

# INSPECTION REPORT

## **BARHAM CHURCH OF ENGLAND PRIMARY SCHOOL**

Canterbury

LEA area: Kent

Unique reference number: 118653

Headteacher: Mrs Ros Newington

Lead inspector: Sue Orpin

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> May 2004

Inspection number: 263390

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	213
School address:	Valley Road Barham Canterbury
Postcode:	CT4 6NX
Telephone number:	01227 831312
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend David Roper
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is an average sized primary school, in a rural community, with 213 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 from homes where incomes are higher than nationally and where the proportion of adults who have higher education are above those of most families nationally. Four per cent of the pupils have free school meals, which is below the national average. Pupils' attainment when they start school is above the level expected for their age, although this varies from year to year. Sixty-seven pupils, an above average proportion, have been identified as having special educational needs, which are mainly social, emotional, behavioural and speech or communication difficulties. One pupil has Statement of Special Educational Needs, which is below the national average. Almost all pupils are from white British backgrounds and none is learning English as an additional language. The school gained the Schools Achievement Award and Schools Extra Award in 2001. The school has suffered several tragedies recently, including the death of the headteacher in October 2003, which led to the postponement of a previous inspection. As a result, staff, pupils, parents and governors have had only a short time to cope with the bereavement.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17808	Sue Orpin	Lead inspector	Mathematics, information and communication technology, music.
9537	Caroline Marden	Lay inspector	
20948	John Linstead	Team inspector	Science, geography, history, physical education, foundation stage.
28069	David Mylrioe	Team inspector	English, art and design, design and technology, religious education, special educational needs.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school that provides good value for money.** Standards at the end of Year 2 and Year 6 are usually well above average, although there are variations between years. The current Year 6 are above average, but this still represents good achievement. The quality of teaching is good and improving, although there are some variations between classes. The leadership of the school is good and management is satisfactory.

The school's main strengths and weaknesses are

- Test results at the end of Year 2 in reading and mathematics, and at the end of Year 6 in English, mathematics and science are generally well above national averages
- Standards in writing are slightly weaker than other aspects of English. Standards in information and communication technology (ICT) and design and technology are improving but are only in line with those expected
- Teaching is generally good, although there were weaknesses in a few lessons seen, especially in the pace at which pupils learned
- There is very good provision for pupils' personal development, excellent provision for pupils' spiritual and moral development, and relationships are excellent
- The school is led well and governance is good, although there are weaker areas of management related to whole school planning and review
- There are very good links with parents, the community and other schools
- Pupils' attitudes to school and their behaviour are very good

**Since the last inspection, improvement has been good.** The school has dealt successfully with all the key issues from the last inspection and standards have improved well in mathematics and very well in English, with above average standards being maintained in science.

### 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	E
mathematics	B	A	A	C
science	C	A	A	D

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

**Pupils' achievements are good.** Generally, children start school with knowledge, skills and understanding that are above those expected for their age, and by Year 6 they are attaining standards that are well above average in English, mathematics and science, as reflected in 2003 national test results. When compared with similar schools, results were lower in English, which was the result of a difference of a few points by a very small number of pupils in writing, and in science, the difference represents a few points for 2 pupils. Inspection evidence confirms good achievement in all subjects, although standards in the current Year 6 are slightly lower than those of last year, reflecting the general capability of the pupils in this cohort. They achieve high standards in all subjects, except information and communication technology, design and technology and geography, where pupils' standards by Year 6 are only in line with those expected because they have had more limited experiences in their earlier years.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils' relationships with others are excellent and everyone is included in all aspects of school life in an effective way. Pupils' spiritual awareness, self confidence, respect for others and their sense of right from wrong are excellent and their appreciation of their own and other cultures is very good. Their behaviour and attitudes to their work and school are very good, and attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

**The quality of teaching and learning is good** and improving, although there are variations between classes. The Foundation Stage provides a good start and children achieve well. Teachers expect their pupils to learn and behave well. Activities are stimulating and lessons usually paced well. Pupils are assessed well and teachers plan to meet their needs well. Teachers know their subjects well, particularly specialist teachers of music and physical education. In those few lessons, where teaching was less effective, pupils lost interest as the teacher's introduction took too much time, or the rate of work slowed when pupils were engaged on tasks. Sometimes there were too few opportunities for pupils to work independently of the teacher. More generally, while pupils are clear about how well they are doing, they are less sure about the level of work or what they need to do to improve. The good curriculum and excellent extra activities provide interesting activities for all pupils. The school provides well for pupils' care, guidance and support and there are very good links with parents, the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school is good.** The head teacher provides good leadership and has maintained improvement well. The governors perform their role effectively with a very good understanding of the strengths and weaknesses of the school.

**The management of the school is satisfactory.** The school is improving well, and there are good plans to develop subjects, but whole school planning is less clear, lacking some direction. Although pupils' achievements are assessed well, regular tracking and analysis of their progress to identify and tackle weaknesses is less effective.

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

Parents are very pleased with the work of the school, the care it provides and the progress their children are making. Most 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

- Continue to improve teaching so that it is consistently good
- Improve standards in writing, ICT and design and technology
- Improve some aspects of management including whole school planning

## 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 and Year 6 standards are above average and pupils' achievements are good.

#### Main strengths

- Pupils' test results in reading and mathematics in Year 2 and English, mathematics and science in Year 6 are well above average and have generally been so over recent years
- Standards are above those expected in all subjects except information and communication technology, geography in Year 6 and in design and technology in both Year 2 and Year 6
- Standards are well above those expected in music throughout the school

#### Commentary

1. Pupils' achievements are good because all groups are making good progress and test results have been well above average for the past two years in English mathematics and science in Year 6. Pupils' performance is also good in Year 2. Pupils achieve well in most subjects and in almost all lessons seen during the inspection. Children's standards of attainment when they join the school are usually above those expected for their age, although there are variations from year to year. In the Foundation Stage, their achievement is good, so that by the end of the reception year, most are likely to achieve all the goals expected, and many will exceed the goals for communication, language and literacy, and mathematical development. National test results for pupils at the end of Year 2 show that in 2003, standards were well above average in reading and mathematics and in writing they were above average, a trend that has generally been maintained over recent years. Standards seen during the inspection reflect these results and represent good achievement.

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

Standards in:	School results	National results
reading	17.8 (17.8)	15.7 (15.8)
writing	15.8 (15.4)	14.6 (14.4)
mathematics	18.4 (16.6)	16.3 (16.5)

*There were 29 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 well above average in English, mathematics and science and there has been improvement in recent years that is in line with the national trend of improvement. When compared with similar schools, standards were in line in mathematics, but in English, they were well below and in science they were below. A careful analysis of results shows that the difference was caused by the difference of a few points for a very small number of pupils in writing, where a slight lack of creativity and flair lost points on some answers. The variation when comparing science results with similar schools represents the difference of a few points for 2 pupils. The underachievement suggested by the results in English and science when compared with similar schools was not reflected by the findings of the inspection team who found achievement to be good in both these subjects.

