leadership and has built up a team of people who work very well together and feel empowered to bring about any necessary change identified.

41. The delegation of the headteacher to curriculum co-ordinators is enabling very good staff development and a shared commitment to the development of the school. Curriculum leadership is very good in English, mathematics, science and ICT. This is a key factor affecting the standards attained in these subjects. The curriculum co-ordinator for religious education is new to the post and has not had enough time to develop this role yet. As a result, standards, although satisfactory, are below those noted in other subjects.
42. The senior management team (SMT) is a very effective group of people who work together very well and have a strong influence upon the quality of education provided. Their individual strengths complement each other. The division of responsibility where the deputy head is responsible for staff matters and performance management, and the assistant heads for the development of the curriculum, is working very well. This has been recognised recently through the award of 'Investor in People' as a result of the work put in by the deputy head. It is apparent in the very good professional development linked to the needs of the school improvement plan. The management of curriculum areas is very good, except in religious education, where it is satisfactory.
43. A key strength of this school is the management of special educational needs. The special needs co-ordinator (SENCO) manages the team of teaching assistants very effectively and involves them all in performance management to improve their skills. This continuous professional development enables the teaching assistants to make their very good contribution to teaching and learning and ensures the inclusion of pupils with special educational needs.
44. The governing body contains many new members. These people are undertaking training to improve their role and as a result have a very good understanding of what is expected of them. Governors know the strengths and weaknesses of the school very well and use this information effectively to challenge the school and hold it to account. Budgets, based upon the school development plan, are planned very carefully to benefit learning. The administrative staff manage finances very well and work with the chair of finance to ensure that earmarked funds are spent appropriately and to produce regular information for governors on the financial position.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	795,955
Total expenditure	852,935
Expenditure per pupil	2,423

Balances (£)	
Balance from previous year	126,840
Balance carried forward to the next	69,860

Much of the balance carried forward is capital expenditure set aside for building maintenance.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is good, and as a result of good and some very good teaching pupils achieve very well. Standards have been maintained since the last inspection and are above average.

Main strengths and weaknesses

- Good standards are achieved in speaking, listening, reading and writing at the end of Year 6.
- Teaching is consistently good.
- Provision for pupils with special educational needs is very good and they achieve very well. Classroom assistants are used very well to help these pupils.
- Subject leadership is very good and staff are actively encouraged with new ideas and methods.
- Teachers know their pupils well and their needs are well met.
- The library does not help enough to promote learning.

Commentary

45. Speaking and listening skills are focused on and developed well. Teachers successfully promote learning through effective questioning and through opportunities to contribute in lessons, and in more formal settings such as school assemblies. Listening skills are actively taught and developed well through systematic approaches to gaining pupils' attention, such as clapping or an insistence on them maintaining eye contact with a speaker. Pupils are also encouraged to discuss issues in lessons with a partner and this helps them to use subject-related vocabulary.
46. Reading is well taught and pupils achieve well. There was a wide range of ability when Year 3 entered the school. However, pupils are able to build words through their knowledge of phonics (the link between sounds and letters) and by breaking down words into syllables. By Year 6 pupils read fluently and expressively. They are able to discuss the differing styles of a range of authors and clearly explain their preferences.
47. The teaching of writing in English lessons is good. Basic skills are developed well and pupils in Years 3 to 6 are effectively taught how to write in different ways for different purposes. Year 6 pupils are able to write at length using paragraphs and interesting language. This is an improvement since the last inspection. Handwriting and presentation across the school are good and all teachers have high expectations of the pupils. ICT is used well to support reading and writing skills and there is plenty of opportunity for pupils to practise and extend their skills through writing in other subjects. They achieve well in writing.
48. Pupils with special educational needs achieve very well across the school. This is in part due to the very good use of trained learning support assistants, who work with individual and groups of pupils, building trust, confidence and the motivation to work. Work is carefully planned for these pupils; their individual needs are quickly identified and targets are put in place to help them achieve. Targets are regularly reviewed and discussed with all staff involved, to the pupils' benefit.
49. Teaching in English lessons is very good overall and this is reflected in pupils' very good achievement. Teachers encourage the pupils by using a good range of teaching resources. Pupils particularly enjoy the small "wipe over" boards they regularly use in lessons. The library contains a wide variety of books but also some old and 'tatty' ones. It does not promote learning well enough.

50. The school benefits from a highly effective subject manager who inspires and motivates the staff. As a member of the senior management team she works with them to monitor the achievement of pupils and has taken action accordingly. The subject manager promotes the importance of books through activities throughout the year such as Book and Writing Week.
51. Standards in English have been maintained since the last inspection. Pupils remain interested and enthusiastic about the subject and this has had a positive impact on their achievement.

