

INSPECTION REPORT

BODSHAM CE PRIMARY SCHOOL

Bodsham, Ashford

LEA area: Kent

Unique reference number: 118673

Headteacher: Mrs Jenny Reeves

Lead inspector: Derek Watts

Dates of inspection: 6 and 7 December 2004

Inspection number: 266449

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 years
Gender of pupils:	Mixed
Number on roll:	51
School address:	School Hill Bodsham Ashford Kent
Postcode:	TN25 5JQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend David Houston
Date of previous inspection:	15 to 17 June 1999

CHARACTERISTICS OF THE SCHOOL

Bodsham Church of England Primary School is situated in the village of Bodsham near Ashford, Kent. With 51 pupils on roll, it is a much smaller than the average primary school. Most pupils are from a White British background and only a few pupils come from other ethnic backgrounds. About a quarter of the school's pupil population have special educational needs and this is above average. The number of pupils with a Statement of Special Educational Needs is broadly average. The school does not have any pupils with English as an additional language. Pupils come from a range of backgrounds but the socio-economic circumstances of the intake are above average overall. The proportion of pupils eligible for free school meals is below the national average. With such small year groups of children entering the school, the attainment on entry varies from year to year but is usually above average. The proportion of pupils who join the school after the normal starting time is higher than average. The Healthy Schools Award was gained in 2003. The current headteacher was appointed in January 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	English, science, information and communication technology, history, special educational needs, physical education.
19693	Sally Hall	Lay inspector	
22157	Michael Rousell	Team inspector	Foundation stage, mathematics, art and design, music, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bodsham Church of England is a good school with very good features. It provides good value for money. The school is highly regarded by parents and the local community. An enthusiastic and very effective headteacher, together with her staff, has created a very positive school ethos where pupils are valued and are included very well in all activities. Pupils achieve well because of the good teaching they receive.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and direction.
- Teaching and learning are good and pupils achieve well.
- The very positive school climate leads to very good pupil attitudes and behaviour.
- Information and communication technology (ICT) is not as well developed as other subjects.
- A good curriculum is enriched by a very good range of additional activities.
- The partnership with parents and the community is very good.

The school has made good improvements since the last inspection in June 1999. The very good leadership by the headteacher has driven these improvements. The school has addressed the recommended areas for improvement well. The planning of the curriculum is now consistently good across the school and there are effective systems for assessing and recording pupils' attainment. There have been significant improvements to the outdoor play area for children in reception. The school's accommodation, décor and the use of space have improved considerably. Teaching and learning have improved from satisfactory to good and this has resulted in the raising of pupils' achievement from satisfactory to good levels. Similarly, the overall leadership and management of the school have improved from satisfactory to good.

STANDARDS ACHIEVED

Pupils' achievement is good overall. Children's attainment on entry to the school varies from year to year but it is usually above average. Children in reception achieve well in all areas of learning because of the good teaching they receive. Most children in the current reception class are likely to exceed the expected early learning goals.

Care has to be taken when interpreting national test results in a small school because one pupil's performance represents a high proportion of a year group's results. The school's national test results for Year 2 in 2004 were well below average in reading, writing and mathematics. These results were unusually low because the year group had a much higher than usual proportion of pupils with special educational needs. During the previous three years, results had been well above average. In the current Year 2, standards are well above average in speaking and listening, reading and writing, mathematics and science.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	A*	A*
mathematics	B	A	A*	A*
science	D	A	C	D

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

The national test results for Year 6 in 2004 were well above average in English and mathematics, and the grade A* means that they were in the top five per cent of schools nationally. However, due to weaknesses in provision, results in science were lower and only average. The current Year 6 has a higher proportion than usual of pupils with special educational needs. Also a higher than average proportion of the year group has joined the school after the normal starting point. These factors have lowered the overall attainment of the year group. Standards in the current Year 6 are above average in English, mathematics and science. All pupils, including higher attainers and those with special educational needs, are achieving well because of the good teaching they receive. The past weaknesses in science have been effectively addressed.

Across the school, standards in ICT are average and pupils' achievement is satisfactory. The school's provision for ICT is not as well developed as other subjects. The school is aware of this and is taking effective action to improve provision and hence raise achievement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very positive attitudes to learning and they behave very well in lessons and around the school. Pupils show enormous respect for the feelings of others. Relationships between pupils, and between adults and pupils, are very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided is good overall. Teaching and learning are good overall with nearly a third of lessons seen being very good. Teaching assistants are very well deployed and make a significant contribution to pupils' learning, particularly that of with special educational needs. Assessment and its use to inform teaching are good. The curriculum is well planned and is enriched by a very good range of additional activities. Pupils' care, welfare, health and safety are very good. The partnership with parents is good and with the local community very good, and this contributes well to pupils' learning and to the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher is extremely committed, has a good vision and provides very clear direction for the school. She leads by example in her teaching and in promoting the school's very strong ethos. All staff and governors share the vision and direction of the school and there is a clear commitment to improvement. The headteacher and staff have created a very positive school ethos, where all pupils are valued and very well included in all activities. School evaluation and

improvement planning is effective and has contributed to the good improvements in teaching and pupils' achievement. A friendly and effective office manager contributes well to the management of the school. The governance of the school is good and governors are very supportive. The school benefits from their commitment and expertise in areas such as finance and building improvements. All statutory duties are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold very positive views about the school. They are particularly pleased with the leadership of the school, induction arrangements, the quality of teaching and the school's approachability. The inspection team can endorse these positive views. Pupils also hold very positive views about their school. They appreciate the interesting range of activities provided for them.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Raise pupils' achievement in ICT so that it is in line with that in English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school, pupils' achievement is good. Overall, standards are above average in reception, well above average in Year 2 and above average in Year 6. Year groups in the school are small in numbers and there are variations in the overall attainment of each year group.

Main strengths and weaknesses

- Children achieve well in reception and most will exceed the expected early learning goals.
- Throughout the school, pupils achieve well in English and mathematics.
- Pupils' achievement in science in Years 5 and 6 is improving.
- Achievement in ICT is not as good as English, mathematics and science.
- Pupils with special educational needs achieve well due to good teaching and support.