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

Standards in:	School results	National results
English	28.7 (29.4)	26.8 (27.0)
mathematics	29.8 (29.6)	26.8 (26.7)
science	30.6 (29.9)	28.6 (28.3)

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



3. Standards seen in Year 6 during the inspection were above those expected for pupils' age in English, mathematics and science, reflecting the general capability of the pupils in Year 6 and still representing good achievement, although slightly lower than the results of last year. The school looks set to achieve the targets for these subjects.
4. Standards are above those expected in all subjects, except information and communication technology (ICT), geography and design and technology. Pupils' achievements are good because teaching is generally good and a well balanced curriculum provides interesting and varied opportunities for pupils to learn. Standards are lower in information and communication technology in Year 6 because these pupils have had more limited experiences and opportunities to develop their skills, so while making good progress, their achievements are satisfactory. Standards achieved by Year 6 in geography are slightly lower, being in line with those expected and reflecting the slightly lower capability of this cohort of pupils, although standards in other years are above those expected for their age. In Year 2 and Year 6, standards in design and technology are in line with those expected and pupils' achievement are satisfactory throughout the school reflecting a slightly less well developed subject, despite improvements since the last inspection. Both music and physical education are strengths of the school and in Year 6 standards are well above those expected in music and pupils' achievements are good throughout the school. The success of both these subjects reflects the specialist teaching and the excellent enrichment of the curriculum, so pupils are enthusiastic and respond to teachers' very high expectations.
5. There is an expectation in the school that pupils with special educational needs will achieve well and the support they are given is effective in doing this. As a result they make good progress and often achieve standards higher than might be expected bearing in mind their individual needs. In a literacy lesson in Year 2 for example, as a result of the high expectations of the teacher and the careful questioning of pupils it was difficult to identify which were those who had special educational needs.
6. All pupils achieve 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 in Year 2 have improved well since the last inspection and those in Year 6 have improved very well.

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

Pupils' attitudes and behaviour are very good and their spiritual and moral development is excellent. Their cultural and social development is very good. Pupils' attendance is good and punctuality is very good.

### **Main strengths**

- The Christian ethos very successfully promotes pupils self esteem
- Pupils' understanding of right and wrong is exceptionally strong
- There are excellent relationships within the school community
- Provision for developing pupils' understanding of different cultures is very good

### **Commentary**

7. Pupils' attendance, attitudes to learning and behaviour have all improved since the last inspection, as has their spiritual, moral, social and cultural development.
8. Pupils generally enjoy their lessons and are enthusiastic and keen to learn because usually teaching is good and the activities planned are stimulating and well suited to their various levels of skill and understanding. The excellent range of extra-curricular and enriching activities, such as visitors to the school and trips locally and further away ensure that school provides for all their interests, offering experiences that many choose to continue beyond their school life. As a consequence almost all pupils are developing a love of learning. The Christian nature of Barham School is very apparent and underpins the exceptionally caring relationships within the school. Pupils get on very well together and work and play harmoniously together. The excellent relationships between staff and pupils foster mutual respect. Pupils are a delight to be with; they have very high self esteem and talk with pride about their school. Their behaviour is nearly always very good and is often excellent, both in lessons and during play time. In a very few lessons where the teaching did not sufficiently challenge the pupils they became bored and restless, but at no time did the behaviour fall below good. There were no exclusions last year. Pupils feel that there is not

any real bullying but if another pupil is unkind staff will quickly deal with the problem. There were no exclusions in the last school year.

9. Nearly all pupils enjoy school, they attend regularly and arrive happy and punctually. The school has good procedures for monitoring and promoting good attendance. The class that has the highest attendance for the week looks after “attendance bear”.

### Attendance

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

Authorised absence		Unauthorised absence	
School data	4.8	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.*

10. A significant strength of the school is the balance it has achieved in promoting its Christian beliefs while still fostering a very high level of respect for different religions and cultures. Assemblies powerfully promote spirituality and morality based on the Christian Faith. They also encourage a sense of family among members of the whole school community. An excellent assembly led by an outside Christian youth worker on the theme “What is impossible for man is possible for God” totally involved pupils and the quality of singing by the pupils was uplifting.
11. Pupils are very aware of morally correct actions and feel responsible for their own behaviour and that of others, for example when a few pupils forgot to come to an interview with inspectors, those there apologised profusely. They also show their care for others by raising money for charity. The school is closely involved with a local charity that supports health care in an Indian village. As well as developing pupils’ moral and social understanding, this also makes a very strong contribution to pupils’ understanding of different cultures. One of their activities to raise money was a Lent lunch where they paid their dinner money and were given a typical rural Indian meal. All pupils tried the food and many enjoyed it, one saying it was the best meal he had ever had. In lessons, pupils learn about different religions and handle religious artefacts with respect.
12. Pupils with special educational needs have very good attitudes to their work. They are involved in all activities and every effort is made to adapt the curriculum and the environment to their particular needs as a result they are proud of their achievement and are keen to make further progress.
13. Pupils carry out responsibilities within the school community diligently. There are many opportunities for pupils in year six that include helping the younger pupils at lunchtimes. The school councillors take their responsibilities very seriously and have influenced practice at the school; they are currently investigating having a “Friendship Stop” in the playground. When given the chance, pupils will work independently and do not need to be supervised closely but sometimes there are missed opportunities for pupils to show initiative and work independently in lessons.

#### **Example of outstanding practice**

##### **An assembly taken by an outside Christian Youth Worker moved and inspired pupils and so promoted the Christian Faith and spirituality.**

The assembly was based on “What is impossible for man is possible for God”. Pupils were involved right from the start by being asked to take part in a role play to demonstrate an impossible task. One was given 2 minutes to take 20 clothes pegs off a line and to hold them in his hands while the other had to transfer dried peas from one plate to another using a straw. All this was done to the accompaniment of the theme tune for “Mission Impossible”. The youth worker then used the true story of Brother Yung who managed to escape from prison with two broken legs with God’s help and then had his legs miraculously healed. Pupils then had the opportunity to reflect on what they found difficult and whether they could do it with God’s help. This breathtaking assembly finished with the pupils singing “Jesus is my friend” in four parts, each part was led by a member of the choir. During the whole of this assembly pupils were totally engrossed.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

### Teaching and learning

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

### Main strengths and weaknesses

- Teachers have good knowledge of their subjects and motivate pupils well so that they are interested and enthusiastic
- Teachers have high expectations for pupils' learning and behaviour, so pupils feel successful
- Generally the pace of lessons is brisk and all pupils are challenged by activities, but in a very small number of lessons, the rate of pupils' work slowed while they were occupied by tasks
- Teachers assess their pupils well and mark their work thoroughly, but pupils are not always clear about how well they are doing and how they can improve
- There are too few opportunities for pupils to work independently in some subjects and this sometimes limits the development of their skills

### Commentary

#### Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (6 %)	18 (63 %)	12 (31%)	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.*

14. Teaching has improved well since the last inspection, particularly in older classes, so that it is now generally good, although there are slight variations between classes. Teachers know their subjects well and their confidence stimulates pupils to want to learn. This is particularly effective in music and physical education, where specialist teachers inspire pupils to a very high level. They use technical language, such as 'pentatonic scale', and as a result pupils develop an understanding of more complex ideas and their use of high level demonstration support pupils to develop their skills to a very high standard. For example, in a very good music lesson, the teacher's enthusiasm and very good use of questions, combined with practical activities and opportunities to perform and record compositions, ensured that pupils learned technical vocabulary and musical skills very well. More generally, teachers' secure understanding of subjects means that pupils develop a love of learning, as demonstrated in reading and pupils' confidence and curiosity in the handling of number. They expect their pupils to do well so there is a climate of success and therefore pupils want to learn.
15. In most lessons, time is used well and the lesson progresses at a brisk pace. This has the effect of maintaining the interest of all pupils, so that even those who finish quickly are fully occupied and do not have time to get bored. This is balanced with careful planning for all levels of understanding so that all pupils feel challenged, while being able to take part in activities with confidence. In a very small number of lessons, the introduction took too long, or the time allowed for the tasks was too long, so that the pace of the lesson slowed and pupils' level of interest began to decline.
16. Generally, pupils are given too few opportunities to think for themselves and at times are too dependent on the teacher. As a result, pupils' skills in some subjects such as writing and mathematics are more limited than they might otherwise be. For example, in some lessons pupils have too few opportunities to develop their skills of creativity in writing, their skills of investigation in mathematics and their general use of information and communication technology across the curriculum. When given the opportunity, pupils enjoy being able to think independently, for example in music when composing music and in speaking and listening when given the chance to use their imaginations.

