

INSPECTION REPORT

**CHEVENING, ST BOTOLPH'S CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Chipstead

LEA area: Kent

Unique reference number: 118715

Head teacher: Miss R Bowers

Lead inspector: Sue Orpin

Dates of inspection: 8th – 10th June 2004

Inspection number: 263020

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 Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	209
School address:	Chevening Road Chipstead Sevenoaks
Postcode:	TN13 2SA
Telephone number:	01732 452895
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Christopher Johnson
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

The school is an average sized village primary school with 209 pupils. Pupils are organised in seven classes, one for each year group. Pupils come from a wide area and are in families from a wide range of social circumstances. Many are from homes where incomes are higher than nationally and where the proportion of adults who have higher education is above those of most families nationally. The number of pupils joining and leaving the school, other than at the beginning of the Foundation Stage, is as you would expect. No pupils have free school meals, which is well below the national average. Pupils' attainment when they start school is above the level expected for their age. Nineteen pupils, a well below average proportion, have been identified as having special educational needs, which are mainly social, emotional and behavioural difficulties. Almost all pupils are from white British backgrounds and none are learning English as an additional language. A new four-classroom block is currently nearing completion with consequent disruption to the life of the school, and in particular, temporary loss of playground space. The school has gained a number of awards, the most recent of which are:
Investors in People April 2003: ECO School Award (environment) 2003; Kent Healthy Schools Partnership 2001-2004: Sevenoaks Networked Learning Community 2003-4.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17808	Sue Orpin	Lead inspector	Mathematics, information and communication technology, geography and history
8991	Pamela Goldsack	Lay inspector	
2756	Mike Barron	Team inspector	English, art and design, design and technology and physical education
1710	Thelma Edwards	Team inspector	Science, music, Foundation Stage and special educational needs.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

This is a very effective school that provides very good value for money. Standards at the end of Year 2 are well above average and at the end of Year 6 they are very high, representing very good achievement. The quality of teaching is usually very good, with a few very minor variations between a few lessons. The leadership and management of the school are very good.

The school's main strengths and weaknesses are:

- Test results at the end of Year 2 in reading, writing and mathematics are well above average, and at the end of Year 6 in English, mathematics and science they are very high.
- Standards in other subjects are above those expected by Year 2 and well above those expected by Year 6, except in design and technology where they are above, and information and communication technology (ICT) where they are very high.
- Teaching is predominantly very good, although there were very minor areas for development in a few of the lessons seen.
- The Foundation Stage provides children with a very good start to school where they achieve very well.
- Pupils' attitudes to school, their behaviour and attendance are very good.
- There is very good provision for pupils' personal development, very good provision for pupils' spiritual and moral development, and relationships and social development are excellent.
- The leadership of the head teacher is very perceptive and purposeful and governance is very well informed and decisive.
- There are very good links with parents and the community, and links with other schools are good.

Since the last inspection, improvement has been very good. The school has dealt very successfully with all the key issues from the last inspection and standards have improved very well in English and mathematics, and well in science. The school has reviewed its progress and improved its performance in almost all areas very effectively.

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	A*	A
mathematics	A*	A*	A*	A*
science	A	A	A	A

Key: A - top 5% nationally; 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.

Pupils' achievements are very good. Generally, children start school with knowledge, skills and understanding that are above those expected for their age. In the current Year 6, pupils are attaining standards that are very high in English and mathematics, and well above those expected in science, a similar picture to the 2003 test results. When compared with similar schools, results were well above average in English and science and very high in mathematics, representing very good achievement overall. Pupils achieve very well in ICT and by Year 6 their standards are very high. Standards in other subjects are well above those expected by Year 6, except in design and technology where they are above. All groups of pupils achieve equally well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils' relationships with others, their self-esteem and their social development are excellent. Everyone is included in all aspects of school life in a very effective way. Pupils' spiritual awareness, respect for others and their sense of right from wrong are very good and their

appreciation of their own culture is good, although awareness of cultures other than their own is more limited. Their behaviour, attitudes to their work and school and attendance are all very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The quality of teaching and learning is consistently very good, with only a few lessons varying slightly. The Foundation Stage provides a very good start and children achieve very well. Throughout the school, teachers expect their pupils to learn and behave very well. Their knowledge of subjects is very secure and they use questions to help pupils learn very well. Activities are very stimulating and lessons move at a very brisk pace. Pupils are assessed well and teachers plan to meet their needs very well. In those few lessons that were less effective, the work was slightly too challenging for a few pupils or the pace of the lesson slowed slightly during the pupils' activity. Pupils are assessed well, but although most pupils are clear about how well they are doing, they are less sure about what they need to do to improve in all but the older classes. The very good curriculum and good range of extra activities provide interesting opportunities for all pupils of all ages. The school provides very well for pupils' care, guidance and support and there are very good links with parents and the community, and good links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. The head teacher provides very good leadership and has maintained improvement very well. She is well supported by other key staff. The governors perform all aspects of their role very effectively.

The management of the school is very good. The school is improving very well, and is monitoring its own performance and acting very effectively to achieve this. The performance of staff is being developed very well and financial management is effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the work of the school, know their children like school and think that teaching is good. Some parents want more information in reports about their children. Almost all pupils are very happy at school and feel they are very well served.

IMPROVEMENTS NEEDED

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

- Improve pupils' knowledge of how they can improve and ensure these areas for their development are clear in reports to parents.
- Extend pupils' awareness of the multicultural diversity of society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the end of Year 2 standards are above average and by the end of Year 6 they are very high. Throughout the school pupils achieve very well.

Main strengths and weaknesses

- Pupils' test results in reading, writing and mathematics in Year 2 and science in Year 6 are well above average. In English and mathematics in Year 6 they are very high and have generally been so over recent years.
- Standards are well above those expected in all other subjects, except in design and technology where they are above, and ICT where they are very high.
- Pupils achieve very well in the Foundation Stage, English, mathematics and ICT. They achieve well in all other subjects.
- Pupils' skills are particularly well developed and help them to undertake some learning independently of the teacher.

Commentary

1. Children's standards of attainment when they join the school are generally above those expected for their age. In the Foundation Stage their achievement is very good, so that by the end of the reception year, despite the young age of the current group, many are likely to exceed all the goals expected. National test results for pupils at the end of Year 2 show that in 2003, standards were well above average in reading, writing and mathematics, a trend that has been maintained over recent years. Standards seen during the inspection reflect these results and represent very good achievement.

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

Standards in:	School results	National results
reading	17.7 (18.0)	15.7 (15.8)
writing	16.5 (15.3)	14.6 (14.4)
mathematics	17.4 (18.5)	16.3 (16.5)

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

2. National test results for pupils at the end of Year 6 show that in 2003, standards were very high in English and mathematics and well above average in science, a trend that has again been maintained over recent years. When compared with similar schools, standards were very high in mathematics and well above average in English and science. Standards seen during the inspection reflect last year's results and again represent very good achievement.