Language and literacy across the curriculum

52. Provision for the development of speaking, listening, reading and writing skills across the curriculum is good. Pupils are able to comment on the link between what they are learning in history and the text they are reading for the literacy lesson. Opportunities are found in all subjects for pupils to discuss their work. Subject vocabulary is carefully introduced. Within classrooms reading areas have been created and pupils often use reading skills to research in other subjects. Extended writing is encouraged in many subjects and this can be seen particularly in work set in history and geography in Year 6.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Subject leadership is very good.
- Standards of work are above average and pupils' achievement is very good.
- The quality of teaching is very good.
- The support for pupils with special educational needs is very good.
- Assessment of pupils' progress is very good.
- Teaching assistants provide very good support for teachers and pupils.
- Relationships between teachers and pupils are very good.
- Pupils are not always fully aware of how well they are learning.
- Opportunities for using and applying mathematics in other subjects, although good, are not fully developed.

Commentary

53. The subject leader is very experienced and very aware of the standards of work produced throughout the school and the quality of teaching. Very good planning systems are in place, although the subject leader is trying to develop a slightly more flexible approach so that lessons are not too closely bound to textbooks in order to promote further development of pupils' investigational and problem-solving skills. Assessment is consistent and constructive. Teachers are good at keeping a check on what pupils have learnt well. Consequently pupils are set work on the basis of their previous achievements. These arrangements ensure that they all achieve very well whatever their capabilities in the subject. Achievement is also promoted by dividing pupils in Years 5 and 6 into ability sets on one day each week. Realistic, challenging targets have been set for pupils and, if these are met, many will attain standards well above average by the time they leave the school.
54. The quality of teaching was good or better in the majority of lessons observed. An examination of pupils' books and evidence from school records show that the quality of **teaching overall is very good**. Teachers' very good behaviour management ensures a calm productive atmosphere in classrooms. Relationships between teachers and pupils are very good and as a result pupils are confident, attentive and work hard. Teachers have high expectations and these result in a very high standard of presentation in pupils' books. Teachers are aware of the

varying capabilities of their pupils and work hard to ensure that all are included in lessons. They ensure that the more capable pupils are challenged appropriately by providing extension activities.

55. Teachers provide suitable tasks and learning materials for pupils with special educational needs. These pupils are then given very good support by teachers and teaching assistants which enables them to take a full part in lessons and achieve very well in relation to their abilities and prior learning.
56. Teachers assess pupils' strengths and weaknesses and amend daily and longer-term plans accordingly. Teaching assistants talk to pupils and make notes on their responses; this is very good use of teaching assistants and gives teachers valuable information for planning future lessons. Pupils are aware of the purpose of lessons, and their efforts are praised and encouraged. However, pupils' individual success in lessons is not always communicated clearly by, for example, indicating which ones have been successful in achieving the objective of the lesson.

Mathematics across the curriculum

57. The use of mathematics across the curriculum is satisfactory. There are some good examples of pupils using and applying mathematics in different subjects in the curriculum, especially in science. However, the subject leader and teachers realise that, especially with the adoption of new schemes of work in different subjects, this is an area which will benefit from further development and innovation.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The good standards attained by the pupils and their very good achievement.
- The very good investigational skills.
- The good use of pupils' literacy and numeracy skills.
- The cramped accommodation limits some of the methods that can be used in Year 6, particularly in investigations.

Commentary

58. Standards attained are above average. This is an improvement in recent years and the measures taken to raise standards of attainment have proved effective. Pupils achieve very well as a result of the very good teaching. They are keen to learn in this subject and clearly enjoy the motivating methods used by teachers. A great aid to pupils' learning is the quality of questioning by teachers that draws out their knowledge and understanding and helps them to move on in their learning.
59. The good standard of pupils' investigative skills is of particular note. They have a good understanding of what makes a fair test and develop investigations that support their learning, and this aspect of the science curriculum is a strong feature of the school. ICT is used effectively to record and present the results of investigations.
60. The high expectations of the teachers result in a very high standard of presentation in pupils' books. This supports the development of their literacy skills and makes effective use of what they have learnt. Similarly, the reporting and recording of results support the development of mathematical skills well through the use of charts and graphs. Pupils develop a good understanding of measure when they use thermometers and measuring instruments to further enhance their mathematical development.

61. The strong emphasis on investigative skills requires a considerable amount of effort by the teachers in the oldest classes. In their classrooms space is very limited and the organisation of practical sessions is made considerably more difficult by the limited accommodation, which is a barrier to learning in these lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good** overall, with some **very good** and **excellent** elements.

Main strengths and weaknesses

- There has been very good improvement since the last inspection.
- The school web site is an excellent resource for learning.
- Standards are above average and pupils are achieving very well.