Commentary

1. Children's attainment on entry to the reception class varies from year to year due to the composition in very small year groups. Attainment on entry for the current reception class is above average. Most children in reception are achieving well because of the good teaching and support they receive. The majority of children are likely to exceed the expected early learning goals by the end of reception in all six areas of learning.

The school's average points scores in national tests are not shown in the report. This is because ten or fewer pupils took the tests in 2004.

2. Considerable care is needed when interpreting national test results of small year groups as one pupil's results represent a high proportion of the year group. In the 2004 National Curriculum tests for Year 2, the school's results were well below average in reading, writing and mathematics. When compared to similar schools, these results were well below average and particularly low in reading and mathematics as they were in the lowest five per cent of schools nationally. These results were unusually low because the year group had a much higher than normal proportion of pupils with special educational needs. In fact, two thirds of this year group has special educational needs. During the previous three years, Year 2 national test results had been well above average in reading, writing and mathematics. The only exception to this was in mathematics in 2003, when results were above average.
3. In the current Year 2, standards are well above average in speaking and listening, reading, writing, mathematics and science. Overall, pupils, including higher attainers and those with special educational needs, are achieving well because of good teaching. In particular, tasks are well matched to pupils' needs.

4. In the 2004 National Curriculum tests for Year 6, the school's results were well above average in English and mathematics and average in science. The results in English and mathematics were particularly high and in the top five per cent of schools nationally. Pupils achieved well in English and mathematics but there was underachievement in science. The school's effective evaluation procedures attribute this to weaknesses in provision for science. In particular, pupils had insufficient opportunities for investigative work and the revisiting and revision of previous work were not fully effective. During the previous three years, results had been well above average in English and mathematics except in 2002, when they were above average. Science results have been less consistent. While they were well above average in 2001 and 2003, they were below average in 2002.
5. The current Year 6 performed very well in the Year 2 national tests in 2001 with results being well above average in reading, writing and mathematics. However, the composition of the year group has changed with pupils with special educational needs joining later. This inward mobility has lowered the overall attainment of the year group and the school has set appropriate statutory targets to reflect this. In the current Year 6, standards are above average in speaking and listening, reading, writing, mathematics and science. Most pupils, including higher attainers and those with special educational needs, are achieving well. Weaknesses in the teaching of science have been effectively addressed and so there is no longer any underachievement in this subject in Years 5 and 6.
6. Standards in ICT are broadly average in Year 2 and in Year 6. Pupils are achieving satisfactorily in this subject and are using ICT satisfactorily to support their learning in other subjects. In the main, pupils are not achieving as well as in other subjects because provision has been less well developed. The school lacked suitable equipment and teacher expertise, but is taking positive action to address this. A newly equipped computer suite has been set up, a recent teacher appointment has increased teacher expertise and there are clear plans for raising achievement further.
7. Pupils with special educational needs achieve well. They are well taught, are effectively supported by teaching assistants and tasks are well matched to their attainment and needs. These factors, together with the school's very positive and inclusive ethos, help to ensure that these pupils have full access to the curriculum and progress well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' personal development is very good. Attendance is good and punctuality is satisfactory.

Main strengths and weaknesses

- Relationships are very good and there is a very strong community spirit.
- Pupils are very enthusiastic about their work and other activities.
- Pupils respond very well to the staff's high expectations of good behaviour.
- There are very good opportunities for pupils to reflect on their lives and their meanings.

Commentary

8. Social development is very good. The school is very successful in supporting and respecting all its members and there is a strong bond between the staff, pupils, governors and parents. Parents appreciate the 'family' environment and pupils like the very friendly atmosphere. Pupils of all ages play well together and work well together in lessons. They support each other very well, especially classmates who have special educational needs. There are some good opportunities for pupils to take responsibility and members of the school council take their duties very seriously, making helpful suggestions to improve behaviour and safety around the school.
9. The staff are skilled at developing the pupils' self-esteem. They create an atmosphere where pupils are willing to contribute their ideas without fear of failure. This means that pupils are very keen to participate in lessons. They listen carefully, are eager to answer questions and work with sustained concentration. Occasionally they lose interest when they have to sit and listen to the teacher for a long time. Their very good attitudes have a positive effect on their achievements. Pupils value the very good range of extra-curricular activities. The breakfast club and after-school clubs are very well attended.
10. Pupils' moral development is very good and staff act as very good role models. Pupils respond very well to the system of rewards, and successes are celebrated in lessons and through the 'Golden Book'. Sanctions are rarely needed and pupils say that there is no bullying; even 'falling out' is rare. Pupils feel that they can tell their teachers if they have a problem and any misunderstandings are resolved through class discussion or brought before the school council. Pupils are courteous, polite and show respect for their own and others' property. Throughout the school, pupils' behaviour is very good and there have been no exclusions in recent years.
11. Spiritual development is very good. The teachers encourage pupils to make connections between their knowledge of world faiths and think about what they mean in their own and others' lives. For example, a thought provoking display and discussion in assembly on Christmas resulted in one pupil volunteering to give an extemporaneous prayer asking that they remember that the true meaning of the festival was about celebrating God's gift of Jesus to the world. Pupils show considerable respect for each other's feelings and beliefs.
12. Cultural development is good. Pupils are given valuable insights into other cultures, for example, through a residential trip to France, taking part in an African drumming club, and raising funds for a project in India. Pupils' knowledge of their own culture is developed successfully through the curriculum. For example, English topics are enhanced with visits to the theatre and visiting poets and musicians deepen pupils' understanding of literature and the arts.

Attendance in the latest complete reporting year 2003/04 (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	5.1	National data	0.4

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

13. Attendance levels are above average and there is no unauthorised absence. Parents nearly always inform the school when their children are off school and staff follow up any unexplained absence well. Most pupils are punctual, but a very small minority of parents do not always bring their children to school on time and the beginning of the school day can be missed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good overall. Teaching and learning are good. The curriculum is good and is very well enriched by additional activities. Pupils' care, guidance and support are very good. Links with parents and the local community are very good.

Teaching and learning

Teaching and learning are good throughout the school and pupils achieve well. The quality of assessment is good.