17. The work set for SEN pupils is challenging and well planned to meet their needs. They benefit well from good teaching and the well targeted support from the teaching assistants who work with them. This supports them in making good progress with their work.
18. Teachers mark pupils work well and provide detailed comments that helps pupils know what they need to do next to improve that piece of work. Assessment of pupils' work is good, recorded well and generally used well to plan activities that will challenge and stimulate pupils at their individual levels. Good use is made of information to track the progress of individual pupils, but this information is not yet fully used to monitor trends and identify strengths and weaknesses, particularly in relation to teaching. Targets are used well in English and mathematics and pupils find these useful, but generally teachers do not tell pupils which levels they are achieving, so they are unclear about how they are progressing, and what they need to do to improve their general levels. There are good opportunities for pupils to evaluate their own success and these are being developed well, so pupils feel very involved and purposeful in their learning. Since the last inspection, assessment has improved well.

### **The curriculum**

The school's curriculum is good overall. It is enriched by the excellent quality and range of the additional activities both within and beyond the school day. The grounds and accommodation are good and resources are satisfactory.

### **Main strengths and weaknesses**

- There are many visitors to the school, and additional opportunities beyond the usual curriculum that add to the experiences of its pupils in an excellent way
- Staff expertise is used well to enhance pupils' learning
- Pupils' participation in the arts and sport is excellent
- Activities in design and technology are slightly less well developed than other subjects with the result that pupils achieve less well in this subject
- There are missed opportunities for pupils to use their skills in ICT across the curriculum
- The ICT suite, the library and the outdoor area for the reception class are small and this limits their use

### **Commentary**

19. The previous inspection found that several subjects lacked cohesive planning and the provision for design and technology was insufficient. The curriculum has been improved well since then so that design and technology now meets requirements and all subjects are well planned so that pupils achieve well in almost all of them. Good use has been made of national guidance to plan work, although design and technology is less well developed, lacking opportunities for pupils to evaluate their own work, with the result that pupils' achievements are only satisfactory. The curriculum is broad and well-balanced, enabling all pupils to achieve well academically whilst also excelling in the arts and sport. The school also provides French lessons for all pupils enabling older pupils to hold simple conversations in the language. Although, there is a sound range of planned experiences for pupils to use their skills in ICT, there are missed opportunities to do so in most subjects. The school is currently developing this aspect of pupils' work.
20. Planning for personal, social, health and citizenship education is good. Pupils are consulted on planned initiatives and the School Council has a 'real voice'. Pupils in the recently formed 'Eco Committee' are planning to write the school's policy on the use of its environment and other related matters. Older pupils have lessons on citizenship and 'circle times' in all year groups are used to discuss aspects of personal and social education. The school has a clear policy on sex education and the misuse of drugs, which is taught through planned work in several subjects including science and religious education.
21. The curriculum provides well for pupils with special educational needs, who join in all of the activities which take place in their classes and the school generally. As a result of the activities being modified and planned appropriately they make good progress, bring well supported by teachers and teaching assistants. They benefit well from the overall curriculum provision of the school and especially from the excellent range of after school activities.

22. The curriculum is enriched by an excellent quantity and range of extra-curricular clubs that are very popular and well attended by pupils from all year groups. Throughout the year pupils are offered the chance to participate in a wide range of activities. These include computing, science, art, healthy eating club, choir, orchestra, gymnastics and dance as well as an impressive list of sports clubs. Pupils are encouraged to participate in sports as diverse as skiing and fencing to golf and cross country running. Pupils, representing the school in cricket, skiing and tag rugby for example, have been very successful in local competitions.
23. The school also enhances pupils' experiences very successfully by arranging a large number of visits and various 'days' which concentrate on a single curricular theme. These have included work in science, literature and Victorian times. Older pupils are offered the chance to go on the annual residential visit and participate in a variety of physical activities. Pupils in different year groups have visited a number of places of interest including theatres, art galleries and a local environmental centre. The school also took pupils from different year groups to Italy to learn to ski.
24. The school's accommodation had been dramatically improved since the last inspection when this was found to be having a negative impact on pupils' learning. New buildings have been imaginatively blended into the original structure. The school now has a large hall and modern classrooms with very good lighting and acoustics. Other rooms are designated for the teaching of art and music and school's heated indoor pool is used throughout the year. The school grounds include an adventure trail, playing fields, garden and pool, quiet areas and a variety of aspects that are uplifting. The computer suite is too small for whole class use, which currently limits the development of pupils' skills in ICT. The library is also small and situated in a corridor area of the school, which limits its use for research or leisure. The outdoor area for the reception class is small and this limits the physical development of these children. Resources are adequate in all subjects and good in physical education, art and music.
25. The school has an appropriate number of qualified teachers and support staff. The expertise on the staff and the use of external specialists are employed very well. For example, the school's specialist physical education, art and music teachers are responsible for helping pupils to reach high standards in these subjects. Their work is supplemented well by visiting musicians, 'artist in residence' and sports coaches who work with pupils both during the school day and in the after school clubs.
26. Pupils are well prepared for the transfer to secondary school and many have visited a local school for lessons in science. The school enjoys a high proportion of pupils who succeed in gaining places at the local grammar schools.

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

The school takes good care of its pupils and provides good support and guidance to pupils. The level of pastoral care is excellent. Pupils' views are valued and acted upon very well.

### **Main strengths**

- There are excellent trusting relationships between staff and pupils
- Very good procedures ensure pupils views are listened to and they play a full part in the life of the school
- There are good induction procedures

### **Commentary**

27. The school has improved the care of pupils since the last inspection and the health and safety issues that were reported have all been dealt with.
28. The Christian ethos is fundamental to the pastoral care that staff show pupils. The excellent relationships between the staff and pupils results in pupils feeling that their teachers are also their friends. Pupils recognise and value this special bond between themselves and members of staff and this gives them the confidence that staff will provide them with any support they might need. Pupils' views are highly valued and their views are fully taken into account when planning new developments. For example, they were extensively consulted about what they would like in the recently developed quiet area. The pupils' top priority was to have a tree house, and although this was not possible, the school provided them with a tower, including seating, as a compromise.

Parents recognise the high level of care the school provides and some specifically choose this school when they know their child will require extra support for medical reasons.