Commentary

62. At the time of the last inspection standards were deemed average in ICT. In the period after that inspection ICT was developed using older machines and machines using the LINUX operating system. Whilst this had many advantages it did not allow use of much of the software available to support learning. Two years ago the school took the decision to add PC machines operating under a Windows environment. In the short time since then the improvement has been very significant.

Example of outstanding practice

The school's award-winning web site provides an excellent resource for learning and is instrumental in developing links with the school from all over the world

The school web site has been developed to provide a learning resource that makes use of teachers' and pupils' expertise and knowledge. Local studies of Tonbridge can be completed using the wonderful history of Tonbridge that includes local geography. The quality is such that not only do pupils use it extensively, but also thousands of people around the world visit the site to find out about Tonbridge. Many of these people e-mail the school or send postcards and letters for the pupils. This enhances pupils' geographical skills and supports their social and cultural development. The pupils' area of the site contains details of homework set and guidance on how to complete the work. A recent innovative development is the Pokemon story section developed by a previous pupil that is expanding daily as other pupils add to the adventure. Each day the teacher in charge of the web site is receiving 10 or 12 e-mails on this subject alone. Parents wishing to enrol their children in the school can take a virtual tour of the school and obtain all the information that they require. This is an outstanding example of how ICT can be used to enhance learning and promote a school. The site can be visited at www.woodlands-junior.kent.sch.uk

63. Pupils' competence in ICT is currently above average and is improving as more teachers develop confidence in the use of the equipment. Pupils cover all required aspects of the National Curriculum in lessons taken in the ICT suite. The small classrooms limit access to computers in the classrooms. This means that less use is made of computers within the classroom environment, although teachers make good use of the equipment available. Improving access to computers is a focus for the school and new machines are available to extend the classroom access. However, the limited accommodation in some of the classrooms means that there is very little space in which to place additional computers. Lunchtime and after-school clubs run by the very competent co-ordinator enhance the provision of ICT for many pupils.

Information and communication technology across the curriculum

64. The school web site enables very good use to be made of ICT to support history and geography (see above). Subjects such as science make good use of ICT to support learning, and further examples of good practice can be seen in most subjects. For example, pupils use computers to collate and graph the results of a survey or redraft writing. This is a developing area and in

recognition of that a support subject co-ordinator has been appointed to continue developing the use of ICT across the curriculum and build upon the current good practice.

HUMANITIES

65. It was only possible to observe one lesson of geography and one combined ICT/history lesson during the inspection. Four lessons were observed in religious education. Comments are based on these lessons, on an examination of pupils' previous work and on discussion with pupils, teachers and subject managers.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have positive attitudes and work collaboratively in class.
- Religious education makes a considerable contribution to pupils' spiritual, moral, social and cultural development.
- Standards in religious education are not as high as in other subjects.

Commentary

66. Standards of attainment in Year 6 are in line with the requirements of the locally agreed syllabus for religious education. Pupils, including those with special educational needs, achieve satisfactorily. Standards have been maintained since the last inspection but are not as high as in all other subjects.
67. The quality of teaching and learning is variable but is at least satisfactory. A very good lesson was seen where pupils responded well to effective questioning and then worked collaboratively and achieved well. Lessons are less successful when pupils are involved in low-level activities that do not motivate or challenge them, and where they are allowed to 'fidget and fiddle' with pencils, water bottles and rulers. Some unsatisfactory teaching was observed during the week of the inspection.
68. Subject co-ordinators have changed several times since the last inspection and as a consequence issues raised at that time still require work. The subject co-ordinator is new and is determined that religious education will take its rightful place in the curriculum.
69. Assemblies make a significant contribution to pupils' spiritual, moral, social and cultural development. During assemblies they listen attentively in 'hushed' silence and reflect on what has been said by the assembly leader. Teachers provide excellent role models for pupils by joining with them to play instruments and to sing as an adult group in several parts in assembly.

History and Geography

Provision in history and geography is **good**.

Main strengths and weaknesses

- There are good links with other subjects that lead to opportunities for pupils to engage in independent enquiry.
- There is good promotion of pupils' personal development.
- Pupils respond well to the practical approaches, including the annual planned visits for each year group.
- The excellent web site is used to support learning.