Main strengths and weaknesses

- Teaching and learning have improved from satisfactory to good.
- Teaching assistants make a valuable contribution to pupils' learning.
- Assessment, marking and target setting are good.
- ICT is underused to support teaching and learning in other subjects.

Commentary

14. During the inspection, a third of lessons seen were very good and over half were good. Only occasionally did teaching and learning fall to satisfactory levels. Since the last inspection, teaching and learning have improved from satisfactory to good. As a result, pupils' achievement has improved from satisfactory to good. The headteacher has had a considerable influence on improving teaching. She leads by example in the classroom by providing very good teaching. Furthermore, she has introduced effective procedures for monitoring, evaluating and developing the teaching of others.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	8	2	0	0	0

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

15. Teachers have a good command of the areas of learning for reception and the National Curriculum subjects. The school makes very good use of visiting teachers with specialist knowledge in music and physical education. For example, a very good gymnastics lesson for Years 3 to 5 featured very good demonstrations and instructions by the specialist teacher. Lessons are well planned with clear learning intentions identified. These are effectively shared with the class so that pupils know what they are to learn. Teachers' enthusiasm inspires and motivates the pupils.

16. The school consists of two classes, one with children in reception and pupils in Years 1 and 2, and the other with pupils from Year 3 to 6. In the main, teachers are effective in planning for different ages, abilities and needs within each class and this helps to ensure that all pupils are suitably challenged. In Years 3 to 6, pupils are divided into two separate groups consisting of Year 3 and 4, and Year 5 and 6 for English, mathematics and science. This recent arrangement is effective for two reasons. Firstly, it enables a newly qualified teacher in Years 5 and 6 to plan within a narrower age and ability range. Secondly, it enables the headteacher to teach the Year 3 and 4 pupils in order to focus on raising standards in the lower attaining Year 3.
17. Teachers use a range of teaching skills and techniques well to promote pupils' learning. Their explanations, demonstrations and instructions are clear and informative. Pupils are interested and watch and follow well. They make good gains in knowledge. Teachers use questioning effectively to challenge pupils' thinking and check their understanding. Pupils' speaking and listening skills are well developed because they have good opportunities to answer questions, express ideas and to rehearse and perform in drama.
18. Pupils' skills in collaborative working are well developed because of the opportunities provided and the school's very positive ethos. Pupils discuss their work in pairs or groups. They work well in groups when planning and carrying out investigations in science. Further good examples of collaborative work were seen in a Year 3 to 5 gymnastics lesson and in drama in Year 6. When required, pupils also work well independently. For example, in Year 2 pupils could write their own stories with minimal supervision.
19. Teaching assistants are effectively deployed and are used very well to target small groups and individual pupils. Teaching assistants make a very good contribution to pupils' learning, particularly that of pupils with special educational needs. The good teaching, very effective use of support staff and the good matching of tasks to individual pupils' attainment and need of help ensure that all pupils have equality of opportunity and full access to a well planned curriculum.
20. A good range of learning resources is used well to promote pupils' learning. While there are some good examples of ICT being used to support teaching and learning in different subjects, this is not consistent across the school. The teacher in the Year 3 to 6 class uses a computer-linked whiteboard and digital projector well to enhance presentations.
21. In the two lessons where teaching was satisfactory rather than good or very good, time was not used sufficiently well and the lesson lacked a brisk pace. Pupils' productivity and gains in knowledge and skills fell to satisfactory levels. The headteacher is working well with teachers to improve this area.
22. Under the leadership of the current headteacher, the school has established effective systems for assessing and recording pupils' attainment. Assessment data is used well to plan future teaching and learning and to set individual learning targets known as 'growth points' for pupils in English and mathematics. The marking of pupils' work, particularly in English and mathematics, is very good. Marking includes comments of

encouragement and praise for good work. Furthermore, clear guidance is often provided on how work could be improved. As a result of the effective assessment and marking, pupils have good understanding of how well they are doing and what they need to do to improve.

The curriculum

The breadth of curricular opportunities is good. The curriculum is enriched very well. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The curriculum is well planned and there are good links between subjects.
- Enrichment opportunities through extra-curricular activities and educational visits are very good.
- All pupils are included very well and have full access to school activities.
- Accommodation for reception and Years 1 and 2 is not very spacious and it is difficult to store equipment and resources.
- ICT is less well developed than other subjects.

Commentary

23. The planning of the curriculum has been effectively revised during the past two years under the leadership of the headteacher. Planning and provision for children in reception are good and all six areas of learning are given appropriate attention. For older pupils, planning for English and mathematics is appropriately based on the National Literacy and Numeracy Strategies. These strategies have been effectively implemented and this contributes to pupils' good achievement in these subjects. Religious education is taught in line with the Canterbury Diocesan scheme of work, with very good advice, support and resources provided by Diocesan House. The planning of other subjects is based on national guidance. The planning of the curriculum is consistently good throughout the school and helps to ensure that pupils build on knowledge, skills and understanding as they move through the school. Since the last inspection, the planning of the curriculum has improved considerably, particularly for Years 3 to 6.
24. The ICT curriculum is not as well established as other subjects but the school is aware of this and has made it a priority for development. The school has recently improved its equipment for ICT with the setting up of a small computer suite. The planning of the ICT curriculum has also been improved. It is now good and is based on a published scheme. However, these improvements are too recent to have had an effect on pupils' achievement.
25. Since the arrival of the new headteacher, the school has focused on introducing more creativity into the curriculum and forging effective links between subjects. Although this development is in its early stages, a good start has been made and evidence of this was seen on display in the school. For, example, the school is involved in the National Gallery 'Take One Picture' Project and one display in the library showed the development of art and design after a visit to Dymchurch beach. Pupils have taken creative digital photographs, created moulded clay models of beach life and made models of lighthouses. The school has clear plans to increase the use of ICT across the curriculum.