29. Health and safety procedures are good overall with regular reviews of any accidents to ensure they do not happen again. Although the school carries out risk assessments for school visits it is only just introducing them for activities on the school site. The Governors play a full role in monitoring health and safety as well as reviewing the health and safety policy yearly. Child protection procedures are securely in place and staff are well aware of them.
30. Induction of pupils into the reception class is good. Pupils are admitted over a few weeks and this allows parents to have the opportunity to stay with their child on the first morning and to have some time talking to the class teacher. The school prepares pupils well for the next stage of their education with almost all pupils gaining their first choice of secondary school.
31. There are good quality individual education plans for pupils with special educational needs that clearly show what each pupil needs to learn to overcome their problems and how this is to be achieved. In some cases, however, the targets are too general and do not specify exactly what needs to be taught. For example, it is identified that pupils need to learn to spell high frequency words but no details are given of which ones.

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

Partnership with parents, and links with the community and other schools are very good.

#### **Main strengths**

- Parents work very well with the school to support their children's education
- Links with the community extend pupils' experiences
- Links with local schools enhance the curriculum
- The parents' association is very active

#### **Commentary**

32. Information for parents has improved since the last inspection and the strong links with the local community have been maintained.
33. The school is very committed to working with parents and values their views and ideas. It sends out a biannual questionnaire and has incorporated parents' ideas into school developments. For example, parents wanted extra curricular activities for younger pupils and French lessons, to which the school responded positively. Parents reciprocate by working hard for the school. The parents' association raises considerable funds to improve the resources of the school and were able to fund the refurbishment of the swimming pool.
34. Parents are very supportive of their children's education and many help with transport to the large number of sporting events the pupils attend. The school encourages parents to support their children's learning at home and provides good information about what pupils will be studying each term. The school also provides good information about what pupils can do and understand in the annual reports but there is no indication of whether pupils are working at the nationally expected level. There are further opportunities for parents to gain an insight into their children's progress through regular open afternoons where parents can see their children's work in the classroom.
35. The school has many links with the local community that make significant contributions to pupils' learning. There are strong ties with the local church that enable pupils to celebrate the major Christian festivals in church. Local church leaders and other Christian project workers also regularly take assemblies. A local company provides a scientist to help run a club that extends pupils' awareness and understanding of science. The local community use the new ICT suite for adult education. Pupils take part in many musical events. The orchestra has played with the London Symphony Orchestra and the choir has participated in international and local festivals. In addition many pupils participate in local sporting tournaments. The school's strong link with a local charity effectively supports pupils' personal development through enhancing their understanding of a different culture.

36. Pupils benefit from close ties with other schools. Pupils in the orchestra play with that of a local secondary school and pupils in Year 6 have developed their ICT skills by working with another school to produce a magazine. In addition, the school is a partner school with a local sports' college. The sports' college is in its infancy but has carried out an audit of how it can work with Barham School to enhance the sports' provision. The school works with Canterbury Christ Church College to provide initial teacher training.
37. The parents of children with special educational needs are fully involved in the work the school carries out with their children. They are consulted and attend meetings on a regular basis. Pupils are also consulted and their views are taken into consideration and acted upon when work is being planned for them. The school works well with other agencies to ensure that the pupils' needs are appropriately met.

## **LEADERSHIP AND MANAGEMENT**

Leadership is good and management is satisfactory. The leadership of the head teacher and other key members of staff is good. Governance is good.

### **Main strengths and weaknesses**

- The governors have a very good understanding of the strengths and weaknesses of the school
- The head teacher has led the school well through a difficult time and has developed a team of dedicated professionals to support her
- Subjects are led well, which has resulted in high standards being maintained and the pupils achieving well
- Good ways of developing subjects are included in the satisfactory school improvement plan but not enough consideration is given to linking action points to finance or to evaluating their success
- New procedures for tracking the trends in pupils' achievements are not established well enough to measure the value the school has added to pupils' education and identify any weaknesses in their learning

### **Commentary**

38. The school is led well by the head teacher, who has given good support to teachers, parents and pupils during a difficult time. She has built an effective team of well motivated and hard working staff to ensure that the school continues to improve. She has a clear vision for the school and is determined to build up a community based on Christian values in which everyone is treated fairly and achieves the highest possible standards. As a result of this, and the good work carried out by the subject leaders, well above average results are being maintained and pupils achieve well. Subject leaders work alongside each other in order to monitor the quality and standard of work in books and have drawn up common systems for assessing pupils' work. However, some of the management systems, particularly related to tracking the trends in pupils' achievements, are new and are only beginning to impact on raising standards further. Leaders in English, mathematics and science have also observed colleagues teaching and through effective feedback have begun to help teachers develop the quality of their teaching. All of the evidence collected during the inspection suggests that good levels of achievement are being maintained effectively. A further strength in the leadership of the school is the work carried out by the special educational needs co-ordinator who ensures that these pupils also make good progress in their work. In the reception class, the team of staff are led and managed effectively, ensuring that the children make good progress and learn well.
39. The governing body is effective and provides good support for the leadership of the school. Its members are an integral part of the school community and have a very good understanding of the school's strengths and weaknesses. Through rigorous questioning of senior members of staff and through taking potentially unpopular decisions they have been able to continue to lead the school forward. Good relationships exist between its members and the staff. The governing body has a good range of experienced and newer members all of whom have attended or are receiving training and they are keen to develop their role further. Together with all members of staff they have drawn together a school improvement plan, the quality of which is satisfactory overall. There are good

subject action plans, which have been incorporated into the whole school improvement plan. However, it is not clear how other improvement priorities will be evaluated against the original objectives nor from which budget they will be funded. Governors are involved in the school's self assessment, they visit the school regularly and are conscientious in ensuring that all statutory responsibilities and duties are met.

40. The management of the school is satisfactory overall with several good elements. The head teacher has already used the school's self evaluation to make improvements, particularly during the lunch time. She has also identified further areas for development and has begun to update the documents. The school is developing ways of tracking the progress made by pupils in order to use this to identify which areas of learning need to be developed to improve standards further, particularly in the English, mathematics and science. The school has a satisfactory system for managing the performance of staff which is used as the basis, together with the school improvement plan, for deciding priorities for staff training. There are good systems for ensuring that new members of staff settle in quickly and understand what is expected of them. Good links exist between the school and Canterbury Christ Church College as a result the school contributes positively to the training of student teachers.
41. The school has satisfactory financial routines in place which are overseen by the governors' finance committee. Past surpluses have been spent well on improving the premises and school grounds but there is a much smaller surplus this year and the governors have identified that there may be problems meeting commitments in future years, so they have begun planning to ensure that this is not the case. The school has good procedures in place for ensuring best value of which the best element is the consultation which takes place to ensure that decisions are based on the opinions of parents and pupils. However, procedures for comparing the school's results to those of similar schools and for tracking the amount of value the school has added to pupils' education are new and not yet well established.
42. The leadership and management have improved well since the last inspection.

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

Income and expenditure (£)	
Total income	502,804
Total expenditure	558,605
Expenditure per pupil	2,623

Balances (£)	
Balance from previous year	64,745
Balance carried forward to the next	8,944



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

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

Provision in the Foundation Stage is good.