70. Standards achieved in Year 6 are above average and all pupils, including those with special educational needs, achieve very well. This maintains the standards noted at the last inspection.
71. There were only two geography lessons observed during the inspection, but evidence from pupils' work, displays, resources and talking with pupils shows that teaching is good. There are good links between literacy lessons and history lessons where in Year 6 pupils are reading a novel set in the 1940s. They are able to empathise with the characters in the book and write at length about how the characters may feel. Pupils are also involved in mini-projects that require them to be able to use all their learnt literacy skills well. They are given a time limit to produce an extended piece of work where they use their research skills for both independent and collaborative work. An example is 'Life in Britain during the Second World War and Beyond,' where pupils compare life then and now. In a Year 4 class pupils are able to show their very good mapping skills by working in pairs using the Ordnance Survey map to identify prominent landmarks in and around Tonbridge and then together explain what they passed to get from A to B.
72. The excellent web site supports learning effectively. Pupils daily receive mail from far countries such as China and Sweden, enquiring about information on the web site. They effectively use the web site for a Year 4 local history lesson on Tonbridge which develops historical enquiry well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Three lessons were observed in physical education, and one lesson each in art and design, design and technology, and music. These lessons did not represent all elements of the subjects. The subject leaders of all four subjects were interviewed and discussions were held with senior teachers and pupils. Subject files and other documentation were analysed, and samples of pupils' work were examined. Some evidence of their musical abilities was gathered from their singing and playing in assemblies and a short performance by Year 3 pupils.
74. The restricted space in some classrooms is a barrier to learning, and the remoteness of the outside classrooms from the school hall is unsatisfactory for physical education.
75. No unsatisfactory lessons were observed in this area of the curriculum and inspection evidence suggests that the quality of teaching is at least satisfactory and often good or very good. Subject leaders are highly respected for their expertise; they have a strong influence on the content of the curriculum and provide good support for teachers. New schemes of work have been adopted for all four subjects, and the leaders are evaluating the success of their implementation.
76. Pupils talk enthusiastically and knowledgably about art and can recall a wide range of creative experiences. Pupils in Year 6 were observed working on one project at a level of skill above national expectations. The art co-ordinator collects examples of work for teachers to use as a resource and leads practical training sessions on various aspects of the subjects. Pupils use sketchbooks to collect and explore ideas for their creative work and use a variety of starting points as stimuli. Digital cameras and computer drawing and painting programs are used. Gifted and talented pupils are recognised and given enrichment opportunities.
77. In assemblies and hymn practice pupils sing tunefully and confidently. Their interest and enjoyment of music are significantly enhanced by the musical skills and enthusiasm of the staff. Several members of staff provide instrumental accompaniment in assemblies and the subject leader, who is a skilful and enthusiastic musician, has started a staff choir which parents will soon be invited to join. All teachers follow a supportive scheme of work which ensures coverage of the complete music curriculum. Pupils talk freely about and sing their favourite songs and are very enthusiastic about music lessons which include activities, such as learning how to perform a Tudor dance. A short performance by Year 3 pupils during inspection demonstrated wonderful enthusiasm, standards of attainment above expectations and very good achievement for the short time they have been in school. The stock of musical instruments is very good and includes

an excellent range of instruments from other cultures. The use of these to extend pupils' awareness of other cultures is at an early stage of development.

78. Design and technology is a popular subject and older pupils recall with enthusiasm some of their favourite projects. Teachers' planning and samples of work show that pupils can plan, design, make and evaluate their work and make choices about design and materials, so that, for example, before making a musical instrument which would be attractive to younger children, pupils are encouraged to consider a range of existing products before making decisions about their own design. The subject co-ordinator collects examples of work at different levels of attainment to help teachers to strive for high achievement. The lack of classroom space and storage facilities makes the organisation of teaching in this subject very difficult. The use of ICT in the subject is an area for development.
79. The new scheme of work and the very good resources enable teachers to teach all aspects of physical education. The teaching of games skills is the strongest element of the subject and the encouragement for pupils to participate by providing a wide range of opportunities outside of the school day is very good and reflects the enthusiasm of the staff. The organisation of the timetable and facilities, including the playing field, playground and hall, ensures that all pupils have two lessons each week. The school is part of a new partnership with other schools, which is opening up new opportunities for joint projects and the use of outside expertise to enrich pupils' learning. All pupils have swimming lessons in the school's own pool during the summer months.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal Social and Health Education

Provision in personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- The very good provision for spiritual, moral, social and cultural education (SMSC) supports this area well.
- A new co-ordinator has been appointed and is developing planning in this area.

Commentary

80. The SMSC provision is very closely linked to this area. The school council develops in pupils a sense of community responsibility that makes a good contribution to PSHE. An appropriate sex education programme is in place and under review.
81. The co-ordinator has a good understanding of this area of the curriculum and is developing it well. 'Circle Time'¹ sessions are planned in all classes and pupils say that they are useful and enjoyable.

¹ Circle Time is the name given to a session that encourages pupils to discuss problems and issues using a very clear set of rules for discussion.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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