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

Standards in:	School results	National results
English	30.1 (28.6)	26.8 (27.0)
mathematics	31.3 (30.2)	26.8 (26.7)
science	31.1 (30.6)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

3. Standards are consistently well above those expected and pupils generally achieve well in all other subjects. The exceptions are ICT and design and technology. Standards in ICT are above those expected in Year 2 and very high in Year 6, representing very good achievement, particularly in the older classes, where progress is exceptional. In design and technology pupils join the school with knowledge, skills and understanding that are in line with those expected. They achieve well as they progress through the school so that by Years 2 and 6 standards are above those expected.
4. The school achieves consistently very high standards and very good levels of achievement because teaching is generally very good, the curriculum is also very good and the very good range of monitoring methods together with constant attention to improving the work of the school mean that everyone in the school is striving to improve. Pupils have particularly well developed skills, especially those of enquiry in science, using and applying mathematics, the use of ICT and evaluation of their work in design and technology. As a result, pupils readily take responsibility and learn independently of the teacher.
5. Pupils with special educational needs achieve very well against the targets identified in their individual education plans (IEPs). In withdrawal groups they work on activities linked to the work that is going on in class, as for example in Literacy. In class lessons they are able to engage fully with the lesson through very good teaching support. All pupils achieve very well throughout the school, including those who are gifted, talented and higher attaining. There is little difference between the achievements of boys and girls. Standards by Year 2 have improved well and by Year 6 have improved very well since the last inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their attendance is very good. Pupils' personal development, including spiritual, moral, social and cultural development, is very good overall.

Main strengths and weaknesses

- Whilst cultural development is good overall, cultural activities do not include enough exposure to the diversity of modern British society.
- Relationships throughout the school are excellent and contribute significantly to pupils' exceptional confidence and self-esteem.
- Spiritual awareness is very good and promotes respect and empathy.
- Social development is excellent and pupils have an outstanding awareness of the responsibilities of living in a community.
- Pupils' attitudes to learning are very good and they thoroughly enjoy their lessons and other activities.
- Pupils' very good moral development results in them setting very high standards of behaviour for themselves and each other.

Commentary

6. Pupils arrive promptly each morning and their attendance is well above the national average. Parents show good support for the school by complying with its high expectations regarding attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.0
National data	5.4	National data	0.4

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

7. The excellent relationships between adults and pupils and among pupils themselves provide a climate where pupils' ideas and opinions are highly valued. Pupils ask and answer questions eagerly and are confident that their classmates will listen carefully. Their ideas are sought and welcomed by the school. They are presently contributing ideas to the school travel plan and new school building. The success of the Talent Showcase illustrates the confidence that even the youngest pupils have in performing in front of the entire school community. Worthwhile activities such as the buddy system, along with continual encouragement from staff members, result in pupils exhibiting great care and respect for each other as a matter of routine.
8. Pupils' spirituality is very well developed. They explore opportunities to reflect on human values and important issues in assemblies, circle time (when pupils discuss and debate various issues during a set lesson) and during lessons such as English and history. They display empathy for those in need and actively fund-raise for local and national charities. As an Eco-School, pupils exhibit their concern for the environment in practical ways and carry out their jobs responsibly.
9. The excellent provision for social development means that all pupils are fully involved in all areas of school life and grow in maturity and confidence as they get older. From Year 2 onwards school councillors are elected by their classmates and contribute significantly to the school community. Older pupils make sure that younger members feel comfortable during meetings and are given the chance to participate fully. Pupils clearly understand the responsibilities necessary for a thriving school community and beyond. Learning is extended very well in lessons because they can work well together, sharing ideas and figuring out answers.
10. Pupils display very good attitudes towards learning and make the most of all that the school has to offer. Surveys from parents and pupils confirm that they like school very much. In lessons pupils work with great enthusiasm and interest. They share equipment and exchange ideas during discussions very well. For example, in a science lesson Year 6 pupils used computers to organise their own investigations, listened attentively throughout and then assessed each other's results. Homework is taken seriously and completed on time and contributes effectively to high attainment.
11. Pupils' behaviour in lessons and around the school is very good. Parents are very pleased with the quality of behaviour in school and confirm the absence of bullying. Pupils' good manners and cheerful nature reflect very well on their families as well as the school. Their very good moral development means that pupils are trustworthy and know right from wrong. The very good programme of lessons in personal, social and health education enables pupils to recognise the dangers of bullying and value each other as individuals. A significant minority of pupils identified behaviour as an area of concern in the questionnaire. The findings of the inspection do not agree with this view but the opinion reflects the pupils' own high expectations regarding behaviour and self-discipline. There have been no exclusions for misbehaviour over the last reporting year.
12. Overall, pupils have a good understanding of their own culture and that of other countries. Cultural aspects within subjects such as geography, history, English and music are promoted well. There is an appropriate range of visits and visitors to extend the curriculum. Pupils are well aware of features in their immediate locale. Year 6 pupils understand that their annual visit to Chevening House is a privilege. Pupils learn about the world's major faiths in religious education lessons. Planned activities such as Africa Week help to broaden pupils' view of the world. However, there are too few opportunities for pupils to broaden their understanding of the cultural and ethnic diversity of modern British society.

Example of outstanding practice

Excellent social development

Outstanding social development is encouraged in this small village primary school by consistently fostering a sense of community with common inclusive values. The excellent relationships are mutually productive. Teachers' high expectations enable pupils to move around the school confidently. In response pupils treat each other very well and move forward with innovative activities of their own. A highly organised school council makes sure that the views of all are heard following the lines of parliamentary procedures. In reply, teachers and governors take on board the council's ideas and incorporate them into the development of the school. Pupils' sense of living in a community is highly developed because they debate the practicality of ideas and then decide on the best. A good example of pupils seeing the outcome of their efforts is the use of their ideas regarding the colour scheme and the placement of drinking fountains, through which they were given the opportunity to consult with the buildings governors and the surveyor/site manager. Pupils feel that the school is their community and treat visitors to an enthusiastic welcome. Older pupils take care to point out projects and displays that illustrate the hard work and success of all year groups. This includes worthwhile projects such as measuring rainfall for the weather service and earning an ECO flag for their efforts to improve the school environment.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good and the assessment of pupils is good. The curriculum provided is very good and the attention given to the care and welfare of pupils is very good. There are very good links with parents and the community, and those with other schools are good.

Teaching and learning

The quality of teaching and learning is very good and teachers assess their pupils well.

Main strengths and weaknesses

- Teachers assess their pupils well and use this information effectively, although pupils' understanding of how they can improve is generally less well developed.
- Teachers have very good knowledge of their subjects which they use very well to give pupils confidence, inspire them to learn and develop the capacity to work independently in an excellent way.
- Lessons are usually very well planned so that the pace is very brisk and activities are stimulating so that pupils' interest and enthusiasm is maintained very well.
- Teachers have very high expectations for pupils' learning and behaviour, to which they respond very well.
- Teachers are very skilled in their use of questions, which helps pupils understanding to develop and deepen.
- In those very few lessons that are less effective, the level of challenge was slightly too great for some pupils so that for a few pupils the pace of work slowed.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	19	5	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Teaching and learning are very effective and at times teaching is excellent. Teaching has improved well since the last inspection. Usually teachers' very good subject knowledge means

that they are able to provide interest, stimulation and inspire pupils to appreciate and enjoy learning. Their use of demonstration and explanation enables pupils to quickly understand and at times it is inspirational. For example, in an excellent Year 2 design and technology lesson based on “The Lighthouse Keeper’s Lunch”, the teacher explained and demonstrated how pupils might complete the tasks which were to design ways to transport lunch to the lighthouse keeper. Pupils watched the teacher, open-mouthed with interest and amazement. They then proceeded to carry out the tasks independently of the teacher and were totally engrossed in the tasks. The teacher had planned activities that were accurately matched to their abilities and interest and had given them confidence to try new learning on their own, with the result that achievement was very high.