#### **Main strengths**

- Teaching is good in all areas except creative development where it is satisfactory
- Children achieve well
- The curriculum is good

#### **Commentary**

43. The school admits children to the reception class in the September after their fourth birthday. There is a good system of gradually integrating children so that by October they are all attending full time. Most children have attended the local playgroup located in the school. There are good links with the playgroup with mutual visits by the children in each place. There are plans to strengthen these links by harmonising some of the teaching methods being used. Children enter the reception class with above average attainments in the different areas of learning, although there is variation from year to year. The curriculum in the Foundation Stage successfully promotes the goals that children are expected to attain by the end of the reception year and children make good progress in most areas of learning. Most children will achieve these goals, with many exceeding them. The teacher is very well supported by an assistant and together they provide consistently good teaching and create a positive atmosphere to help children learn and begin to adjust to the routines of school. The Foundation Stage is led and managed well and improvement since the last inspection is satisfactory.

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

Provision in personal, social and emotional development is good.

#### **Main strengths**

- Good classroom routines are well established and understood by the children
- Staff and pupils share warm, encouraging relationships

#### **Commentary**

44. Children settle quickly into the daily routines of the reception class and by the time they reach Year 1 the majority meet the goals expected for their age. Adults have established warm relationships, value each child's efforts and give lots of individual praise and encouragement. This builds children's self-esteem and promotes their confidence in learning and in their relationships with others. Children enjoy school and their friendships. Teachers have established routines well so that children gain confidence in moving round the classroom. They know the 'rules' of work, for example to clear away equipment before moving on to something else. There are well-planned opportunities for children to select their own activities at different times during the day. They learn to take turns and share equipment and there is a lot of cooperative play. Children follow instructions well, behave sensibly and show consideration for the feelings of others. They show interest and curiosity and are quick to respond to questions as well as initiating conversations with visitors such as inspectors!

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

Provision in communication, language and literacy is good.

#### **Main strengths**

- Staff create many opportunities to develop children's speaking and listening skills
- Children read and write well
- Children's speaking and listening skills are well developed

## **Commentary**

45. Children enter the school with above average skills in speaking and listening. The quality of teaching they receive means that these skills are built on well and they make good progress in reading and writing. Virtually all children will achieve the early learning goals with many already working at Year 1 levels. The teacher and assistant help develop the children's speaking and social skills by joining them in role-play and in taking every opportunity to engage them in conversation. They make good progress in developing enjoyment of stories and in listening and giving instructions. For example, pupils collectively constructed a cut out plant describing the various parts as they did so. Reading is valued and teachers promote a love of books through reading stories and encouraging parents to read with and to their children. Reading records show this is very successful and children have read a large number of books since joining the school. Most know that text carries meaning, describe main story settings and identify characters in the stories. Standards in writing develop well with most pupils learning to write independently. The school makes good use of 'cut and stick' books to help children learn high frequency words. Children's growing knowledge of the sounds letters make enables them to make good phonetically plausible attempts at spelling unfamiliar words.

## **Mathematical development**

Provision in mathematical development is good.

### **Main strength**

- The range of activities and resources provided is good

## **Commentary**

46. Most children enter the school with above average mathematical attainment, this is built on well by their teachers and most will exceed the early learning goals in this area. Several children are currently working at the Year 1 levels. Children are provided with a wide variety of number games and practical activities to develop their concepts of shape, space, volume and measurement. Most children count accurately to ten, and many beyond this. During the inspection more capable children quickly learnt what a tally was and used it to count flowers 'hidden' outside by their teacher. Children learn to recognise and recreate patterns and know the names of common colours. They name shapes such as 'square' and 'cube' and successfully compare, sort, match, order and sequence using a variety of good resources.

## **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is good.

### **Main strength and weakness**

- Curriculum planning is good and different subjects are linked well
- There are some missed opportunities for the use of visitors to help children learn

## **Commentary**

47. A good curriculum offers children experiences that provide them with knowledge about their world and the environment in which they live. Most are likely to attain the early learning goals expected of them by the end of the reception year. Work is planned so that children receive teaching in the different areas of learning every day. These areas are linked well to broaden their understanding as well as the subject-specific teaching they receive. For example, children learn about other countries, about their flags and some of the produce coming from them. Children use computers as a matter of routine and have developed their keyboard and mouse skills well. For example, children produce pictures using a paint program and some attach their names to these using the computer. All use the 'minicomputers' dextrously to play games. Although children have benefited from the experiences of some visitors, this is not a strong feature of the school's provision.

## **Physical development**

Provision in physical development is satisfactory.

### **Main weakness**

- The outside play area is relatively small for the number of children in the class

### **Commentary**

48. Children make satisfactory progress overall in this area of learning and standards for the majority are likely to be in line with the levels expected when children join Year 1. The school has a small, secure outdoor area which is partially laid with a cushioned landing area and there is an adequate stock of trikes and larger construction equipment. Inclement weather prevented much use of this resource during the inspection but planning indicates adequate integration in the everyday activities. Within the classroom, teachers plan activities such as cutting with scissors and using pencils and paintbrushes, which satisfactorily promote children's small motor skills alongside other areas of learning. Pupils move about the hall sensibly in physical education lessons, use climbing apparatus and benches appropriately and they can balance well. They understand the need for 'warming up' and the effect exercise has on their heart rates.

## **Creative development**

Provision in creative development is satisfactory.

### **Main strength and weakness**

- Children have daily opportunities to develop skills
- Opportunities are sometimes missed to develop specific skills

### **Commentary**

49. Children enjoy a wide range of creative activities. For example, they make collages and use paint and crayon to make observational drawings, of different fruits and faces. Children's early attempts at drawing, for example, people, are somewhat immature but these improve and most children produce recognisable faces with most features present. More capable children have produced collages and paintings in which colours have been mixed. These include some sewing and portray Humpty Dumpty, leaf pictures and butterflies. Staff do not always take the opportunity to intervene in order to help children develop their skills, for example, when using papier mache to create models. In their play, most children show some imagination, inventing scenarios of defeating 'baddies' or buying items from a shop.

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

### **ENGLISH**

Provision in English is good.

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

- Standards are above average overall and well above those expected in reading and speaking and listening
- Good teaching results in good achievement throughout the school although in a few lessons, some time is lost and there are missed opportunities for learning
- There are good plans to overcome the lower standards in writing
- The subject is led and managed well, and improvement since the last inspection is good
- Pupils are not always aware of how well they are learning and of what they need to do to improve their work further

