

INSPECTION REPORT

CAPEL PRIMARY SCHOOL

Tonbridge

LEA area: Kent

Unique reference number: 118271

Headteacher: Mrs Janet K Fletcher

Lead inspector: Mr David Curtis

Dates of inspection: 1 – 3 November 2004

Inspection number: 266559

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	206
School address:	Five Oak Green Road Five Oak Green Tonbridge Kent
Postcode:	TN12 6RP
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Gillian Langstaff
Date of previous inspection:	30 September 2002

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Capel close to Tonbridge in Kent. The school is an average-size primary school and currently has 206 pupils on roll, including 18 children in reception who attend full time. Children usually start school with standards expected for their age, although in the last two years, standards have been below expectations. Fifteen pupils are identified as having special educational needs which as a proportion is below the national average. No pupils have a statement of special educational need. The school has a small proportion of pupils from minority-ethnic families. No pupils are at the early stage of English language acquisition. The proportion of pupils entitled to free school meals is well below the national average. In the last two years, six teachers left the school and six were appointed. The Year 6 pupils who left the school in July 2004 had numerous teachers during that year. The number of pupils who join or leave the school at times other than of normal admission/transfer is low. The current headteacher was appointed in April 2004.

The school achieved 'Investors in People' status in 2004 and won an award in the South East in Bloom competition.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr David Curtis	Lead inspector	English Information and communication technology Physical education Special education needs English as an additional language
1165	Mr P Dannheiser	Lay inspector	
21372	Mr K Hobday	Team inspector	Mathematics Geography History Religious education
22113	Mrs A King	Team inspector	Science Art and design Design technology Music Foundation stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school which provides good value for money. The very good leadership of the headteacher has created a staff team dedicated to improvement. This is a significant aid to achievement.

The school's main strengths and weaknesses are:

- In Year 6, standards are above average in English and mathematics.
- Standards in information and communication technology (ICT), although improving, are below national expectations.
- Standards in writing and handwriting are not high enough in Years 1 to 3.
- Pupils' attitudes, behaviour and relationships are good.
- Leadership and management are good and make a positive contribution to improvements in the quality of teaching and learning.
- Provision for pupils with special educational needs is good.
- Provision for children in the Foundation Stage is good.

The school has made good progress since the previous inspection when it was placed in the category of serious weaknesses. The significant issues from the previous inspection have been addressed most successfully. Leadership and management, together with teaching and learning, are now good and impact positively on rapidly improving standards. Parents are much happier, particularly with communication between the school and them since the appointment of the new headteacher.

STANDARDS ACHIEVED

Achievement is good. Standards are average overall, but are improving at a good rate. Achievement in the reception class is good and children meet the goals they are expected to attain by the time they start Year 1. Achievement in Years 1 and 2 is good. Standards in reading are above average, with those in mathematics and science average. Standards in writing are below average. In ICT, standards are below expectations, but improving. In religious education, standards meet the expectations of the locally agreed syllabus. In Years 3 to 6, achievement is good. In Year 6, standards are above average in English and mathematics, with those in science average. In ICT, standards are below expectations, but improving. In religious education, standards meet the expectations of the locally agreed syllabus. The achievement of pupils with special educational needs is good.

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

*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 in Year 2.*

In the tests in 2004, standards in science improved to average, but standards in English fell to below average because only 50 per cent of pupils achieved the expected Level 4 or above in writing. In comparison with similar schools too few pupils achieve the higher Level 5.

Pupils' personal development is **good**. Their attitudes to school are good. Behaviour is good. Provision for spiritual, moral, social and cultural development is good. Attendance has improved and is now satisfactory. Punctuality is good.

QUALITY OF EDUCATION

The school provides a **good** quality of education.

Teaching and learning are **good**. Assessment is good. Teachers' subject knowledge is good and they make lessons interesting and exciting. Pupils are motivated and enthusiastic learners. Classroom assistants make a strong contribution to pupils' learning, including those with special educational needs. The teaching of key skills in reading is particularly good. Teachers use assessment most effectively to identify weaknesses in pupils' learning and to set targets which are focused on individual improvement.

The curriculum is satisfactory overall; it is good for children in the reception class. Opportunities to enrich pupils' learning outside the classroom are good, with strengths in the number and range of sports activities. Recent improvements to the internal decoration of the school have made it a much more attractive and stimulating learning environment for pupils. The school makes very good provision for pupils' care and welfare. It has very good procedures for seeking the views of pupils. Links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management in the school are **good**.