14. Almost always, teachers plan lessons that proceed with pace and a sense of urgency. Teachers lead their pupils through the lesson so that no time is wasted and pupils are fully engaged throughout. Relationships between the teacher, pupils and teaching assistants are excellent, with very strong teamwork focused on the learning objectives. For example, in a Year 4 ICT lesson, the teacher was helping pupils to learn how to use a “virtual” turtle program to write their initials and then create more complex patterns. The teacher’s enthusiasm and the very good use of the learning objectives, combined with very carefully planned use of demonstration, very well considered questions and a very purposeful style of working together meant that learning was fun, pupils wanted to learn and they did so very well.
15. Teachers have very high expectations of their pupils for both learning and behaviour and these usually contribute to pupils’ confidence, desire to learn and clear focus on their work. Almost always the work is accurately pitched for pupils’ differing abilities at a level which provides sufficient challenge without being too difficult. In those few lessons where teaching was less successful, the teacher had planned activities that were slightly too difficult with the effect that a few pupils lost interest and the pace of their work slowed for a time.
16. In the Foundation Stage, the teacher, teaching assistant and other adults work well as a team. The organisation and management, where all adults know what to do and where resources are to hand, together with the clearly established daily routines, support the children very well. Children are given opportunities to think and to solve problems, either for themselves or to help the apparently ‘puzzled’ teacher; as in one excellent lesson, when they advised the teacher on how best to look after caterpillars. As a result, children are thoroughly engaged in the work they are doing and evidently enjoy it.
17. The special educational needs co-ordinator (SENCo), class teachers and teaching assistants give sensitive and well-organised support to individual pupils in class lessons. When withdrawn from class for focused work, individuals are given time to talk through what they are learning and small groups practise the skills they need in class, such as using a thesaurus to find words which are preferable to ‘got’ or ‘nice’.
18. Generally teachers assess their pupils thoroughly and well. Marking is regular and usually gives encouraging comments to help pupils know what they have done well. Assessments are mostly used very effectively to help teachers plan activities and lessons. Assessment information is used very well to track how well pupils are doing and to identify where individual or groups of pupils need additional help. The information is also used very well to identify areas where changes need to be made to teaching or to the curriculum to help improve pupils’ achievement. However, with the exception of older pupils, most do not know sufficiently well how they can improve and what to do to achieve higher levels.
19. The targets in the individual education plans (IEPs) are well considered and assessable. The SENCo has made a version of the targets written in a way which is more easily understood by the pupils, and they are being encouraged to assess for themselves how well they are achieving their targets.

The curriculum

The curriculum is very good and is enriched well. The range and quality of extra-curricular activities are good. The quality and quantity of accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is very good attention to all aspects of English, mathematics and ICT, which are very well developed across the curriculum.
- There are very good opportunities for the development of skills in mathematics, science and ICT in all year groups.
- The development of researching skills is very well supported by the very good provision of ICT but the lack of a good central library inhibits the development of information retrieval skills and research using reference books.
- The provision for pupils who have special educational needs and for those who are higher attaining, gifted and talented, is very good.
- The good emphasis on personal, social and health education increases pupils' confidence in learning.
- Pupils are very well prepared for the next stages of their education by very good links with the local nursery and with the large number of secondary schools to which pupils transfer. However, some opportunities for educational visits beyond the local area are missed.

Commentary

20. The curriculum is very well planned to cover all the areas of the Foundation Stage and the National Curriculum as pupils move through the school. The detailed schemes of work have been improved well since the last inspection and these ensure that English, mathematics and ICT are covered very well. The school is focusing very effectively on developing pupils' independence, questioning and thinking skills. These are particularly well developed in mathematics, science and ICT. In subjects such as history and geography, pupils are encouraged to extend their skills in researching, making full use of ICT and printed material. Pupils are given every opportunity to develop their particular interests and talents. Those who have special educational needs are very well supported by individual and group work which helps them to take a full part in class lessons. Pupils who are higher attaining or gifted and talented learn very well because the development of advanced skills, for example in ICT, ensures that they are fully challenged.
21. The school makes good use of the local area for visits in connection with class work but the rich opportunities for learning about history and geography which are to be found a little further afield in southeast England are generally missed. Other resources, including the school's outside areas and playing field, are used very well and a good number of visitors are invited to the school to talk to the pupils.
22. The school provides well-planned opportunities for pupils to develop their personal, social and health education in lessons such as circle time, when pupils are able to discuss and listen to each other. They are also given many opportunities to organise themselves and to work independently and co-operatively in many other subjects. Year 6 pupils are very well prepared to transfer to secondary school at the end of their last year. Reciprocal visits have been made, particularly to see musical events.
23. The school is very well staffed with teachers who are well supported by teaching assistants. Extra teachers give very good support in music and a technician for ICT also assists teachers and classes well.
24. The school makes good use of its existing satisfactory accommodation but will benefit from better facilities once its new extension is completed and older pupils can move out of their temporary mobile classrooms. Resources are generally satisfactory.

25. Children receive a very well planned and broad curriculum which covers all the areas of learning in the Foundation Stage programmes of work. It is the school's intention to develop further the outside area to provide even more opportunities for children in their physical development, social development and knowledge and understanding of the world.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The school monitors pupils' achievement very well and provides very good advice, guidance and support. Pupils' views are listened to, valued and acted on very well.

Main strengths and weaknesses

- Pupils receive insufficient guidance on how they can improve their work.
- The school has very well established procedures to ensure health and safety routines are followed consistently.
- Pupils like school very much and staff establish trusting and caring relationships with pupils.
- The school values pupils' ideas and utilises them very well to help inform decisions.

Commentary

26. This is a very caring and supportive school where the safety and well being of all pupils is an important focus for all members of staff. The governors' buildings and projects committee carries out regular risk assessments of the site twice each year. The head teacher and caretaker carry out additional risk assessments at other times of the year and there are no outstanding concerns. Pupils are very well supervised and great care is taken to ensure pupils' safety during the current building programme. Arrangements provided for child protection are very good. All members of staff are regularly updated about procedures and responsibilities in this area. An ample number of staff is trained in first aid. All safety aspects connected to the swimming pool are well planned and include a number of trained professionals.
27. This is a happy school with a very positive atmosphere for learning. The excellent relationships between pupils and members of staff ensure that all pupils have at least one adult they can talk to if they have a concern. The results of the pupils' questionnaire and conversations with pupils during the inspection confirm this. This small, tight-knit community provides a very nurturing environment for its pupils. The buddy system gives younger pupils confidence and older pupils a chance to offer friendship and support. Teachers' records effectively include personal development and these are regularly reviewed by the head teacher.
28. All pupils are highly valued and there is a wide range of opportunities for them to express themselves. Pupils are encouraged to speak up during discussions in lessons and they do so willingly. The school has a tradition of initiating clubs whenever pupils express an interest. A good example is the lunchtime comic club where young artists meet to draw cartoons together. The school council is a very good forum for pupils to come forward with their ideas on improving the school. Meetings contribute to plans for the new buildings, the new travel plan for the school and activities such as the school talent show. Meetings are held weekly in a polished and productive manner. Displays highlight pupils' own work and assemblies celebrate their best efforts.
29. Teachers know their pupils very well and monitor their personal development very effectively. However, although the assessment of academic subjects is good and pupils know their targets in literacy and numeracy well, provision in this area would be even better if pupils were given more specific information on how they can improve their achievements even further.