26. There are very good opportunities for pupils to experience an enriched curriculum through taking part in activity days focusing on art, sport, design and technology, and science. For example, pupils took part in a 'Thinking Skills Day' when they created board games and a 'Science Day' when the theme was 'Electricity.' The school is developing links with a local independent school in order to share good practice in developing the creative arts. The school is part of the local Rural Action Zone, where a group of schools work very closely together on curriculum development, for example, a 'Well Being Day' and a 'Forensic Science Day'. They have also developed links with local secondary schools. The school had a focused design technology and art challenge that focused on designing and making a chair. This included support and help from artists, students from the local art college and a teacher from the secondary school.
27. There is a visiting music specialist who is focusing on singing. Other musical activities include playing the recorder and a number of pupils play the cornet, cello, guitar and flute. One boy played the flute while the children came into school assembly. This young musician has been invited to take part in a forthcoming concert with the celebrated flautist, Sir James Galway, at the Royal Festival Hall in London. There is also an African drummer who visits weekly to lead a group of very keen drummers. This enables pupils to experience music from a different culture.
28. Pupils are very keen to take part in a range of clubs, including, breakfast, homework, gardening, recorders, French, netball, football and mixed sports. The school's participation in sport is very good. A visiting physical education specialist takes a number of sporting activities, including coaching the football team, and has plans to integrate them with a local team. Pupils have also taken part in a kwik cricket festival. Holiday clubs take place in the Easter and summer breaks and these involve pupils from Bodsham and other schools.
29. The school is very effective in including and involving all pupils in the school activities. A well planned curriculum with good teaching and effective teaching assistants helps to ensure that all pupils, regardless of attainment background or needs, have full access to the interesting activities provided. The provision for pupils with special educational needs is good.
30. The school has a very good number of teachers to meet the demands of the curriculum. There is a teaching headteacher and two other full teachers. The school also makes good use of part time visiting teachers who specialise in music and physical education. The work of teaching assistants is good and they are well deployed.
31. The accommodation is satisfactory overall and the school has made considerable efforts to use every space to the full. However, the accommodation for Years 1 and 2 is not very spacious and staff experience some difficulty storing resources and equipment in the main classroom. A conservatory, called 'The Sunshine Room', has been built on for the Foundation Stage. The accommodation is very well maintained, and has an adequate outdoor hard play area and a secure outside play area for the younger children. The school has clear plans to improve and extend its accommodation. Resources are good overall.

Care, guidance and support

The provision for health, safety, care and welfare is very good. Provision for support, advice and guidance is good. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Pastoral care is at the heart of the school's ethos.
- The arrangements for the induction of new children are very good.
- The school pays very good attention to health and safety issues.

Commentary

32. This is a school which considers everyone to have equal worth, and members of the school community show very high levels of care and concern for each other. Pupils, staff and parents value the friendly 'family' atmosphere where pupils of all ages support each other and play together. Adults working in the school know the pupils very well and the overwhelming majority of pupils say that they can turn to adults if they have problems. Staff celebrate pupils' achievements and make perceptive comments in pupils' annual reports about their personal development. Pupils have personal and social targets set after discussion with their teacher and this effectively supports their involvement in their own learning. Teachers are particularly skilled at encouraging pupils in lessons and give them good advice on what they need to do to improve their work.
33. Parents value the way staff settle new children into school routines. Pre-school children meet school staff at their playgroup sessions and in their homes. The school also hosts a Story Time and activity session once a fortnight. Through visits and part time attendance children quickly become familiar with school life.
34. Staff ensure that pupils work in a healthy and secure environment. Risk assessments have been undertaken and governors make regular checks of the premises. Appropriate arrangements are in place for testing electrical equipment and practising emergency evacuations. The procedures for first aid are very good. The administration officer is qualified in first aid and other staff have received basic training. Good records are kept when pupils are injured and parents are kept well informed. The headteacher has received relevant training in child protection and carries out her duties effectively. She ensures that all adults working in school are familiar with school procedures and know to report any concerns. The school has good arrangements for pupils in public care. The school offers parents valuable care for their children through the breakfast club and healthy living is promoted well through the curriculum.
35. Teachers listen to pupils and value their comments. Members of the school council are keen to resolve issues such as the use of playground equipment, but as they are newly elected, they are still taking a lead from the headteacher. Older members give good support to younger members and all are eager to bring their classmates' opinions to the council meetings.

Partnership with parents, other schools and the community

Links with parents and the community are very good. Links with other schools are good.

Main strengths and weaknesses

- Parents hold the school in high regard and support its work.
- The school welcome parents and encourages them to become involved in their children's education.
- The school has developed a very effective partnership with the village.
- The school successfully works with other schools to enrich pupils' learning.

Commentary

36. The school is very popular with local families and parents are very supportive. Remarks such as: "I wouldn't dream of sending them somewhere else", "absolutely over the moon – can't believe my luck" and "staff are always there for us" are typical of the very positive responses made by parents at the pre-inspection meeting and through the questionnaires. Parents provide valuable support, for example, on school trips. The active Friends Association works hard to raise funds and organise social events.
37. Parents feel that staff are very approachable and that they are able to discuss any concerns with them at the end of the day. New parents are given useful information through a home visit, meetings and visits to the school. The prospectus also contains helpful advice about preparing children to start school. The school gives parents good information about how they can help their children with their learning through 'School at work' days, advice on reading at home and information about homework. Newsletters provide parents with timely and relevant information about events as well as celebrating the school's successes. The most recent pupils' annual reports were generally satisfactory but they do not always have sufficient information on standards and targets for improvement. However, these areas are discussed at parent consultation evenings. Parents are invited to attend regular meetings to discuss how their children are getting on and overall they receive good information about their children's progress.
38. The school has worked hard to realise its aim of being at the heart of the community. It has recently received a local award in recognition of its work. By considering the needs of the pupils and the local residents, the school has strengthened its ties with the surrounding area. The school holds fortnightly story time sessions for the under fives and provides music support for a local playgroup. These links enabled families to get to know staff in an informal setting. Digital camera workshops helped residents develop their skills, whilst puppet shows and tea parties provided good social occasions for junior and senior members of the community. The school has a strong partnership with local churches and the vicar is a regular visitor in school. Older pupils distribute gifts to the elderly at Harvest and Easter. In return some senior citizens have taken part in history lessons, telling about their lives during World War II. Pupils gain a better understanding of the wider world through these activities and develop their social skills from meeting people from differing backgrounds. The school has good links with the Educational Business Partnership and pupils have taken part in design competitions, developing their team skills. Visiting poets, artists and theatre groups enrich the curriculum.
39. The school works closely with other small rural primary schools to share resources, plan the curriculum and organise joint activities which enrich the curriculum. The school has been proactive in organising a design and technology event for other local schools and has benefited from science links with a nearby secondary school. Pupils transfer to a range of secondary schools and the school ensures that their transfer from one stage of their education to the next is as smooth as possible.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership. The governance of the school is good.