Governance is good. There are strengths in the governors' support for the school and the welfare of pupils and their focus on raising standards. The leadership of the headteacher is very good. In the short time since her appointment, she has made a significant contribution to the school's improvement by establishing a very positive ethos amongst staff, governors, parents and pupils leading to a total commitment to improvement. The headteacher has a detailed understanding of areas for improvement and inspection issues relating to writing and ICT are already addressed within the school improvement plan. The leadership and management of subject leaders are good with strengths in their understanding of how the subject needs to develop. The effectiveness of day-to-day management is good. Governors fulfil all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are much happier with the school and recognise the improvements made since the appointment of the new headteacher. They are particularly impressed with much improved levels of communication. Pupils are very happy with the school and enjoy the greater range of their involvement in the school through the school council and the appointment of peer mediators.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT across the school
- Raise standards in writing, including handwriting in Years 1 to 3.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in the school are improving at a rapid rate and are now **average** overall. Pupils' achievement is **good**.

Main strengths and weaknesses

- Standards in the key skills of literacy and numeracy are improving significantly.
- Pupils show good skills in reading.
- ICT skills whilst still below national expectations are improving because pupils now have access to reliable computers.
- Standards in writing are not high enough, especially in Years 1, 2 and 3.

Commentary

1. The trend of recent years shows that children start school with standards which meet expectations for four-year-olds. However, in the last two years, standards have been below expectations. As the result of consistently good teaching, children's achievement in the reception class is good and they meet the expectations of the Early Learning Goals by the time they start Year 1. There are no children who have been identified with special educational needs.

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

Standards in:	School results	National results
reading	16.7 (15.1)	15.7 (15.8)
writing	14.7 (14.3)	14.6 (14.4)
mathematics	16.0 (14.9)	16.3 (16.5)

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

2. Results of the Year 2003 national tests for pupils in Year 2 were above average in reading, average in writing and below average in mathematics. When compared to results in similar schools nationally¹, they were average in reading, but well below average in writing and mathematics. In the teacher assessments for science, results placed the school in the top five per cent of all schools for the proportion achieving the expected Level 2 and above. However, the proportion of pupils achieving the higher Level 3 was below average. The school's results in 2004 show a similar picture to 2003, although standards in writing were below average when compared to those in all schools. The trend of recent years shows that girls have performed better than boys in all subjects.
3. Current inspection findings are that standards in Year 2 are above average in reading, but below average in writing. Standards in writing are not high enough because there is an overuse of photocopied worksheets which do not challenge or extend pupils' key skills. Standards in mathematics and science are average. In religious education,

¹ Schools with 0-8 per cent of pupils entitled to free school meals.

standards meet the expectations of the locally-agreed syllabus. Standards in ICT are below national expectations, but are improving because teachers now have the resources to teach the subject effectively. As a result, pupils make good progress in lessons. In physical education, standards in dance exceed expectations for seven-year-olds. The gap in the underachievement of boys compared to girls is narrowing because recent improvements in assessment have made the school aware of the issue and the school is now tackling the problem. There is a strong emphasis on making work much more appealing and interesting to boys.

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

Standards in:	School results	National results
English	26.5 (27.4)	26.8 (27.0)
Mathematics	27.0 (25.5)	26.8 (26.7)
Science	28.0 (27.4)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

4. Results of the national tests in 2003 for pupils in Year 6 were average in English and mathematics, but below average in science. Based on prior attainment in Year 2, results were below average in English and science, with those in mathematics average. In 2004², the school's results were below average in English, but average in mathematics and science. Results in English fell because only 50 per cent of pupils achieved the expected Level 4 or above in the writing test. Standards in science improved because of effective teaching prior to the tests. The school's results in 2003 and 2004 showed improvement over the very low standards achieved in 2001 and 2002 which were a key factor in the school being placed into the category of serious weaknesses.
5. Current inspection findings are that standards are continuing to improve and that in English and mathematics they are now above average. Improvement is the result of consistently good teaching, with a much higher expectation as to what pupils can achieve. Standards in science are average. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in ICT are below national expectations because of significant gaps in prior learning as the result of teachers not having sufficient resources to teach the subject. With the introduction of 15 new laptop computers in September, pupils make good progress in lessons and are now catching up on key ICT skills. In physical education, standards meet expectations for 11-year-olds.
6. Pupils with special educational needs make good progress in their learning measured against the targets in their individual education plans. They receive effective support in lessons from their teachers and high-quality classroom assistants. Teachers' planning meets the learning needs of these pupils successfully and there are strengths in target setting for pupils based on detailed assessment of their previous work.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **good**. Spiritual, moral, social and cultural development is **good**. Their attendance is **satisfactory** and punctuality is good.