Partnership with parents, other schools and the community

The school's links with parents and the local community are very good. Links with other schools are good.

Main strengths and weaknesses

- Pupils' end of year reports are too descriptive and need to give clearer judgements regarding pupils' progress in subjects and areas to be developed.
- Parents are very happy with all aspects of the school's work.
- The school values its parents and works very hard to maintain the very good partnership between home and school and parents work very hard to support learning at school and at home.
- The school's well-established links with the local church and village community extend opportunities for pupils very well.
- Good arrangements are in place to assist with the transfer of pupils to secondary school.

Commentary

30. The school is oversubscribed and highly regarded by parents and this was confirmed by the inspection questionnaire results and the views expressed at the parents' meeting. All parents sign the home school partnership and this effectively formalises the very good relationship between families and the school.
31. The school values the views of its parents and regularly carries out surveys to secure their views on different aspects of school life. Parents are very keen participants in the work of the school. Their support contributes very well to pupils' attainment. The parent teacher association is very active and organises a range of social and fundraising activities throughout the year. Some events, such as the Summer Fair, enjoy support from the local community. A significant amount of funding is raised each year and enables the school to purchase additional resources and offset the running costs of the swimming pool. Parents help very effectively in school as volunteers in classrooms and by organising some clubs. The swimming programme relies heavily on the parents who volunteer their help.
32. The school is an integral part of the village and pupils' learning benefits very effectively from the links. The local rector is the chair of governors and regularly leads assemblies. Pupils visit the church to extend their learning in religious studies. Pupils benefit from activities organised in partnership with other schools such as orchestra recitals and the Gamelan Project.
33. The head teacher plays a leading role in ensuring the smooth transition of pupils to Year 7. This task is made more challenging because there are at least ten secondary schools that pupils choose from and this number fluctuates each year. Parents and pupils are pleased with the programme of visits and the information provided for them.
34. The information provided for parents is good. The prospectus and governors' annual report to parents are businesslike documents that contain the required information. Each term parents are given a written overview of the curriculum each class will be studying. All parents attend the termly consultation meetings and this enables them to be well informed about their children's progress in school. However, pupils' end of year reports do not provide enough specific information about how well pupils have achieved and what they can do to improve. The descriptive nature of these reports confirms the view of a small minority of parents who expressed concern about how the school keeps them informed about how their children are getting on.
35. In the Foundation Stage, the very good links with parents are developed by the opportunities they have to share observations about their children with school staff, the interest they take in the work of the school and the good induction arrangements. Parents meet and talk to the

adults who will work with their children, see the school and learn about the curriculum and how their children will be taught. As the year progresses, they are told about the topics their children will be studying and can take part in, as when they provided baby photographs from home. Several parents help by working in class.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The head teacher provides very good leadership and is well supported by other staff. The governance of the school is very good.

Main strengths and weaknesses

- The head teacher's very good leadership has had a very clear impact on ensuring clarity of vision and high aspirations for the school.
- The governing body has a very clear understanding of the school's strengths and weaknesses and supports the school very well.
- The overall quality of management is very good and ensures the effective running of the school.
- Senior managers and subject leaders provide good leadership and support the head teacher well.
- The school's finances are managed efficiently and expenditure is linked well to educational priorities.

Commentary

36. The school has continued to improve the quality of education provided since the last inspection as a result of very good overall management. The head teacher leads very well and has a very clear understanding of the strengths of the school and of those areas requiring further development. She has the confidence of parents and governors and has been well supported in her work by her senior managers, who carry out their responsibilities conscientiously and effectively, and subject leaders. The head teacher has also successfully built up an effective group of teaching staff who work well as a team and share a clear sense of purpose. Curriculum evaluation is ongoing and the school takes appropriate action to improve provision as and when it is required. Staff development is closely linked to school improvement planning and also linked very effectively to staff performance management targets.
37. The school is fully committed to inclusion and has developed a caring ethos where pupils feel valued and have equality of access to the curriculum. The school uses self-evaluation very well to continually examine its performance. Planning is regularly monitored, and a programme of regular lesson observations is carried out by, for example, governors and subject coordinators, in order to check the quality of provision. Teachers are deployed very well according to their strengths and used very effectively to ensure the needs of all pupils are met. There is a feeling that individuals matter and those pupils' talents should be encouraged and celebrated. As a result pupils feel they are a part of the wider school community and this has a positive impact on their attitudes to learning and to the school overall.
38. The governing body has been very effective in ensuring that the school meets all statutory requirements. They have helped to shape the vision and direction of the school through continued close contact with the head teacher and her staff. Governors have a very clear understanding of the strengths and weaknesses of the curriculum and challenge and support the school very well. Individual governors fulfil their roles very well and many keep in close contact with the school. For example, the governor with responsibility for special educational needs, although recently appointed, has very regular contact with the school and already has a good grasp of this area of the school's work.
39. Provision for pupils with special educational needs is very well led and managed. The SENCo sees parents for discussions and conducts assessments regularly and meets with all teaching

assistants every week to discuss individual pupils, their support and progress. She monitors provision very effectively, ensuring training is available when needed. The leadership and management of English, mathematics and ICT are very good while that of other subjects, while good, is less well developed.

40. Financial management and administration are good and the school uses effective systems to monitor all aspects of income and expenditure. Educational priorities within school improvement planning are closely linked to the school's finances and this helps ensure that spending is targeted towards those areas of greatest benefit to the curriculum and to pupils' learning; for example, the contribution by the school to the resourcing of the recently developed ICT suite. Overall the head teacher and governing body apply the principles of best value well.
41. Since the last inspection, the quality of leadership and management has been maintained at a very good level.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	485,096	Balance from previous year	33,614
Total expenditure	460,414	Balance carried forward to the next	58,296
Expenditure per pupil	2,182		

The above average balance carried forward to the next year is for expenditure related to the new buildings and represents good planning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the Foundation Stage is very good. The children enter the reception class with attainment that is above that expected and they are particularly good at speaking and counting, though listening skills and the wider aspects of mathematical development often need particular attention. The present reception class is particularly young, but they are achieving very well because the quality of teaching is consistently very good, and at times, excellent. These judgments broadly echo those made at the time of the last inspection. Activities are interesting, stimulating and very well matched to the children's needs. Provision is very well led and managed and children's progress is carefully monitored. Induction arrangements are good. The teacher visits the nursery which most of the children have attended and parents and children have opportunities to visit the school. Parents meet and talk to the adults who work with the class, see the school and learn about the Foundation Stage curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well in this important area of their development because they are taught very well.
- This particularly young class exceeds the standards expected for their age by the end of reception.
- The very good relationships are characterised by a relaxed and friendly approach.