#### **Commentary**

50. Test results at the end of Years 2 and 6 have fluctuated slightly over the past four years, but have broadly followed the national trend. In 2003 results for Year 2 were above the national average for writing and well above average for reading and speaking and listening. In Year 6 they were well above the national average for English overall. Evidence seen during the inspection shows that the standards of the current Year 6 are above those expected for their age, reflecting the different capabilities of the pupils and being slightly lower than last year. The standards in other year groups remain well above national expectations with writing remaining the weaker element. Although the quality of writing is technically good, it lacks “sparkle” which results in pupils’ standards being slightly lower in this aspect of the subject. The school has identified this as an issue which needs attention and has good plans in place to deal with the problem in the future, particularly through the development of poetry. The well above average standards seen in the school are a result of good teaching and planning for the subject together with imaginative use of the National Literacy Strategy. Pupils achieve well in lessons, they are achieving very well in speaking and listening and reading and their progress in writing is improving.
51. The overall quality of teaching and learning is good, so pupils achieve well and are enthusiastic about their work. Pupils learn to speak to a variety of audiences and are confident and articulate when talking about their work in class both with adults and with each other. Speaking and listening skills are particularly well promoted during lessons and assemblies where pupils are often involved in discussions and are encouraged to frame and ask their own questions. Reading is also promoted well throughout a range of activities in the school, so pupils develop a love of reading and are confident when talking about different authors, the main features of the plot, how it might develop and important characters in stories. Pupils with special educational needs are fully included in all lessons and are supported well by knowledgeable and high quality teaching assistants. As a result, they make good progress and achieve well taking into consideration their abilities. In the best lessons there are very good relationships between adults and children; the teacher clearly understands what is being taught; activities are interesting and capture pupils’ imagination and the teacher uses good questioning skills to lead the pupils to a greater understanding of what is being taught. In most classes the plenary session at the end of the lesson is used well to develop the pupils’ understanding of what they have learnt and how this will be taken further in future lessons. In some classes, however, time is lost through teachers taking too long to explain activities and occasionally opportunities are missed to reinforce learning that has taken place previously. Opportunities are also missed for using the computer as a tool for learning during English lessons.
52. The subject is led and managed well. The co-ordinator has planned the subject well and offers good support and advice to other teachers. The subject is monitored effectively through observing lessons, developing the quality of teaching and learning and therefore helping to raise standards. The school has good procedures for assessing pupils’ work which guide future planning, ensuring that the work set is matched to the needs of individual pupils. However, pupils are not always aware of how well they are doing in English which means that they are not always clear about what they need to do to improve their work further.
53. Since the last inspection standards and teaching have improved well.

## **Language and literacy across the curriculum**

54. The use and development of pupils' language and literacy skills in other subjects are good and being developed further. In geography, for example, pupils in Year 5 wrote accounts of their own experiences of flooding. In history, Year 2 pupils wrote about the research they carried out into microwave ovens. In most classes pupils also carry out research so that they can make up their own questions to ask visiting speakers.

## **MATHEMATICS**

Provision in mathematics is good.

### **Main strengths and weaknesses**

- Pupils achieve well, particularly in their use of number, and standards are well above those expected in Year 2 and above those expected in Year 6
- Teaching is good so pupils are interested and work hard, although there are a few inconsistencies in some classes
- Teachers assess pupils well and they mark work carefully, but they are not clear about how to improve the level of their work
- The subject is led and managed well and the coordinator has a clear knowledge of the strengths and weaknesses of the subject
- All aspects of the subject are covered well in Years 5 and 6, but opportunities for pupils to develop their investigational skills are more limited in other classes

### **Commentary**

55. In recent years, test results at the end of both Years 2 and 6 have been well above average. The achievements of pupils in Year 2 are good and standards are well above those expected. Although the pupils currently in Year 6 have a range of abilities that are slightly lower than usual, standards are above those expected, which still represents good achievement for these pupils. This is good improvement since the last inspection.
56. The quality of teaching is good so pupils are usually stimulated by activities and keen to learn. Teachers plan their lessons well, making sure that there is good variety of activities that meet pupils' different levels of understanding. Lessons are generally introduced well, giving pupils a clear indication of what they will be learning and how they need to tackle the work. As a result pupils enjoy the subject, are enthusiastic and self-confident in their abilities, particularly in relation to number. When faced with problems, pupils think carefully, persevere and enjoy the challenge, although generally there are too few opportunities for pupils to think for themselves. Although there are more opportunities for pupils to tackle investigational and problem solving activities in Years 5 and 6, even in these classes, pupils sometimes rely too heavily on the teacher for prompts and guidance as a result of missed opportunities for learning independently. In most lessons, the teacher uses questions effectively to help and prompt pupils' understanding and guide their thinking. They make sure that the pace of the lesson is brisk, so that pupils are engaged and their thinking extended. The lesson is completed by the teacher summarising the learning well, or helping the pupils to consolidate their learning by hearing from each other. Where, occasionally, the teaching was weaker, it was because the pace of work slowed when the pupils were occupied doing a task and as a result they began to lose interest. For example, in a Year 4 lesson, when pupils were using their addition and subtraction skills to complete "magic squares" (squares in which numbers are added, or subtracted to complete the empty boxes), the brisk pace set at the beginning of the lesson through a stimulating introduction, slowed noticeably as pupils begin to lose interest in the task. This was particularly apparent for pupils with weaker skills in calculating, who needed more help in deciding how to start the task and when to use addition or subtraction.
57. Generally pupils with special educational needs achieve well because they are well supported by teaching assistants and also because the teacher has planned tasks that match their various levels of understanding well.
58. Teachers assess pupils well and work is marked carefully, with detailed comments that explain how to improve work. Detailed and regular assessments help teachers to track how well pupils are doing and plan work that helps all pupils achieve well, being generally well matched to the next stages in their learning. Targets are set regularly and pupils know their targets and find them useful. However,

pupils are not yet clear about how well they are doing, or about what they need to do next in order to achieve a higher level.

59. The subject is generally covered well, and although pupils' skills in handling number are particularly well developed, most other aspects of the subject are also covered effectively. The exception is the aspect of developing pupils skills in problem solving and investigating, particularly in the lower years.
60. The subject is led and managed well and the coordinator has a clear vision for the development of the subject, together with a perceptive understanding of its strengths and weaknesses. A good range of approaches to monitoring the subject is used and these have clearly influenced future plans for the subject. Current developments are already making a difference, for example, the focus on developing pupils' investigational skills is beginning to work well.

### **Mathematics across the curriculum**

61. The use and development of pupils' mathematical skills in other subjects are satisfactory. Pupils use their skills in subjects, such as ICT, geography and design and technology. In some cases, opportunities have been missed to build extra challenge into the use of mathematics as pupils get older. For example although pupils use block and line graphs appropriately in several years, this has not been extended to include more complex ways of mathematical recording.

### **SCIENCE**

Provision in science is good.

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

- Pupils achieve well as a result of the generally good teaching
- There is a strong emphasis on the development of scientific skills, although in a few lessons there are some missed opportunities in relation to skills of experimentation
- Too little use is made of ICT to support science
- The assessment of pupils' achievement is at an early stage
- Pupils are well prepared for the taking of tests

#### **Commentary**

62. Teacher assessments of pupils' attainment in Year 2 in 2003 showed this to be well above expectations. Inspection evidence confirms these standards have been maintained and that pupils continue to achieve well. In the national tests in 2003, pupils in Year 6 reached standards well above the national average. Currently pupils' attainment is above expectations, with slightly less pupils than last year likely to reach the higher levels. This reflects the composition of the current year group rather than a drop in standards and pupils continue to achieve well. Pupils in all other year groups are making good progress and reaching standards which are well above expectations. No differences were observed between the achievement of boys and girls, and pupils with special educational needs are also achieving well.
63. The way work is planned enables pupils' understanding to deepen in most of the different strands of the subject. For example, pupils in Year 1 draw simple circuits and when they re-visit this in Year 3 go into more depth. By Year 6, pupils know the differences between simple, parallel and series circuits and can construct these for different purposes.
64. Teaching and learning are good. Teachers generally provide a range of opportunities for pupils to carry out experiments and develop their recording skills. Pupils learn from an early age learn what a fair test is and they gradually develop their understanding of what their investigations show. They draw conclusions from their investigations although there is some inconsistency in their opportunities to predict what might happen. There are also few opportunities however for pupils to set up their own experiments or repeat them to test a hypothesis. Planned activities enable pupils to successfully cover all of the programmes of study. Pupils are taught to use their own words to describe their investigations giving good opportunities for pupils to develop their writing skills. Most work is therefore recorded in pupils' own words and there is very little use of worksheets that can inhibit responses. Although the school has 'Intel' microscopes, pupils' work shows little use made of them and at present there is insufficient use made of other technology, including sensors.