² This year group had 23 supply teachers when they were in Year 5 and three teachers in Year 6.

Main strengths and weaknesses

- Pupils' good attitudes, relationships and personal development are promoted by the caring and positive atmosphere of the school that permeates all activities.
- The good role models of the staff and well understood codes of conduct ensure that pupils quickly know the difference between right and wrong and behave well.
- Pupils' willingness to take responsibilities and their relationships with others are very good.

Commentary

7. The unsatisfactory elements described in the previous inspection no longer apply. Pupils are well behaved and respond very well to the ethos of the school. Pupils enjoy school and say so. This is a significant change to what was previously found and an improvement that is recognised by all the pupils and parents spoken to. Older pupils are full of praise for the school whilst regretting that for some of their time in the school they experienced too many staff changes. Improvements are having a positive impact on pupils' attitudes to learning, with the result that their standards of work are improving.
8. Pupils are interested in what they are doing and are involved in the growing range of activities that the school provides in out-of-school hours, mainly for older pupils. Pupils' behaviour in lessons and around the school is good overall. No incidents of bullying were seen during the inspection. There were three brief fixed-term exclusions in the last year but the level has reduced in the current year. Pupils are confident. They are encouraged to think and to speak in class and make their own opinions known.
9. Even the youngest children are encouraged to take responsibility for their own activities and successfully learn to work. The daily 'child initiated play' session in Year 1 helps the pupils make a gradual transition from reception to the more structured framework of the National Curriculum. They make their own choices, control their own activities and as a result become confident learners. Recent innovations have helped to develop self-esteem and contribute to the good attitudes to the school. These include the elected school council and the appointment of head boy and head girl, together with the trained pupil mediators.
10. Pupils' relationships with adults and each other are very good, and have a positive impact on their learning. Pupils of all ages mix well at playtime and lunchtime, and both boys and girls make the good use of the large field and newly provided equipment. Older pupils feel that the school has changed for the better in the last few months and the associate the change with the arrival of the new headteacher whom they respect.
11. The personal development of pupils is good. Pupils have a very good understanding of right and wrong and this is successfully promoted from a very early age. They benefit from the good role models set by the adults in school. When pupils show qualities such as honesty, politeness, and helpfulness, these are rewarded alongside academic achievement.
12. Spiritual values are well reinforced through the school's activities including the provision for their personal, social and health education. Pupils enhance their social development by taking part in the school council and in the extra-curricular activities that they very much

value. Pupils contribute to events that raise funds for less fortunate people. The clubs, trips, residential visits enhance the social environment and make a difference to these pupils' life experience. The school celebrates a range of religious holy days.

Attendance

13. Attendance was reported well below average in the year before the previous inspection. However, there has been a significant improvement and the figure for the most recent complete year is now slightly above the national average. Levels of unauthorised absence were about the national average. A few parents withdraw their children from school to take holidays during term time after they have asked the school but in each case the headteacher talks to the family before authorising such absences. Currently, punctuality is good with just a very small number of pupils arriving a few minutes after the start time.
14. Registration practice is efficient. Time is used well and simple mathematics and French is reinforced. Any unexplained absences are followed up promptly, and the school works closely with the educational liaison officer and other agencies.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
162	3	0
8	0	0
5	0	0
2	0	0
1	0	0
2	0	0
26	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The curriculum, accommodation and resources are **satisfactory**, with curriculum enrichment **good**. Pupils care, welfare, health and safety, together with the way the school seeks the views of pupils are **very good**. Support, advice and guidance for pupils are **good**. Links with parents, the community and other schools are **good**.

Teaching and learning

Teaching and learning are **good** and have a positive impact on rapidly improving standards. Assessment is **good** and being used effectively to support pupils' learning.