Main strengths and weaknesses

- The headteacher leads by example and provides very clear direction.
- The school's ethos is very positive and all pupils are very well included.
- Teamwork within the school is strong.
- Governor expertise is used well.
- Evaluation and improvement planning are good.

Commentary

40. The governing body consists of a good range of experienced and new members who collectively possess a wide range of professional expertise. This experience and expertise is used well to benefit the school. For example, governors have been effective in exploring the best ways of improving the accommodation and a governor with financial expertise has made a valuable contribution to financial planning and monitoring. The governors are very supportive of the school and are rightly proud to be part of it. All statutory requirements are fulfilled.
41. The headteacher provides very good leadership and has a very clear vision for the school. This vision is firmly based on high pupil achievement, high expectations and developing highly effective partnerships with parents and the community. Also, part of this vision is to improve teaching and provide a stimulating and creative curriculum where there are good links between subjects. The headteacher leads by example by providing very good teaching and has been instrumental in developing a well planned and stimulating curriculum. Staff and governors share the headteacher's vision, teamwork in the school is strong and there is a clear commitment to continuous improvement. The headteacher rightly has the total confidence of the pupils, staff, governors and parents.
42. The headteacher and all staff have created a very positive school ethos where all members of the school community are valued and fully included in the school's activities. The headteacher and staff are very good role models for pupils and as a result, relationships within the school are very good and pupils behave very well. The headteacher is particularly successful in symbolising the school's values and ethos through her teaching and in leading assemblies.
43. The school only has three full time teachers, including the headteacher and a newly qualified teacher who is not permitted to lead areas of the curriculum. It is therefore inevitable that all subject responsibilities are distributed between two teachers. The leadership of different subjects and special educational needs is good with some very good examples. The headteacher is currently leading key areas such as English, mathematics, science and ICT. However, there are clear plans for the newly qualified teacher to take some of the headteacher's subject responsibilities when she has completed her first year. The other full time teacher leads the Foundation Stage curriculum and all other subjects. The headteacher has strengthened the leadership role of the other teacher by providing training and opportunities to observe and support teaching.

44. The management of the school is good. A friendly and effective office manager makes a valuable contribution to the day to day management of the school and this enables the headteacher to focus on developing teaching and the curriculum. School self-evaluation is good. The headteacher has introduced effective systems for the monitoring and development of teaching. Local education authority advisers have been enlisted in this process to provide an external view. As a result, teaching and learning have improved from satisfactory to good since the last inspection. The monitoring and analysis of the school's performance data are good. National Curriculum test results and other assessments are carefully analysed and strengths and weaknesses in pupils' learning are identified. The findings of data analysis and evaluation are used well to inform planning for improvement. This is an improvement since the last inspection because development planning and its evaluation were unsatisfactory then. However, in some areas the criteria for measuring the success of the plan are not sufficiently focused on pupils' achievement.
45. Induction procedures for new staff are good and so new teachers and teaching assistants settle well into the school's positive and supportive culture and quickly become effective members of the organisation. School improvement planning identifies clearly areas for professional development and training, including ICT and the use of ICT across the curriculum.
46. Financial planning and management are good. The school has a higher than usual carry forward but this is earmarked for improvements to the building and accommodation. While the school has a much higher than average expenditure per pupil, this includes funding from the number of grants it obtains, good provision and favourable pupil outcomes lead to the judgement that it provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	206,111
Total expenditure	195,747
Expenditure per pupil	3,915

Balances (£)	
Balance from previous year	28,173
Balance carried forward to the next	38,538

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in reception is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well in all areas of learning.
- The teaching assistant makes a valuable contribution children's learning.
- Assessment procedures are good.
- Leadership and management are good.

Commentary

47. Children's attainment on entry to the school is normally above average and this was the case for the current reception year. Very good induction procedures and a very good partnership with parents help to ensure that children settle into the school quickly. Children are achieving well in all areas of learning because of the good teaching they receive and the effective support from a teaching assistant. Standards are above average and most children are likely to exceed the early learning goals in all areas of learning by the end of reception. Standards are similar to those reported at the last inspection. Although the reception children are taught with pupils in Year 1 and 2, a well planned curriculum based on the six areas as of learning is provided for them. There are good assessment procedures in place so the teacher and assistant have a very clear knowledge of children's attainment and progress. This information is used well for planning future teaching and so activities and tasks are well matched to children's attainment. Children are provided with good opportunities to choose activities and this is an improvement since the last inspection.
48. The Foundation Stage is well led and managed and this contributes to the good teaching and learning. There has been good overall improvement since the last inspection. The school now has two suitable outdoor play areas and a large conservatory area has been added. Resources for creative and outdoor play have been increased to good levels.
49. In **personal, social and emotional development** the teacher and teaching assistant have created a warm and secure environment so that the children feel safe and want to learn. Planned activities encourage interaction and participation. For example, children are encouraged to take turns, play together sensibly, talk and listen to each other, learn to move safely and investigate their environment. They manage their own personal hygiene well. The aim is for children to learn and develop classroom routines and to provide opportunities for independent and group learning and cooperative play. They learn classroom rules and routines such as tidying up and taking care of the classroom and school environment. One of the activities was for children to practise table manners. After the teacher had read the story of 'Mucky Mabel' children discussed Mabel's poor table manners and then suggested how she might improve them. A group of children then went to a table that had been set out

with a cloth, plates, cutlery, beakers, serviettes, empty salt and pepper pots, jug, gravy boat, serving dishes and serving spoons. With the guidance of the teacher they practised passing politely, using a serviette, a knife and fork and pouring and drinking imaginary drinks. Children are very well managed and very good relationships between adults and children have been established. Children behave very well.