65. The leadership and management of the subject are good. The school's provision has improved well since the last inspection and the dip in standards three years ago successfully redressed. Planning has improved and the school makes good use of national guidance to plan work and has adapted this well to improve the depth and frequency of coverage the topics covered. This adaptation is currently under review for further improvements. The school prepares pupils well for the tests they take in all years but particularly in Year 6. This does not involve any reduction in pupils' scientific investigations, however, but familiarises pupils from an early stage with the format of tests. Analysis of pupils' responses in national tests has been carried out to identify weaknesses and adapt work that has helped raise standards. Work is also sampled in different year groups to measure the general levels being reached. At the moment however the assessment of pupils' progress is not well developed. For example, pupils do not have individual targets for improvement nor do they know what levels they are currently achieving. Good links have been established with local schools and colleges to improve both teachers' knowledge and pupils' experiences of using specialised equipment. A local chemical company contributes resources, finance and staff expertise to good effect in the school. There is a well-attended science club and the school has held a very successful science week to raise pupils' awareness of the subject.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

66. It was not possible to make a secure judgement about provision in this subject because technical problems meant only two lessons could be observed. However, pupils' work, teachers' planning and discussion with pupils show that statutory requirements are being met.
67. By Year 6 pupils' standards are in line with those expected and they are rising well. The achievement of all pupils is satisfactory and they are progressing well as a result of improved opportunities and resources. Improvement since the last inspection is satisfactory.
68. Pupils in Year 6 are using ICT extensively to analyse and display data, particularly through the use of block diagrams and pie charts. They use the internet with skill to find information and understand how to use it for research. There is less evidence of the use of control technology, the use of ICT for modelling and for predictions and pupils have had little opportunity to learn how to use email. By Year 2 pupils are achieving well and their standards are above those expected for their age. They are skilled in the use of word processing, and utilise pictograms, block diagrams and pie charts to analyse data. They have good experience of 'Paint' package tools and have had opportunities to experiment with control technology through the use of a 'roamer'. Pupils in Year 2 are at a higher level for their age than Year 6 because the latter have missed opportunities in their earlier years at the school.
69. In one of the lessons observed when computers were functioning intermittently, a Year 2 class were using ICT to find out about 'minibeasts'. The teaching in this lesson was good because there were clear explanations and good demonstrations to show pupils how to find information and use the index. The new equipment was used well and pupils quickly saw what to do and adapt their previous experiences to the new tasks. The teacher reminded them about how to save their work and they then proceeded to do so efficiently. In another lesson, where a full class were using the computer suite, pupils were easily distracted and lost interest more quickly because they were having to share computers, several being used for 3 pupils, and as a result their learning was less effective.
70. Assessment is good and work is marked well with detailed comments to help pupils improve. Pupils record the work they have covered through the use of diaries and good use is made of self evaluation to help them become more involved in their learning. Effective extra curricular activities are provided and are very well supported.
71. The subject is led and managed well. The coordinator has a clear vision for the development of ICT and a very good understanding of the subject's strengths and weaknesses as a consequence of good monitoring of pupils' work and lessons.

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

72. The use of ICT to support learning in other subjects is satisfactory. For example, in a Year 2 geography class, pupils used the internet to find out about vision aid overseas and with the teacher's help found visual material and a description of life in another environment. In another

history lesson the internet was used to find out about Florence Nightingale. Block graphs and pie charts are widely used to support mathematics and word processing is used in literacy to correcting punctuation, record stories and write a 'good talkers' guide. Although computers are used in other subjects there are missed opportunities in lessons for pupils to develop their ICT skills.

## **HUMANITIES**

73. No lessons were observed in history and geography and therefore an overall provision judgement cannot be made.
74. The quality of work seen indicates that pupils in Years 2 and Year 6 are exceeding the standards expected nationally in **history** and achieving well. Pupils in Years 1 and 2 are provided with work derived from a range of evidence sources. For example, pupils in Year 2 used World War 1 photographs and text to find out about those times. Throughout the school pupils are encouraged to devise their own questions and then given the means to find answers. In Year 5, for example, pupils used 'Oliver Twist' as medium to learn about Victorian children. They also looked at different representations of Queen Victoria reflecting changing values and views. Teachers also provide many opportunities which extend pupils' writing skills, for example producing a mock 'Celtic News' to report on Queen Boudica. The quality of pupils' work indicates a good understanding of the passing of time, the evidence historians might use and how things such as 'shoes' and 'telephones' develop over time.
75. The quality of work pupils have produced in **geography** indicates they are exceeding expectations by Year 2, while pupils' attainment in Year 6 is in line with expectations although in other years they are achieving better than expected for their ages. Pupils in Years 1 and 2 learn how to devise and use simple symbols to understand maps. They have carried out traffic surveys from first hand observations and compared their locality to Africa. However, the over generalised representation of Africa as 'poor and dry' weakened this particular study. By Year 6 pupils have completed a satisfactory amount of work at and have a sound understanding of the links between human and physical geography. Their mapping skills are good and they have a good understanding of recording land use and identifying the problems of different claims on it. Pupils in Year 3 conducted a survey of occupations of residents in Barham and how far to work people travel. They have also planned holidays and days out following research using a variety of evidence. Pupils in Year 5 have conducted an in-depth study of 'water' including flooding and a close look at water usage at home and school.

## **Religious education**

Provision in religious education (RE) is good.

### **Main strengths**

- Standards of attainment are above those expected in the locally agreed syllabus and pupils achieve well
- Pupils effectively learn facts about the topics they are studying and how these may apply to their own lives
- Pupils learn from the Christian ethos of the school whilst also being taught effectively about the other major world faith communities

### **Commentary**

76. Pupils' achievements are good and by the time they leave the school at the end of Year 6. The high quality of their work ensures that attainment is above those expected by the locally agreed syllabus. Pupils develop their knowledge and understanding of the major world religions well without losing sight of the Christian nature of the school. Care is taken to ensure that pupils have opportunities to think about how these ideas apply to their own lives. The subject is also used effectively for teaching literacy skills. For example, pupils in Year 6 were writing confidently about the Christian understanding of heaven and pupils in Year 4 were writing about different beliefs about the nature of God. During a Year 2 lesson led by the vicar, pupils were encouraged to ask questions about the vestments used in Church and what is denoted by the different colours used. High quality acts of collective worship also support learning in religious education.