Commentary

43. The classroom routines have been very well established and children know what is expected of them. They enter a bright and colourful classroom in the morning with their parents, where interesting and stimulating activities are ready. They take turns to ask and answer questions in class teaching sessions. They respond politely when spoken to, work well together and share equipment in the classroom and outside. When making their own choice of work, they organise themselves very well and sometimes get others to help and when they go to the school hall for assemblies or music, they move through the school sensibly and quietly. They readily engage with lessons taken by other teachers, for example, music.
44. The teacher, the assistants and parents who help in class work very well together and have the same high expectations and warm relationships with the children. The reception staff know the children very well and share their observations as they make detailed assessments of how well children are developing.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well because they are taught very well.
- Many children are likely to exceed the early learning goals by the time they move to Year 1.
- The very good support from the teacher and teaching assistant and the very wide range of activities provided offer many very good opportunities for the development of language skills.

Commentary

45. Children are encouraged to enjoy looking at books and are learning the difference between story books and reference books very well. They are provided with a very good range of opportunities to understand that print carries a meaning and several more advanced readers are learning to read small books very well so they can enjoy the stories and identify the characters they like best of all, very well. The teacher helps children to make good use of their developing knowledge of phonics very well, which helps them tackle words which are unfamiliar. As a result of very stimulating teaching, children enjoy making their own concertina books and writing cards to friends. They are beginning to write small sentences very well, making a good attempt at spelling words for themselves. Children speak very clearly, listen very attentively and respond to questions in ways which show they have understood very well. This was very noticeable in a discussion about looking after caterpillars.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well and many are exceeding the early learning goals.
- The teaching is very good.

Commentary

46. Many opportunities are taken to develop the children's understanding and use of mathematics. Children are learning very well and although very young, many are well placed to exceed the goals expected. For example, children help the teacher to check how many children are present, after she has taken the attendance register. They understand how to use a number line to count on and back very well, correctly naming the numbers as they do so. Some are able to identify numbers which are 'more than 20 and less than 30' very well. In counting objects, children show they are beginning to estimate how many small toys or paper clips are in a group before checking this by counting. Children enjoy making three-dimensional shapes and figures from plastic cubes and take pleasure in using different colours to produce patterns, which they do very well. Children are developing a very good understanding of weight and volume as they work in the sand. They are measuring and comparing the growth of sunflowers planted in the classroom very well.
47. The work is very well matched to the children's experience and developing mathematical understanding. There is very good organisation and management, with the teacher making sure that all adults working with the children know what they have to do, how to use the equipment and the kind of questions to ask. Children have opportunities to make choices in many of the activities. All are fully engaged with the work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve very well in this wide-ranging area of work.
- They are provided with an interesting and stimulating curriculum.
- The teaching is, at times, excellent and never less than very good.

Commentary

48. Children learn about growing things both inside and outside the classroom, For example, in an excellent lesson, the teacher brought in some caterpillars in a jar and held the children enthralled as she discussed with them what the caterpillars needed to grow, how they could be looked after, the sequence of their development and what would be likely to happen when all five became butterflies. The children thoughtfully suggested solutions to problems, sometimes re-thinking in response to the teacher's probing questions, and assured the teacher that they could be trusted to nurture them until the butterflies flew away. In the garden, children have planted seeds and identify the emerging plants. They have visited the local garden centre, to look at a wide range of plants. In thinking about their own development, children have brought from home photographs of themselves as babies and toddlers and have compared what they were able to do then with what they can do now. In other work, children confidently use the computer to draw, write and print, using the mouse and icons correctly. Photographs show them using headsets so that they can listen to taped stories without disturbing others. Very good use is made of the local community, with the class visiting two different Anglican churches nearby and taking advice from the school nurse when they set up their 'Baby Clinic'.
49. Well chosen and very well managed activities ensure that many children will exceed the early learning goals for this aspect of their work. All adults work very well with the children, engaging them in discussions about their work.

Example of outstanding practice

An excellent lesson in the reception class, where the children learned about the life-cycle of a butterfly

The children came in quietly from play and sat in a circle, attentive and ready to see the 'special visitors'. The caterpillars in a jar were produced and passed around for all to inspect and, as the purpose of the lesson approached, the teacher put a label on herself with the words 'Caterpillar Keeper'. With very good questioning on the part of the teacher, the young class was helped to think through what caterpillars need to help them grow and how they could be nurtured. The teacher pointed out that she was racking her brains trying to solve so many problems about this and she needed some help. Several suggestions were made by the class. They could see that when the caterpillars turned into butterflies the pot would be too small. The teacher then produced a collapsible net cage, which the children thought would be big enough. The children knew that reference books would give them information 'because reference books have photographs'. All assured the teacher that they could be trusted to look after the caterpillars until it was time for them to fly away. The strategy of getting the class to help with problem-solving made for first rate learning, held the class's full attention and helped them to think.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are taught very well so their achievements are very good.
- Children are achieving very well in the development of the fine motor skills, which are seen when children use pencils and other small tools.
- In their gross motor skills, used when they handle and move large objects, the children are also achieving very well.
- They have reached the early learning goals in this area of their development despite their young age.
- Best use is made of the outside area, but there is little room for the use of large equipment.

Commentary

50. Very good activities are provided for the children's physical development. The skills of using paintbrushes, scissors and pencils are very well taught. In the hall, during music, children

handled the musical instruments very well. Photographs show that they can handle and use a magnifying glass to observe plants and insects with a high level of skill. Photographs also show children in the hall moving their bodies in different ways very well, during a dance lesson. When outside, in their small external area, children showed they could fetch and carry boxes and other large equipment that they needed, sometimes helping one another in a way that is very good for their age.

51. Adults are vigilant and the children are taught to use their bodies and to handle equipment carefully. Very good opportunities are provided for children to make choices, as for example, when one child wanted to run cars down a ramp. The teacher joined in and, through very good questioning, ensured the child thought about the importance of the ramp being balanced for a fair test.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children sing and make music very well.
- They are given a very good range of media experiences for their art work.
- The teaching is very good so children achieve very well.

Commentary

52. Many children are likely to exceed the goals for this area of development, despite their young age. Children use pencils and crayons well to produce self portraits. They make a good choice of colours when painting flowers, having observed them carefully. Much of their figure painting shows good proportion. Following the Africa Week, where they learned a dance and heard stories, they made colourful collage pictures of Anansi the Spider. In a music lesson, which the children really enjoyed, they sang and played 'There was a Princess long ago', singing tunefully and playing their percussion instruments with the correct rhythm, coming in at the right time and enjoying a very good musical experience.
53. The children are provided with a good range of enjoyable experiences. The skills are carefully taught, and children show that they can work singly and as part of a large group. The school makes good use of the expertise of a music specialist.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils' attainment in English is very high in Year 6 and pupils achieve very well.
- Teaching is generally very good and very well planned, although where less effective the pace of pupils' work slows so they achieve less well.
- The curriculum is very broad and well balanced across all areas.
- Assessment is used very well to monitor pupils' progress.
- Subject leadership and management are very good.
- The school library is not as stimulating as it might be.