50. Pupils achieve well in **communication, language and literacy**. Speaking and listening skills are very good and children respond enthusiastically to the teacher's skilful questions, especially when discussing stories the teacher had read to them. They practise re-telling stories they have heard and enjoy writing their own. Writing skills are developing well and there is a writing area in the classroom where children can practise mark-making, letter formation and developing legible writing. In connection with the 'hat' topic children have described hats and used a hat story for the stimulus for their role play. Reading is developing well through shared reading sessions with the teacher. Children are enthusiastic about books and follow stories with interest.
51. Children are provided with a good range of interesting activities to promote their **mathematical development**. Children have many opportunities to experience number through the displays and activities. In a class lesson seen, children were learning to describe shapes. The teacher showed the class a very good picture poster of a country scene and challenged the children to identify the different shapes in the picture. Reception children were creating their own picture of a man using the rectangle, circle and triangle.
52. In **knowledge and understanding of the world**, planning includes interesting indoor and outdoor activities. The classroom has a range of very good displays, including the torches made for the 'Light and Dark' topic. Children were looking at objects that reflect and are shiny. There is a range of activities associated with ICT, including using the computers and listening centres and evidence in the classroom of a good use of digital photography, especially photographs of children engaged in the different areas of learning. Children use a programmable floor device called a 'roamer' where they can enter instructions to move it backwards, forwards, right and left.
53. In the 'Light and Dark' topic children compare the differences between light and dark and learn about sources of light and have learned about torches and how they work. They know that our senses are important and that in the dark we may have to use our sense of touch when moving around and that blind people have to rely on senses of touch and hearing. The children learned about Guy Fawkes and the Bonfire Night celebrations through looking at the contrasting bright colours in the fireworks against the dark background of the night. Children also compared Victorian houses and artefacts with those of today and this was supported by a very good interactive display and various Victorian artefacts.
54. In **creative development**, the classroom environment and the 'Sunshine Room' are very colourful and stimulating and children cannot fail to be enthused when they explore the wide range of colour, shape and texture around them. For example, in learning about the Wise Men's visit to present their gifts to Jesus, the children talked about the gifts given to Jesus and our giving of gifts at Christmas. The reception children used pictures of the Wise Men's gifts taken from Christmas cards as a

stimulus and decorated small boxes with gold paint, adding sequins, jewels and beads to create their three gifts to Jesus. Children enjoy their music and have good opportunities to sing and to create their own compositions in groups.

55. Children have good opportunities for **physical development** and the increasing resources for outdoor play and improving outdoor play areas have contributed to this. In physical development lessons they are learning dance and developing a range of simple actions. The teaching assistant regularly takes the reception children into the outside area and provides good, thoughtful support and supervision that helps them to play constructively and ensures that a good level of safety is observed. Children are effectively encouraged to develop skills and control in handling small equipment and they confidently hold pencils and crayons. However, two children were observed having difficulty using scissors and their cutting skills were not so well developed. There are plenty of opportunities for children to build structures using large construction bricks.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.
- Assessment, marking and target setting are effective.
- The subject is very well led and managed.

Commentary

56. Standards in speaking and listening, reading and writing are well above average in the current Year 2 and above average in the current Year 6. Most pupils, including higher attainers and those with special educational needs, are achieving well because they receive good teaching, effective support and are provided with a well planned curriculum. Since the last inspection, standards have risen from above average to well above average in Year 2. Standards in Year 6 are similar to those reported last time. However, across the school, achievement has improved from satisfactory to good due to improvements in teaching.
57. Standards in the current Year 2 are considerably higher than those found in the 2004 national test results. The 2004 year group was small, with two thirds of the pupils having special educational needs. Similarly, standards in the current Year 6 are not as high as the well above average test results of the past four years. The current Year 6 has had a higher than usual proportion of pupils joining the year group after normal entry and a number of these have special educational needs.
58. Pupils' speaking and listening skills are well developed due to the good opportunities provided. In a good Year 2 lesson, pupils had good opportunities to talk in pairs about the story they had just read with the teacher. The teacher used questioning effectively to check pupils' understanding of the story. Pupils spoke clearly and showed a clear knowledge of the characters and events. Higher attaining pupils retold the story clearly. In a good Year 5 and 6 lesson, pupils in small groups rehearsed and acted out their own play scripts based on 'Oliver Twist' or 'The Secret Garden'. Their performances were enthusiastic and they used narration and sound effects well. Good opportunities were provided for pupils to appraise each other's work and they made constructive comments about each other's performance. Higher attaining Year 6 pupils spoke articulately about the drama performance and the structure of the play script.
59. The school has effective strategies for the teaching of reading and the development of more advanced reading skills. In Year 2, pupils read passages in the book 'Mrs Honey's Hat' with accuracy and fluency. They expressed opinions about the characters and events in the story. Higher attaining pupils used non-fiction texts to extract useful information about light and reflection to support their work in science. Pupils in Year 6 read complex play scripts with expression and enthusiasm. They retrieve information from a range of sources to inform their writing.
60. Pupils have good opportunities to write in a variety of styles for different audiences. Pupils in Year 2 worked independently and produced their own version of 'Mrs Honey's Hat'. They created an interesting sequence of sentences using capitals and full stops correctly. Words such as 'honey' and 'sister' were spelt correctly. By Year 2, most pupils have legible handwriting which is correctly formed and joined. The teacher's clear demonstrations of letter formation and joining contribute to the pupils' good

handwriting. In Year 6, pupils' writing is both interesting and varied. For example, pupils wrote interesting accounts of 'Oliver Twist' and effectively compared the screen version with the book. A higher attaining pupil produced a biography of John Lennon using information from books. The writing was clear, interesting and distinguished between fact and opinion. The use of ICT to enhance drafting and editing skills is not consistent across the school.