Main strengths and weaknesses

- Teachers have good subject knowledge and make lessons interesting.
- Pupils are motivated and enthusiastic learners.
- Classroom assistants make a significant contribution to pupils' learning.
- Teachers have a good understanding of where pupils are in their learning and what they need to do in order to improve.
- Lessons are planned effectively to meet the needs of pupils of all abilities.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (28%)	20 (63%)	2 (6%)	0 (0%)	0 (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.

15. There has been a significant improvement in the quality of teaching since the previous inspection, especially in Years 3 to 6. Improvement is having a significant impact on the rapidly improving standards pupils are achieving. Previous weaknesses in teaching contributed to the school being placed into the category of serious weaknesses.
16. Pupils enjoy lessons because teachers make them interesting and exciting. Teachers show good subject knowledge which they pass onto pupils with interest and enthusiasm. In lesson introductions, teachers' skills in demonstration and explanation capture the attention of pupils and immediately engage them. Pupils are particularly absorbed by well-told stories or extracts from plays. The sharing of the lesson objective at the start of lessons means that pupils understand what they are expected to do. Clear instructions at the beginning of group work, together with clear expectations as to what must be done in the time allowed means that pupils settle quickly to their work and show impressive levels of concentration.
17. A significant feature of most lessons is pupils' independent learning skills. Because of high expectations, they show impressive levels of concentration and application. As a result, teachers and classroom assistants can provide high-quality support for individuals or groups that need particular help. Pupils clearly enjoy learning and are motivated to do well because they have a good understanding of their own targets or improvement. In many lessons, they are very keen to ask and answer questions, often leaping off their seats in their desire to show their teacher that they know the answer. In Years 4 to 6 in particular, pupils take great pride and care in the way in which they present their work.
18. Classroom assistants make a major contribution to pupils' learning, including those with special educational needs. In lesson introductions, they are used effectively to make assessment notes for teachers, such as which pupils are answering or not answering questions. In group work, they provide high-quality support because they have been

prepared well by the class teacher and, in addition, have taken part in good-quality training. Classroom assistants give sensitive and caring support for pupils with special educational needs which contribute to these pupils showing positive attitudes to learning which, in turn, has a positive impact on their good achievement.

19. Since the appointment of the current headteacher, there has been a significant improvement in the quality of assessment of pupils' work. Very thorough and detailed analysis has identified previous significant gaps in pupils' learning. In addition, reasons why boys in Years 1 and 2 have been underachieving have been identified. Because teachers now understand where pupils are in their learning, they now plan effectively to address these weaknesses, with the result that standards are improving. The setting of individual and group targets for pupils is a significant strength and a major factor in the raising of pupils' achievement.
20. Teachers plan lessons effectively. There is a particular strength in the planning of group work so that the learning needs of pupils of all abilities are met fully. The planning for pupils with special educational needs is very good and work is matched carefully to the targets in their individual education plans. Teachers' planning for more able pupils, together with those identified by the school as gifted and talented, is very effective overall, although it is less effective in science.

The curriculum

The curriculum is **satisfactory** overall and good in the Foundation Stage of learning. A **good** range of activities enhances and enriches the curriculum. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Pupils enjoy a good range of extra-curricular activities.
- The curriculum for the youngest children in the school is good.
- All pupils are offered good equality of access and opportunity to the curriculum.
- Staffing to support the children's learning in the Reception class is very good.

Commentary

21. The curriculum covers fully all National Curriculum subjects and religious education. Before this year, planning led to gaps in pupils' learning, for example in science pupils have not covered work on electricity until they were in Year 2. Schemes of work have now been reviewed and updated and provide a clear indication of the knowledge, skills and understanding to be taught in all subjects for each year group. These improvements in planning are having a positive effect on the rapidly improving standards in the school.
22. The excellent team work which now pervades the school has gone a considerable way in developing a cohesive and structured curriculum. Links to other subjects are carefully thought through, although they are not always formally recorded, but staff are committed to ensuring useful integration of subjects, such as science and design technology, to benefit learning. The locally agreed syllabus is used for religious education and the national strategies for numeracy and literacy are in place and properly implemented. The school fully meets the requirements of the Code of Practice for pupils with special educational needs.