Commentary

54. Achievement in English is very good throughout the school and, by the end of Year 2, pupils attain standards above the national average. By the end of Year 6 pupils attain very high standards in all aspects of the subject. The school has continued to attain high standards in national test results over the last few years, although there have been some slight variations year by year because of the make up of particular groups of pupils. The achievement of gifted and talented pupils and also pupils with special educational needs is very good and in line with all other groups of pupils.
55. Very effective whole school planning ensures that all aspects of English are covered in depth and that work is usually well matched to the needs of different groups of pupils. As a result pupils make very good overall progress in all year groups and standards in reading and writing are well above expectations in Year 2, and very high in Year 6. By Year 2 most pupils are able to read with fluency and, by Year 6, nearly all pupils are able to use deduction well to explain the meaning of texts and characters in stories and the high percentage of more able pupils are able to explain and justify their views by, for example, referencing to texts. Written work is very well presented throughout the school and marking is usually evident although it is often descriptive or congratulatory and does not always help pupils to improve. Younger pupils sequence ideas well in their writing whilst more able pupils write in a structured and imaginative way. Year 6 pupils write in a lively, thoughtful manner with a good understanding of composition. Many higher attaining pupils write in a way that captures and maintains the reader's interest and vary their style to suite the particular form of composition.
56. By Year 6 pupils have developed very high speaking and listening skills and the vocabulary of some higher attaining pupils is exceptional! They describe the school library as '*dilapidated*' and suggest that action must be taken in a '*systematic*' way. Pupils talk with a high level of confidence and use a very wide range of vocabulary. They are able to use reasoned arguments and logical explanations when, for example, explaining how to use an impressive classification system they have set up in order to more effectively cross reference searches on a computer to find a particular reading book. Even younger pupils talk with a high degree of assurance. Year 1 pupils usually listen carefully in lessons and are able to join explain their intentions well whilst Year 2 pupils listen with a growing awareness and have developed the ability to join in meaningfully in discussions.
57. The quality of teaching is very good overall and there is an emphasis on helping pupils to develop their literacy skills through purposeful activities. As a result pupils' attitudes to the subject are very good and they enjoy learning. When teaching is most successful, lessons are very effectively planned and pupils are expected to work hard at tasks that are very well matched to their different abilities. When teaching was less successful the pace of learning was affected by the lack of attention from a very small minority of pupils for whom the work planned

was less relevant. Teachers assess their pupils well and work is marked regularly and carefully. However, there is insufficient information to pupils to enable them to understand the weaker areas of their work and how these might be improved.

58. There are two coordinators, who complement each other very well and have a very firm grasp of pupils' strengths and weaknesses and of the need to further develop the standard of their writing, and also their inference skills in reading. Teaching and planning are monitored on a regular basis and procedures to assess how well pupils are developing in the subject are effective and are used very well to track pupils' progress. The school's resources are good overall and are used effectively to enhance learning, however the library is presently small and cramped. The school has plans for this is an area for future development. The improvement in standards represents very good improvement since the last inspection.

Language and literacy across the curriculum

59. Cross-curricular links are used very effectively to develop literacy and language skills in other subject areas. Teachers provide a very good range of opportunities for pupils to write in different styles and for different purposes across the curriculum and this contributes significantly to their very good progress and achievement. For example, in design and technology, pupils express their ideas well in writing in a clear, formal style. In addition, aspects of language and literacy are enhanced through the use of ICT when English lessons are held in the school's computer suite.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well, particularly in their use of number, and standards are well above those expected in Year 2 and very high in Year 6.
- Teaching is very good throughout the school so pupils are very interested and work very hard, although there were slight inconsistencies in one lesson seen.
- Teachers assess and monitor their pupils well, although in most classes, pupils are not clear about what they need to do to improve their work.
- The subject is led and managed very well and the subject leaders know and act upon the strengths and weaknesses in the subject very well.
- All aspects of the subject are covered very well and good links are made with other subjects.

Commentary

60. In recent years test results at the end of Year 2 have been consistently well above national averages and those at the end of Year 6 have been very high. These standards were reflected in those seen during the inspection and represent very good achievement by all pupils. This is very good improvement since the last inspection, when standards were good.
61. Pupils are stimulated and fascinated by activities in lessons, are keen to achieve and focused on learning. Teachers organise their lessons very well and ensure that pupils are very clear about the purpose of the lesson. The pace of the lesson is usually maintained very well through a brisk starter activity when the teacher uses questions very skilfully to help pupils learn more effectively and probe their understanding. For example, in a Year 2 lesson, the teacher used a lively counting game to help pupils learn numbers that add or subtract to make 20. This was then cleverly developed through the use of questions to help pupils think about their methods of calculation. Teachers have very high expectations for the learning and behaviour of all their pupils, whilst also providing suitable work that offers appropriate challenge to differing levels of ability in the class very well. Teachers know and manage their pupils very well, focussing their questions to help pupils individually very effectively. They

regularly use opportunities for pupils to think for themselves and develop their skills in investigating problems. As a result, pupils are very confident in using and applying mathematics and they readily work independently of the teacher. They enjoy their work, are very keen to learn and enthusiastic about the challenges they are set. Teachers make very good use of resources, including good use of ICT, and as a result, lessons are interesting and stimulating. There are very few weaknesses in teaching. However, in one of the lessons seen, where the teaching was slightly less effective, the task set for pupils was a little too challenging, with the consequence that a few pupils were slightly confused and their pace of work slowed for a short time.

62. Pupils with special educational needs are very well supported by teaching assistants. Pupils at all levels of attainment are provided for very well because their teachers plan tasks that match their various levels of understanding very well.
63. Teachers assess their pupils well and work is marked carefully, with detailed comments in most classes. Detailed and regular assessments help teachers to track how well pupils are doing and plan work that helps pupils achieve very well, being generally well matched to the next stages in their learning. Targets are set regularly and pupils generally know their targets and find them useful. However, in most classes, pupils are not yet clear enough about the weaker areas of their work and how to tackle these.
64. The subject is covered very well and although pupils' skills in handling numbers are particularly well developed, the other aspects are also covered very effectively. The area of using and applying mathematics through the use of investigations and problems is also very well developed throughout the school, with the result that pupils in Year 6 are very adept in using their understanding of the subject in different situations.
65. The two coordinators have a very clear vision for the continuous development of the subject and a very accurate understanding of its strengths and weaknesses, acquired through regular and rigorous monitoring of the subject. The actions taken to improve the subject have been very appropriate and very effective, resulting in continuous improvements to provision and pupils' achievement.