77. Teaching and learning are good so pupils achieve well. Where teaching was more effective, the lesson moved quickly; behaviour was managed well by the teacher keeping the pupils busy; good discussion took place, good use was made of artefacts and the work was related to pupils' own lives.
78. The leadership and management of RE is good overall. The coordinator is enthusiastic and knowledgeable about the subject. She has identified the strengths and weaknesses and is committed to raising standards further. There are good procedures in place for assessing pupils' work at the end of each unit of study. This helps to teachers to plan their lessons so that pupils' different levels of understanding are taken into account and activities are suitable for their needs.
79. Since the time of the last inspection the locally agreed syllabus has been revised and the requirements are higher than they used to be. As the pupils are still achieving standards above those now expected, improvement since the last inspection is good.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

80. No lessons were observed in **design and technology** and therefore an overall provision judgement cannot be made. Pupils' work shows that standards are in line with those expected at their age and their achievements are satisfactory. Pupils plan their work appropriately; they produce good models but there is a lack of evidence of pupils evaluating their work at the end of a topic. Opportunities are missed for using the computer as a tool to aid learning in this subject. Pupils' work is carefully assessed and the information used well by teachers to assist in their planning there has been good improvement since the last inspection when standards in the subject were unsatisfactory. However, there is still much work to be done to ensure that pupils achieve as well as they do in other subjects.

#### **Art and design**

Provision in art and design is good.

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

- Attainment is above national expectations throughout the school and pupils achieve well
- There are good links between art and other subjects and teaching is generally good
- A specialist art room considerably enhances the provision for art and design
- There are missed opportunities for using the computer as a tool for learning in art and design

#### **Commentary**

81. By the end of Year 6 pupils achieve standards that are above national expectations. They develop their skills in drawing, painting, the use of textiles and three dimensional art well. In Year 3 lessons, pupils were designing and producing effective and carefully planned pictures in the style of Andy Goldsworthy. Work in Year 6 on the impressionist school of painting has resulted in pictures that would not be out of place in an art gallery. Work in art and design is also used well to reinforce work being covered in other subjects. For example, in Year 5, pupils developed their understanding of colour, texture and shape well, when designing picture panels to illustrate stories from different cultures.
82. The quality of teaching and learning are good overall and are enhanced by the provision of an art room, by visits from artists and by extra activities for art. Where teaching was best, the lesson moved quickly, skills were taught well and pupils were encouraged to look carefully at the work of other artists and then to apply what they had learnt to their own work. Where teaching was less effective, the teacher allowed the pupils to talk over what she was saying and the explanation of what was to be carried out took too long and the pupils became restless. Opportunities were also missed for using the computer as a tool for learning in art and design.
83. The leadership and management of art and design are good overall. The coordinator is enthusiastic and knowledgeable about the subject. She has identified the strengths and weaknesses and is committed to raising standards further. Good procedures exist for assessing pupils' work in at the end of each unit of study and these guide future lesson plans to ensure that they meet the needs of the pupils and that they continue to achieve well.

84. Art and design was judged to be unsatisfactory at the time of the last inspection. The standards that are now being achieved represent very good improvement.

### **Music**

Provision in music is good.

#### **Main strengths**

- Pupils achieve well and standards are well above those expected
- Teaching is good and consequently pupils are interested and enthusiastic
- There are good resources and an excellent range of extra curricular activities that enable pupils to develop their skills in performing and composing

#### **Commentary**

85. Pupils sing, play instruments and listen to music with interest and enjoyment. Their standards in composing and performing are well above those expected for their age and they convey a love of music. The wide range of opportunities means that all pupils achieve well. Pupils sing with confidence and they pitch, sing in tune and maintain a rhythm with ease. They sing loudly or softly, following the directions of a conductor and singing against a different accompaniment, or singing in parts. A wide range of instruments are played, and pupils perform individually, in groups or as part of an orchestra with confidence.
86. Teaching is good and the specialist teacher provides good demonstrations and has high expectations for the standard of music that pupils achieve. Working closely with the class teacher, he provides challenge for all pupils and his secure subject knowledge means he plans practical activities with confidence and he uses technical terms with accuracy so that pupils acquire a clear understanding of these terms and are able to use them equally clearly. A good range of interesting strategies are used, including visual material, and games, so pupils enjoy what they are doing.
87. There are a good range of resources, including a wide range of instruments and a specialist music room. The subject is enriched in an excellent way through visiting instrumental teachers, and extra curricular activities that includes choirs, an orchestra, and opportunities such as performing in local theatres and on trips abroad. The subject is led and managed well. Improvement since the last inspection is good as high standards have been maintained.

### **Physical education**

The school's provision for physical education is good.

#### **Main strengths**

- The expertise of school staff and outside coaches is used very well to help pupils achieve well
- The quality of provision and range of extra curricular clubs is excellent

#### **Commentary**

88. By Year 2, pupils' ball skills are well developed and their swimming standards above those expected of pupils this age. Indications from the after-school gymnastic club suggest pupils' skills in this area are at least in line with those expected. By Year 6 pupils achieve high standards in swimming and their abilities in other sports are well developed. In some sports, more capable pupils achieve high standards, for example in skiing, tag rugby, football and Kwik cricket.
89. Teaching and learning are good and when pupils are given specialist teaching, they are very good. The school is fortunate to have expertise on the staff which it uses well to provide specialist teaching, especially in sport and swimming. Very good use is made of the school's heated indoor pool to provide lessons to all classes throughout the year so that pupils easily exceed the expected standards by Year 6. Good use is made of a local pool to provide pupils with deep-water experience where they learn advanced skills from specialist teachers. The very good teaching seen during the inspection was characterised by the way knowledge about the subject is used to improve pupils' performance. In one lesson for example, pupils from four different year groups learnt about tennis strokes. They were shown the correct methods of stroke production, given activities to develop them and expert advice on how to improve. Pupils were used well to demonstrate and the strengths and weaknesses in these demonstrations pointed out. Activities given to pupils built well on each other,

gradually developing their skills by adding further refinements or challenges. Pupils in all the lessons and clubs seen are enthusiastic and take part in activities with a real purpose to improve their performance. Pupils in the junior classes are offered a variety of games lessons from which they can choose. During the inspection some pupils travelled to a nearby dry ski-slope for instruction while those remaining in school took part in tennis, table tennis, kwik cricket and rounders. Pupils change activities after six weeks learning one sport. This arrangement works well with younger pupils working alongside older ones and some good opportunities for social development are provided.

90. A real strength of the school is its excellent provision of opportunities for pupils to engage in many sports within curriculum time and in the after school clubs. The school provides pupils with high quality coaches for many of these activities. Participation is high in these clubs from all year groups. Many pupils go on to extend their participation in these sports by joining other, out of school clubs or representing the school. One pupil has enjoyed much success at international level in skiing, for example, and the school teams invariably perform well in sports such as tag rugby, skiing and cricket. The school has taken pupils from all junior classes as well as Year 2 to Italy for skiing lessons. The subject is led and managed well and working hard towards achieving the Activemark Gold award. Improvement since the last inspection has been satisfactory and pupils' standards have been maintained.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

91. Only two lessons were seen in this subject. From these and from pupils' work and teachers' planning, it could be seen that good opportunities are provided for pupils to understand democracy. For example, Year 6 pupils were learning about voting in a general election through the experience of selecting school councillors. In other classes, pupils are learning to take responsibility well through opportunities to contribute to school rules. In a Year 5 class, pupils were learning about world issues through the study of recent news items, and their understanding of the media was being developed through the preparation of a news programme about Barham. Pupils in Year 2 were learning global issues through the study of areas in Africa though which they were encouraged to understand differences in culture. The school has a clear policy on sex education and the misuse of drugs, which is taught through work linked with science and religious education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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