23. The curriculum for the youngest children in the school is good. There is a good emphasis on literacy and numeracy within the relevant areas of learning. Very good experiences for the children help to learn about the sounds letters make in words and how to recognise and create repeating patterns. The programme for knowledge and understanding of the world is particularly good, using the natural environment around the school and in the locality to enhance the children's learning. The school offers good equality of access and opportunity, with a good level of participation and involvement for all groups of pupils.
24. Good enrichment activities enhance the curriculum, such as a good range of sporting activities and events, including football, netball and cross-country running. The pupils go on trips and visits to theatres and other places of interest, and theatre and other artistic groups visit the school from time to time, such as a drum group from Central America. Clubs include choir, recorder and chess. This good, overall variety is offered to the range of age groups within the school. These activities make a good contribution to pupils' personal development.
25. Staffing is good overall and very good to support the children's learning in the Foundation Stage. Resources for the reception year are good. There have been improvements in the provision of computers to support the pupils' learning in ICT, with the recent addition of laptops and plans to increase further the number of computers for pupils to use. In other subjects resources are satisfactory, although the gymnastics mats are in poor condition and need to be replaced. There has been an extensive refurbishment programme which is ongoing, and this has improved the facilities and the appearance of the school buildings. However, the accommodation for Year 4 although spacious, warm and comfortable, is in a bad state of repair externally. The hall is in the middle of the school and therefore staff and pupils have to use it sometimes as a means of accessing other areas, which can be disruptive, for example if there is a physical education lesson in the hall. The reception class has good accommodation, but although there is a properly surfaced and quite large outdoor area, there is no direct access from the classroom for the children, and no climbing frame outdoors, although children use the new adventure playground equipment.

Care, guidance and support

Care is **very good**. Pupils are given **good** support and advice. The way in which the school seeks and acts on pupils' views is **very good**. Governors and staff have very good procedures for checking that pupils and staff work in a healthy and safe environment.

Main strengths and weaknesses

- The very good pastoral care of pupils gives them confidence and trusting relationships with staff.
- The school has developed good ways of listening to pupils' views and involving them in their school's development. All pupils can make their views known to the school council.
- The school has good system of introducing new pupils to the school.

Commentary

26. Good records are kept on pupils' personal development. Any issues are picked up quickly and remedial action and conversations with parents and outside agencies are

noted. The staff discuss these matters each week at a 'child forum' so that all staff are fully aware of any needs. Pupils' achievements both in school and outside are celebrated at assemblies and this provides all pupils with accomplishments to admire and emulate. All pupils know about the school and class codes and the 'Capel Agenda'. (*'At Capel School we are a caring and achieving school, working in partnership for excellence and enjoyment so that we are learning today for tomorrow'.)* Good personal development is fostered through well-planned assemblies that teach life skills and understanding. This is a school in which all pupils know that they are cared for as individuals – a feeling that is transmitted by all the adults.

27. Pupils know what they need to do to make good progress. Their targets are written in their books. Pupils with special educational needs are quickly assessed and effectively helped both by support services from outside the school and by the teachers and teaching assistants. For instance pupils who needed extra help with their letter recognition in Year 2 had extra time, in pairs, with a well-trained teaching assistant. Equally, the school has good systems in place for pupils with special talents. Effective links with Kent University have provided extra workshops to benefit them, and others who express an interest.
28. The school's procedures for ensuring the safety and well-being of pupils are very good. The staff and governors undertake safety audits and care is taken to ensure that the school is well maintained. First-aid provision is satisfactory but currently no staff are qualified to provide assistance in the event of an emergency although training has been arranged. Child-protection procedures meet requirements and the school exercises its responsibilities with vigilance and care. Equally staff have experience of managing the learning and welfare of pupils who are not living at home.
29. Pupils are involved in their learning and helping run aspects of the school. The school knows pupils' views through the school council and through surveys and a suggestion box. The school council is quite new, but pupils are already chairing and minuting meetings with staff guidance.
30. Arrangements to ensure a smooth transition when children start at school and when they go to the secondary school are good. Before most children come staff will have visited their homes and liaised with their playgroups and nurseries.

Partnership with parents, other schools and the community

Links with parents are **good**. The partnership with other schools and the community is **good**.

Main strengths and weaknesses

- Parents have very positive views of the school and the education that it provides.
- Links with other schools and the community are good and play a positive role in supporting pupils' learning.
- Parents' involvement in the activities of the school is good.