61. Teaching and learning are good and this contributes to pupils' good achievement. Lessons are well planned with clear learning intentions identified. Teachers use instruction and demonstration well to promote pupils' learning. The quality of questioning is a particular strength. Pupils listen well, respond enthusiastically and demonstrate clear understanding of the work. Tasks are well matched to pupils' attainment and needs, particularly in Years 1 to 4, and this helps to ensure that they are appropriately challenged. Teaching assistants are very well deployed and make a valuable contribution to pupils' learning, particularly that of pupils with special educational needs. Pupils show considerable interest in their work, remain on task and are productive. They make good gains in their learning. The school has effective systems for the assessing and recording of pupils' attainment. Assessment information is used well to plan future teaching and to set personal learning targets known as 'growth points'. The marking of pupils' work is very good. Marking is detailed, diagnostic and developmental. Pupils are provided with comments of encouragement and praise for good work. They also receive clear guidance on how to improve. As a result of effective assessment and very good marking, pupils have a good understanding of how well they are doing and what they need to do to improve.
62. The subject is very well led and managed by the headteacher. The planning of the English curriculum is good and has improved since the last inspection. Planning is interesting, varied and appropriately based on the National Literacy Strategy. Effective monitoring and evaluation procedures help to ensure that the subject leader has a clear overview of standards and provision across the school. Overall, the school has made good improvements since the last inspection.

Language and literacy across the curriculum

63. Pupils have good opportunities to apply and reinforce speaking and listening skills across the curriculum. For example, in a very good Year 3 and 4 science lesson, pupils had very good opportunities to discuss the results of their seed investigation and explain them to the class. Pupils apply and reinforce their writing skills well in subjects such as history. For example, pupils in Year 6 produced clear written accounts of life for children in London during World War II bombings. They chose to write in the form of a letter, diary or report. They expressed the feelings of children losing their homes and being sent away to villages as evacuees.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.
- Assessment and marking procedures are strong.

- The subject is well led and managed.
- Not enough use is made of ICT to support learning.

Commentary

64. Standards are well above average in Year 2 and above average in Year 6. Throughout the school, most pupils are achieving well because they are well taught, are provided with a good curriculum and have very positive attitudes to learning. Since the last inspection, standards in Year 2 have improved from above average to well above average and the above average standards in Year 6 have been maintained.
65. The quality of teaching and learning is good with examples of very good teaching seen in Years 3 and 4. The National Numeracy Strategy has been well implemented. Lessons are well planned and structured with clear learning intentions identified. Tasks are well matched to pupils' different levels of attainment so that all pupils, including higher attainers and those with special educational needs, are suitably challenged. Teaching assistants are used well and make a positive contribution to pupils' learning. However, ICT is used insufficiently to support pupils' learning in mathematics. The school has developed good systems for assessment and target setting. All pupils have individual learning targets known as 'growth points' and these are displayed in the front of their mathematics exercise books, where the successful achievement of targets is recorded and dated. The marking of pupils' work is consistently thorough, providing both praise for good work and clear guidance for improvement.
66. In a very good Year 3 and 4 lesson, the teacher used lively questioning to check pupils' understanding of the relationship between addition and subtraction. The pupils were motivated and responded very well and they explained that subtraction is the inverse of addition. Pupils then explored different strategies for adding two or more two-digit numbers. Higher attaining pupils explained clearly how they solved the problems. The teacher gave very good feedback and used modelling well by demonstrating written methods on the board. The end of the lesson was used effectively for pupils to review and share their learning. Pupils made very good gains in consolidating and applying addition and subtraction to solve problems.
67. The subject is well led and managed by the headteacher and this contributes to the good teaching and good pupil achievement. The subject leader has effectively monitored teaching and provided constructive feedback on strengths and weaknesses to teachers. National Curriculum tests results are carefully analysed and samples of pupils' work are viewed. The headteacher has a clear overview of standards and provision across the school. Overall, good improvements have been made since the last inspection.

Mathematics across the curriculum

68. Pupils apply and develop numeracy skills satisfactorily in other subjects. The improved planning of the curriculum is beginning to include opportunities for mathematics across the curriculum. In a very good Year 3 and 4 science lesson, pupils applied their skills well as they measured the height of different seedlings in millimetres. However, this very good practice is not consistent across the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils are achieving well throughout the school.
- Teaching and learning are good and there are examples of very good teaching.

- Provision and achievement have improved in Years 5 and 6.
- The balance of physical and biological science topics is not secure in Years 3 to 6.
- The subject is well led and managed.

Commentary

69. Standards are well above average in the current Year 2 and above average in the current Year 6. Most pupils, including higher attainers and those with special educational needs, are achieving well because of the good teaching and the effective support they receive. Since the last inspection, standards have risen from above average to well above average in Year 2. Standards in Year 6 are the same as those reported during the last inspection. Last year's national test results in science were average while English and mathematics were very high and in the top five per cent of schools nationally. Pupils in Years 5 and 6 were underachieving in science due to weaknesses in provision.
70. The quality of teaching and learning are good overall with examples of very good teaching seen in Years 1 and 2 and in Years 3 and 4. Teachers show a secure command of science and how to teach it. Lessons are well planned with clear learning intentions identified. Teachers use questioning very well to challenge pupils' thinking and to check their understanding. In a very good lesson for Years 1 and 2, pupils responded very well to the teacher's questions and showed a clear understanding of light sources, shiny materials and reflection. In a very good Year 3 and 4 lesson pupils had good opportunities to investigate the growth of seedlings such as grass and cress from experiments set up previously. Pupils interpreted their recorded results and drew conclusions. Pupils in Year 5 and 6 identified and named the different parts of flowers such as narcissus and rose. Higher attaining pupils explained the function of each part. Teaching assistants are used very well and contribute well to pupils' learning, particularly that of pupils with special educational needs.
71. Leadership and management are good. The subject is currently being overseen by the headteacher. Effective action has been taken to address the previous weaknesses in provision in Years 5 and 6 and as a result, pupils in these years are now achieving well. The planning of the curriculum is appropriately based on national guidance. However, the balance of the science units is not entirely secure. For example, during the autumn term, all units for Years 3 to 6 were biological topics. While physical topics will be taught in the spring and summer, the planning and provision lack variety. Overall, there has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is not as good as in other subjects.
- ICT resources have improved.
- There are examples of good teaching in Year 6.
- The school is taking positive action to raise achievement.