Mathematics across the curriculum

66. The use and development of pupils' mathematical skills in other subjects is very good. Pupils use their skills in subjects such as science, ICT, geography and design and technology. For example, pupils regularly use line graphs, block charts and pie charts as a normal part of recording findings. In ICT they are particularly highly skilled in their use of spreadsheets, which they use for data analysis and for which they devise appropriate formulae. In design and technology, there is very good use of data handling in the development of plans and pupils use the investigational skills very well to approach design problems.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and, by the end of Year 6, achieve very well.
- By Year 2, standards are above those expected and by Year 6 they are well above.
- By the end of Year 6, standards are well above national expectations in the important area of scientific enquiry.
- Teaching and learning are very good and assessment is good.
- The subject is led and managed well.
- There are good links with other subjects.

Commentary

67. Teachers give a high priority to scientific enquiry, ensuring that pupils investigate and find things out for themselves. This echoes the judgement at the last inspection. Pupils enjoy science and are very well taught. Consequently, they reach high standards and achieve well in all areas of the subject. Standards in scientific enquiry, in particular, are well above national expectations. By the end of Year 2, pupils have a good understanding of this aspect of science, making careful observations and using their developing knowledge of mathematics. For example, when they searched for the coolest and warmest spots in the classroom, pupils recognised that it was important to collect data to answer the questions. In all year groups, pupils understand the importance of fair testing very well. Their predictions are sensible with very well considered reasons. Older pupils show they can draw on their increasing knowledge of science when making predictions and setting up investigations. This was seen when a group investigated which colours immediately command one's attention. By the end of Year 6, most pupils can plan an investigation in small groups and give an oral report back to the rest of the class.
68. Very careful and probing questioning by the teacher is a strong characteristic of all the lessons seen. This ensures that pupils really think, particularly when they form conclusions. Teachers have a very good knowledge of the subject and very good skills of organisation. In the very best lessons, relationships between teacher and pupils were noticeably very good and, as a result, all pupils accepted that sometimes they needed to think again or to collect more information.
69. Teachers carefully assess how well individuals have done at the end of a unit of work. These assessments are used well to ensure that the next teaching challenges all. However, there is insufficient information given to pupils to help them know how they can improve their work.
70. Two members of staff lead and manage the development of the subject. Their insistence on the importance of science investigations and the training they have organised are effective. Pupils' work and teaching are monitored and the information is used effectively to improve the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards by Year 2 are well above those expected and by Year 6 they are very high.
- Pupils achieve very well throughout the school.
- Teaching and learning are very good and all aspects of the subject are covered well.
- The subject is led and managed very well.
- The computer suite is excessively hot so that on some occasions learning is more difficult.

Commentary

71. Standards have risen rapidly as a result of improved teaching and resources. This represents very good improvement since the last inspection.
72. Pupils are highly skilled in a wide range of uses of ICT. Older pupils are able to devise complex models linked to their work in design and technology, where they have designed robots to use on their own simulations and those of others. They use PowerPoint presentations with awareness of audience and use hyperlinks, sound and visual effects with ease. They use email and internet as tools within their projects and older pupils have written a program to create a quiz, which they then tested and adapted accordingly.

73. Teachers inspire pupils to achieve very high standards and lessons are stimulating and challenging for all pupils. Teachers make very good use of teaching assistants and the ICT technician, who help pupils learn very well. In a Year 4 lesson, the teacher's enthusiasm made the learning fun. Pupils were learning to predict the movements of a "virtual turtle" and they were developing their skills and ability to move the turtle very well. The teacher's careful and suitable planning, combined with close adherence to the purpose of the lesson, meant that pupils were very clear about the reasons for the activities. Her very good use of demonstration made it easy for pupils to succeed and this, together with the fast moving pace of the lesson, meant that pupils' interest was maintained very well throughout the lesson. By the end of the lesson, pupils were designing complex Spirograph diagrams, using repeated instructions, demonstrating very good progress during the course of the lesson. In one lesson seen, where teaching was less effective, at times the level of work was insufficiently challenging for a few higher attaining pupils with the result that the concentration of those few pupils wandered occasionally and for them the pace of work slowed.
74. Through regular and rigorous monitoring, the coordinator has a very good understanding of the strengths and weaknesses of the subject. He has considerably improved how the subject is planned to ensure that standards are rising rapidly and that pupils' experiences are varied, stimulating and relevant. As a result, pupils have acquired a diverse range of skills and are very comfortable to use these as tools in a variety of situations. The computer suite is well resourced and is used very well, but during the inspection it was excessively hot. Despite the hard work and determination of both pupils and teachers, at times this adversely affected the quality of learning.

Information and communication technology across the curriculum

75. ICT is very well used in other subjects. For example, Year 3 pupils have used a music program to help them create their compositions and they have used line and fill techniques from a paint program to develop their art and design skills. Pupils throughout the school have frequent opportunities to use the internet for researching subjects such as history, geography and religious education and they regularly use word processing to draft and improve their written work. Pupils in Year 4 have created a class newspaper using their publishing skills, and in design and technology they have designed patterns for wallpapers. In Year 3, pupils are using ICT to generate bar charts and analyse data. In Year 6, pupils are using flowcharts to devise instructions for control technology and a "smart box" to create a design and technology project on home security. These wide ranging experiences make a very good contribution to the further development of pupils' skills.

HUMANITIES

History and geography were sampled. Religious education is subject to a separate report from the local Diocese.

76. From pupils' work and the lessons seen in **history**, standards are well above those expected and pupils' skills in researching, using sources and analysing information are particularly well developed. Pupils are able to make well-argued comparisons between different periods of time and are able to discuss the cause and effect of important events: a Year 5 discussion of the events leading up to the Battle of Marathon and, in Year 4, the simple discussion of events leading to the Second World War. Year 2 pupils have a very good understanding of the life and times of Florence Nightingale, the Stuarts and London at the time of the Great Fire. In the Year 4 lesson, the teacher made very good use of annotated pictures and a video clip, so that pupils imagined being evacuees very well and her very good use of questions, prompts and their prior learning enabled them to achieve a very good understanding of life during the Second World War.
77. From pupils' work in **geography** it can be seen that pupils are achieving standards that are well above those expected. In Year 2 pupils have learned to compare their local area of Sevenoaks with a seaside location, and they are developing their understanding of coastal

features. By Year 4 pupils are discovering about more distant places through the study of Chembakoli, an Indian village, and they are making comparisons in lifestyles. Pupils in Year 6 have well developed skills of geographical enquiry and have learned about a range of mountainous areas, studying both physical and human geography, and analysing the relationship between them. Throughout the school pupils are developing their skills in map work, using ICT for research purposes and in discussing the environment in terms of both local and wider global issues. The subject is broad and covers a good range of areas, although in some classes the contribution of fieldwork is more limited.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and music were inspected in detail and are reported in full below. Art and design and physical education were sampled.

78. From one short observation of Year 2 pupils completing artwork, school planning and samples of work on display around the school and in pupils' sketch-books, it could be seen that work in **art and design** covers all areas of the relevant National Curriculum programme of study. Displays around the school are usually colourful and interesting and cross-curricular links between art and design and other subjects, such as multi-cultural education, were evident. Resources for teaching art and design are good and used effectively by all classes in the school.
79. From a scrutiny of planning it is evident that all strands of **physical education** are taught during the school year. Pupils also benefit from the wide range of sporting activities provided for them outside the school day. Both observed lessons included good procedures for ensuring health and safety. The quality of teaching was very good and tasks were well linked to pupils' abilities and provided an appropriate level of challenge and difficulty. Whilst a majority of pupils in both lessons displayed evidence of a structured approach to building up skills in both sports and dance, higher attainers displayed evidence of increasing confidence and coordination. Resources for teaching physical education are good and are used effectively to enhance provision. The subject is well led and managed.