Commentary

31. The very positive views of parents reflect a sea change in the views expressed at the time of the previous inspection. One parent said that the present headteacher 'has turned

the school round' and this was a commonly expressed sentiment. In the pre-inspection questionnaire, parents expressed positive views, although a small minority do not feel well informed about their children's progress.

32. Inspectors support the positive views of parents. Families of newly-enrolled children are offered home visits that help to make starting school pleasant and successful. Newsletters and other information sent by the school are good. They include information about the topics to be covered during each forthcoming term in each class. Annual reports on pupils' progress are helpful, and they indicate how well pupils are succeeding against national expectation. Pupils are involved in self-evaluation and targets are clear and are shared with parents each term. These 'areas of focus' are agreed with pupils and set out on a parent/teacher consultation form.
33. Links with parents are good. They contribute to contact books and say that their comments are responded to by staff. Parents are closely involved in the educational planning for pupils with special educational needs. A large proportion of parents attend the termly consultation meetings about their children's progress and an additional transition meeting at the end of the school year to meet the teacher who will teach their children in the following year. There is a flourishing school association well supported by staff. Many parents attend class assemblies and several parents regularly come in to school to help in class.
34. Links with the community are good and the range of visits and visitors provides enrichment to the curriculum and supports pupils' personal and social development by widening their experience. These include local clergy who come every week and police and recently a visitor helped the school to celebrate Divali. Local companies support the school through the school association and donations. The pupils' experience of different cultures is satisfactory.
35. There are good links with other primary schools and the local secondary schools through an active cluster of school which share professional meeting and training. There are effective links with Kent University. Partnership with other schools has resulted in some additional input from secondary teachers in French and physical education.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher provides **very good** leadership. She is supported effectively by other senior staff who manage their areas of responsibility **well**. Overall management of the school is **good**. Governance is **good**.

Main strengths and weaknesses

- The headteacher is clear about how the school needs to improve. She implements change with energy and enthusiasm and inspires staff to work together as a team.
- There is a strong, shared commitment to raising standards in literacy and numeracy.
- Information about the performance of pupils is used very effectively to identify where improvements can be made.
- The school recognises and has included in its school improvement plan the issue of raising standards in writing and ICT.
- All senior staff manage their responsibilities well and are steadily developing leadership skills.

- The governing body, now at full strength, is very supportive of the school and is taking a more active role in decision-making.
- Financial resources are well managed and used to maximum effect.

Commentary

36. The leadership of the headteacher is very good. At its previous inspection, the school was found to have serious weaknesses. Although reasonable progress was made before April 2004, the acceleration in improvement since the new headteacher's appointment has been highly impressive. This is because she has a clear vision of the future direction of the school and works energetically and with determination to effect improvements. Her clear strategic thinking and planning for future development is based upon careful evaluation of current performance. Above all, she has demonstrated excellent team-building skills. She motivates all to give of their best and ensures that relationships are characterised by care, trust and honesty. The result is that teachers, support staff, governors, parents and even pupils all share the common aim of working together to improve the school. The headteacher initially worked with school staff, governors and parents to formulate the 'Capel Agenda'. Already, in a term and a half, these are not mere words, but principles that permeate all that the school does.
37. All senior members of staff provide good support to the headteacher and are well supported by her. They manage their clearly-defined roles and responsibilities well and are keen to make a positive contribution to school improvement. In the past, the leadership roles of senior staff were underdeveloped. Teachers have now been empowered to develop as leaders through involvement in the process of making decisions, by monitoring areas for which they have responsibility and by managing their own budgets. This has had a notable impact in the key subjects of English and mathematics.
38. The school evaluates its performance thoroughly and uses the information effectively to improve areas of weakness. The process of writing the school improvement plan begins with an evaluation by all staff, complemented by questionnaires completed by parents and pupils. The plan addresses the main priorities of the school well and there are good arrangements to monitor its implementation. These priorities include raising standards in writing and ICT. Information from the performance of pupils in tests is carefully analysed to discover areas of weakness. Prompt action is taken to 'fill the gaps' that often result from pupils having many temporary teachers in the past. Subject leaders use findings from the analysis of data to devise the plans for individual subjects. These dovetail well into the improvement plan's main priorities.
39. Overall management of the school is good. It functions as a well-ordered community in which the central aim is for pupils to learn. The well being of staff and pupils is given primary importance and this has been recognised by the renewed award of 'Investors in People' status. Targets set for teachers in the performance management process reflect the overall priorities of the school. Good features are that personal aspirations are also considered and a senior teacher interviews every staff member to identify their training requirements. Priority is given to new staff members and those with new responsibilities. The school has begun to implement national requirements to reduce teachers' workload but is sensibly delaying further action whilst considering, together with other local schools, how best to proceed. However, this is also delaying the capacity of some teachers to