Commentary

72. In Year 2 and in Year 6, standards are broadly average and pupils' achievement is satisfactory. These are similar judgements to those reported at the last inspection. Pupils do not achieve as well in ICT as in most other subjects because the provision is not as well developed as in most other subjects. The study of pupils' work reveals that they have not had regular teaching of ICT in the past and they have not used ICT sufficiently to support their learning in other subjects. However, the school is aware of these weaknesses and is taking positive action to raise achievement.
73. The quality of teaching and learning is satisfactory overall with examples of good teaching seen in Year 6. Not all staff are confident in the teaching and use of ICT and this is one of the reasons why standards in ICT are lower than other subjects. However, there are well thought out plans to address this. Pupils in Year 2 used word processing to create a series of instructions on 'How to make a hat'. However, their basic keyboard skills are not strong as there is insufficient direct teaching of these. In a good Year 6 lesson, pupils created a Christmas multimedia presentation. The teacher showed a secure command of the subject and was enthusiastic as she demonstrated clearly to pupils how to link slides and add sounds. The teacher used questioning effectively to check pupils' understanding of techniques. Pupils responded enthusiastically and were provided with good opportunities to practise and apply these skills in pairs. Pupils used text editing facilities and imported images such to their slides. Higher attainers added sound effects to their presentation. The teacher provided effective support to a pupil with special educational needs. However, this good provision is a recent improvement.
74. The headteacher has recently taken over the leadership of ICT. She provides effective leadership and has clear plans to raise pupil achievement. This includes further training for staff and increasing the use of ICT across the curriculum. The planning of ICT is good and it is appropriately based on national guidance and a commercial scheme. The school has recently set up a five station computer suite with high quality computers. However, these good improvements are too recent to have had a significant affect on standards and achievement. Improvements since the last inspection are satisfactory.

Information and communication technology across the curriculum

75. The use of ICT to support teaching and learning in other subjects is satisfactory and the school has clear plans to increase this. In Year 2, pupils are beginning to use ICT to develop skills of instructional writing. In a very good science lesson for Years 3 and 4, pupils used ICT well to produce a table of results and a bar graph showing the growth of seedlings in different pots. In the Year 3 to 6 class, the teacher uses a computer-linked whiteboard to enhance presentations and demonstration to the class. There is little evidence of ICT being used to support pupils learning in mathematics, however teachers use it to support the delivery of lessons.

HUMANITIES

History and religious education were sampled because insufficient lessons could be seen during the two day inspection. Geography was not inspected as no lessons took place during the inspection

76. One well planned Year 3 to 6 **history** lesson was seen, where pupils were engaged in a range of interesting activities as they studied life in Britain during World War II. Pupils in Year 3 and 4 explored the contents of a sewing box. They identified different mending materials and developed an awareness of the need to mend and repair clothing in a time of shortage. The pupils were given good opportunities to develop their language and writing skills. For example, a group rehearsed and re-enacted simple scenes of bombing in London, where they took refuge in an Anderson shelter. Pupils in Year 6 produced clear written accounts of life in London during the Blitz. They wrote in the form of a letter, diary or report. During the lesson, pupils made good gains in acquiring knowledge and understanding about life during World War II and the standards attained were above average. In particular, pupils applied and developed language and writing skills well. The planning of the history curriculum is good and based on national guidance.
77. **Religious education** is taught in accordance with the Canterbury Diocese Agreed Syllabus. There is a very good partnership with Canterbury Diocesan House for advice, support and the loan of resources. The school also has very good links with the local churches and two clergy visit the school weekly to take assembly and the pupils visit the churches once a term and take part in celebration services. Teaching and learning were good in the one lesson seen, where pupils in Year 1 and 2 were learning about why gifts are given at Christmas. The teacher effectively drew on the visit of the Three Wise Men bearing gifts for baby Jesus. Good questioning was used by the teacher to develop pupils' language skills and to check their understanding. The pupils responded very well and were keen to demonstrate their knowledge and views. All pupils were successfully engaged and involved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music and physical education were sampled. Design and technology was not inspected.

78. Displays around the school indicate that standards in **art and design** are above average. For example, in the Years 1 and 2 there was a very good display of the shades of blue and collages and in Years 3 to 6 some very good use of pencil, pastel and water colour. The school celebrates pupils' work by framing and displaying their work on the walls and in corridors and examples of a high standard were seen. The whole school is involved in the National Gallery 'Take One Picture' Project and a display in the library showed the development of art and design after a visit to Dymchurch beach. The headteacher is actively involved in finding artists and illustrators in the community and inviting them in to work with pupils.
79. The scheme of work and the resources for the teaching **music** are good. A music specialist visits the school to teach singing. Other musical activities include three recorder groups and a number of pupils play the cornet, cello, guitar and flute. One young musician who plays the flute has been invited to take part in a forthcoming concert with the celebrated flautist, Sir James Galway, in the Royal Festival Hall. An

African drummer visits weekly to teach a group of pupils to play the drums. A Yamaha Music Workshop has been held in the school and pupils sing in church each term and will be singing in a candlelight service in the church.

80. In **physical education**, one gymnastics lesson seen with pupils from Year 3, 4 and 5. This was a very good lesson taken by a visiting specialist teacher where pupils practised and refined jumping and turning in flight. The teacher demonstrated very good subject expertise and provided very clear demonstrations and explanations. Pupils followed these well and were given good opportunities to practise and develop a sequence of movements. The pupils participated with enthusiasm and worked very well together. The lesson maintained a brisk pace and pupils made very good progress in refining movements. The planning of the curriculum is good and based on national guidance. The physical education programme is enriched by a very good range of extra-curricular activities such as a sports activity day, football, netball and kwik cricket.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

81. Personal, social and health education (PSHE) is well planned. Pupils have PSHE targets set after discussion with their teacher and this supports pupils' involvement in their own learning. The school has a policy for PSHE and this is reflected in its work, where pupils have opportunities to take on responsibility roles that help them to become more confident, identify their own talents and skills and use them to the full. All pupils learn to respect the environment around them and to develop a healthy life style through keeping themselves safe, fit and eating healthy foods. This has been a high priority in the school and there is a Healthy Living display in the corridor where pupils interviewed a local councillor and a prominent Member of Parliament about why their role is important to our health. Pupils are taught to know about safe and dangerous drugs and are introduced to sex education, relevant to their needs and understanding during their time in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
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	3
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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