Design and technology

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

Main strengths and weaknesses

- Standards of attainment are above expectations throughout the school.
- Pupils' achievement in design and technology is generally good.
- Good links exist between design and technology and other subjects.

Commentary

80. Pupils' attitudes to design and technology are very good. Although they start school with standards that are in line with those expected, they enjoy their work in the subject, gaining standards above those expected for their age in both Year 2 and Year 6, and make good progress in building up their knowledge, skills and understanding of all aspects of the subject as they progress through the school. Curricular planning and provision are good and contribute significantly to the good achievement of pupils. Effective teaching builds up pupils' knowledge, skills and understanding of the subject through well-planned practical activities. As a result pupils create good quality designs and plans of models and in the finished products that they make.
81. From a scrutiny of teachers' planning and pupils' work it became evident that, by Year 2, most pupils had developed the skills needed to use and handle a range of tools safely and effectively and were able to select appropriate materials for tasks. Throughout the school

pupils learn to evaluate the products that they make and suggest ways in which their efforts could be improved. By Year 6 they are able to evaluate how to strengthen joints when constructing climbing frame devices, and they also work on bridge designs by evaluating the load-bearing properties of different types of structures such as cantilever bridges through the use of full scientific investigations.

82. The standard of teaching in the two observed lessons was very good overall, with one lesson to the Year 2 class judged to be excellent. This was reflected in the learning of pupils. Subject coordination is satisfactory and resources for teaching design and technology are good and used well. Links between design and technology and other subject areas, such as mathematics, science and ICT, are good and enhance learning and achievement. The quality of provision and standards have been sustained since the last inspection

Example of outstanding practice

A Year 2 lesson in design and technology

Even though the teacher had never taken the Year 2 class before and had prepared the lesson at very short notice, he only took a couple of minutes to establish a firm, work-based, yet friendly relationship with the pupils, who gazed, open mouthed, as he enthusiastically talked to them about the task they had to complete. His excellently structured explanations and his striking use of humour – much appreciated by the enthusiastic parent helper and student teacher – left the class transfixed and were exactly the right approach for pupils of this age. As a result they were eager to get started and were soon totally engrossed in their work. Wheels went on axles, boxes became 'something else', and hole punches were wrestled with. The teacher – really used to Year 6 pupils – ensured that all aspects of the pupils' work were celebrated. Pupils were keen at the beginning of the lesson and by the end were totally enthusiastic, looking forward to their next design and technology lesson.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are above those expected by the end of Year 2 and they are well above by the end of Year 6, which represents very good improvement since the last inspection.
- Pupils achieve very well because teaching is very good and some is excellent.
- Pupils in the choir sing well.

Commentary

83. Pupils enjoy a stimulating curriculum which provides them with many opportunities to perform, compose and listen to music. Both in class lessons and in the extra activities of choir, orchestra and recorder group, pupils are given high quality experiences which extend their learning and enhance their enjoyment of the subject.
84. In Year 1, pupils listen carefully to music, suggest differences between one piece of music and another, and then draw the pictures and shapes that come into their minds as they listen. By Year 2, pupils sing tunefully, in unison, quite challenging pieces, such as Mozart's 'The Lion and the Mouse'. In a very good lesson, Year 2 and 3 pupils sang a range of notes, with octave falls, with feeling and good intonation. All rose well to the challenge, even though it was a little too demanding for a few. In an excellent Year 6 lesson, which enthused and challenged the class, pupils sang tunefully in 3 parts and performed a complicated variety of rhythms as they clapped their hands. In doing this, they showed an understanding of how a rhythm can overlay a steady pulse. Encouraged by the dynamic and very well organised teaching, they then developed the work by using instruments, showing an awareness of their own contributions and the role of others in the performance. At the end of the lesson, the class assessed how well they had done effectively.

85. The choir were heard to practise music from “The Lion King” with good control and with suitable emphasis and accents in their singing. Members of the orchestra play very well together, producing a full and melodious sound. In the recorder group seen, the teacher established a good balance between teaching the technical aspects of playing, such as fingering, and a suitable emphasis on the musical outcome.
86. The school makes good use of the expertise of visiting teachers and those in school who have a particular interest in the subject. Music in the school makes a good contribution to both social and cultural development. Standards have been improved well since the last inspection.

Example of outstanding practice

An excellent Year 6 music lesson

In a lively opening session, the Year 6 class stood and exercised their voices, singing confidently, led by the enthusiastic teacher. As lift attendants in a lift at a department store, pupils allowed their voices to rise and fall as the lift approached different floors, singing tunefully, controlling pitch and showing good breath control as they sang out the different departments. The teacher then led the class quickly into practising patterns and pulses, which they clapped eagerly; showing that they could maintain a steady pulse and overlay it with different rhythms. The very well planned lesson allowed for a clear progression of skills. Recalling how they had composed music in the last lesson, the teacher now encouraged the class to consider likely starting points for composers and they suggested 'feelings' or 'the countryside'. Now pupils used a rhythm as a starting point to compose a melody. From clapping, the class moved to rhythms using percussion instruments and showed they could play different parts in pairs and as a whole class. The lesson had been very well planned and organised with everything to hand. The pupils were fully engaged in joyful learning throughout the lesson because no time was wasted and they were being taught by an exceptionally knowledgeable teacher with outstandingly high expectations. All were challenged and they responded in an exceptional way. Dynamic teaching and enjoyable learning made for an excellent lesson. At the end of it, both teacher and class considered how well they had done and what would be learned next time.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

87. No lessons were seen and there was little past work completed by the pupils that could be used to evaluate the standards achieved. However, from discussion with pupils and observation of the way that they contributed to life around the school, including a school council meeting, it could be seen that pupils readily think for themselves, take responsibility and show initiative very well. They feel strongly that their views are taken very seriously and think very responsibly about issues at school and in wider society. The school council makes a very successful contribution to the life of the school and pupils throughout the school know how the council works and represents their views and opinions.

Example of outstanding practice

A school council meeting in which pupils took full responsibility and which therefore made an excellent contribution to their personal development

The older pupils arranged the room before the meeting began without adult prompting and the pupil who was the secretary had organised a printed agenda for all members. The older pupils welcomed and organised the younger members, making sure they were comfortable, in an outstanding way. Although the teacher was present in the room, the meeting operated without her, with procedures such as minutes being used and adhered to and clear roles such as chair and treasurer being referred to and used in an excellent manner. The meeting was focused upon reviewing the successes and problems of the year and the pupils identified these in a highly successful and exceptionally efficient way. They demonstrated very high levels of respect and care for each other in outstanding ways that many adults could learn from, making sure that even the youngest members were encouraged to contribute and all exchanges were polite and businesslike.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
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	3
How well the curriculum meets pupils needs	2
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	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	3
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	3
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).