give better subject leadership. For example, some have no allocation of time to monitor teaching and learning in their subject.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	547,792	Balance from previous year	58,895
Total expenditure	582,147	Balance carried forward to the next	24,540
Expenditure per pupil	2,826		

40. Financial management is good. The governors' finance committee works closely with the headteacher and the efficient administrative staff to ensure that the school uses all its income wisely. Best value principles are increasingly taken into account.
41. Until recently there were several vacancies on the governing body, but it is now up to full strength. Consequently, most governors are relatively recent appointments. They have willingly and successfully engaged in a steep learning curve and support the school well. Their good range of expertise enables them to ask pertinent questions about the work of the school. They fulfill all their statutory duties and are beginning, with the active encouragement of the headteacher, to contribute to the future direction of the school. They are fully aware of the need to form their own independent view of its strengths and weaknesses.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Excellent procedures for assessing children's progress are used very well to plan future learning.
- Very good teamwork ensures children are very well-supported in their learning and this encourages and motivates them very well.
- There are very good induction procedures when the children first start school.
- Very good partnership with parents and carers promotes successfully children's learning.
- Children make good progress and achieve well.

Commentary

42. Children are admitted into the school twice yearly prior to their fifth birthday. They attend fulltime, and during the inspection there were 17 children on roll. The children's attainment when they first start school is usually at the expected level for this age group overall. However, there can be variations within this. The present Year 2 entered school with skills which were below expectations, and Year 1 were well below what is normally expected for children of this age. Nevertheless, children achieve well, because the teaching they receive is consistently good, and very good in promoting aspects of literacy, mathematical development and knowledge and understanding of the world. Particular strengths in teaching include very high expectations for behaviour, very good team work and support for children's learning. Staff encourage and engage children very well, which helps them learn through play using an interesting range of resources. Activities which children choose for themselves are carefully thought through and well-planned, and are particularly effective in ensuring children are learning to be independent and have responsibility for their learning. Assessment procedures are excellent and used very well to plan what children are to learn next, based on what they already know, can do and understand. Staff are adept at ensuring children are aware of what they are learning and encourage them to explain what they have discovered and also particularly enjoyed. Good information is provided for parents and carers about their children's learning and how they learn through play, which supports the very good parental partnership with the school. Leadership and management are good and make a positive contribution to children's good achievement.
43. The children achieve well in their personal, social and emotional development. Planned activities promote their self-esteem effectively and children are well on the way to attain the Early Learning Goals. Daily routines and methods boost the children's self-confidence and autonomy. Displays of work promote positive attitudes, and are used well to support the children's social development. The children have good access to a good range of materials, tools and equipment to explore and use in their creative work, which is effective in promoting independence and responsibility. Good experiences to promote the children's spiritual, moral, social and cultural development are provided, for example through studying Divali. The children have their own assemblies in the

classroom, and gradually attend whole school assemblies as they become more settled in school.

44. The children make good progress towards the Early Learning Goals in communication, language and literacy, and their achievement is good. They are learning to pay very good attention and listen carefully to stories, which they thoroughly enjoy. The staff are very skilled in presenting stories and well-known tales in an interesting and imaginative way to catch the children's imagination. Teachers write examples for the children in a clear way to encourage the children to write on their own, using their emerging skills in recognising the sounds letters make in words. The writing area is well-equipped for children to select pens, pencils and crayons. A very good range of role-play activities is very well-supported and promoted by adults and the children use the activities imaginatively to develop their ideas and create stories and scenarios, based on their previous knowledge. There is a stimulating book area where children can choose books to read and share, and they are encouraged to take books home, which promotes their interest in reading effectively.
45. The children's mathematical development is progressing well. Standards are at the expected level for their age and achievement is good. They are learning to count, recognise numerals and solve simple problems in practical ways. Their progress in recognising and creating repeating patterns is very good and they have ample activities to practise and develop these skills. Pattern making is very well-reinforced and provides good links to investigate two-dimensional shapes. Wall displays in the classroom reinforce number work, and there is a good range of games and practical activities to solve simple problems, for example using sand and water to weigh and measure.
46. Children's knowledge and understanding of the world is very well-promoted, especially through using the natural environment and the rural locality around the school. They achieve very well, make very good progress in lessons and are interested and very well-motivated because of the staffs' expertise and enthusiasm. There is a good range of experiences to explore natural materials, linking this type of work very well to the children's creative development. 'Science Day' was used well for the children to develop their investigative skills, for instance making kites from different types of materials. ICT is used well to support learning in other areas of the curriculum and the children have a good range of experiences to explore manufactured objects and their uses, for instance when they use musical instruments to explore sound and make music.
47. There is no judgement on achievement on physical and creative development as there were few observations of these areas of learning. However, staff provide a good range of activities to promote the children's hand control, and there is a good variety of bikes and other toys for the children to push, pull and pedal themselves along and develop their co-ordination and bodily control. There is no climbing frame for the children in their designated outdoor area, although they use the new adventure playground equipment. The access from the classroom to the outdoor area is not directly from the reception class as the present Year 1 area was built for reception children but proved not to be suitable. There is no canopy or covered area to offer shade or shelter for the children when they work and play outdoors. The 'music corner' provides a good variety of instruments for the children to explore in their creative development and they have a range of techniques and media to investigate and experiment, such as paint, crayons and collage. The children's creative efforts are valued and displayed proudly and indicate the good variety of work children produce.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils really enjoy reading.
- Written work in Years 4 to 6 is of a good quality.
- Pupils' writing, including handwriting, is not of a high enough standard in Years 1 to 3.
- Teaching of reading is particularly good.
- Teachers have a good understanding of what pupils need to do in order to improve.

Commentary

48. Results of the Year 2003 national tests for pupils in Year 2 were above average in reading and average in writing. The school's results in 2004 were above average in reading, but below average in writing. Current inspection findings show that standards in reading are above average for pupils in Year 2, but are below average in writing. The school is aware of this and raising standards in writing is a major focus of the school improvement plan. Achievement is satisfactory overall, especially as this year group started school with below average standards. Recent trends show that boys were underachieving in comparison with girls. As the result of the school analysing the reasons for this and improving the teaching and target setting for boys, the gap is narrowing quickly.
49. Results of the Year 2003 national tests at the end of Year 6 were average, but below average in comparison with similar schools. Results in 2004 dropped to below average because only 50 per cent of pupils achieved the expected Level 4 or above in writing. (This year group was affected by significant staffing instability). Standards in the current Year 6 have improved significantly and are above average. Pupils' achievement is good, including that of pupils with special educational needs. Improvement is the result of very good teaching, linked to effective assessment of pupils' work and the setting of clear targets for pupils. Standards have improved significantly since the previous inspection when raising of standards was a key issue.
50. Standards in speaking and listening are average. The school is currently aware of the need to develop pupils' speaking and listening skills and of the importance links with writing. In lessons, pupils listen attentively to their teachers. In paired work, they listen to and value the opinion of each other. When speaking, pupils have a good vocabulary and a wide range of ideas and opinions but they do not project their voices sufficiently so that it is difficult or the rest of the class to hear. In one-to-one conversations with adults, pupils show real interest and enjoyment as was evident when pupils talked to inspectors formally and informally.
51. In Years 1 to 3, standards in writing are below average. Standards in handwriting are well below average. The main reason for standards being below average is that there is still an overuse of worksheets which require pupils to write a one-word or short-phrase answer. Such sheets do not extend pupils' vocabulary or ability to write imaginatively and

for a clear purpose or audience. From Year 4 onwards, there is a dramatic improvement in standards. Handwriting is of high quality, with pupils taking great care and pride in their work. Pupils' written work is of a good standard and they write successfully for different audiences. Spelling, grammar and punctuation are good and pupils' ability to draft and redraft their ideas is particularly strong.

52. Standards in reading are above average and pupils show a genuine interest in and love of reading, especially as they get older. By Year 2, pupils read fluently and they show good use of key skills when reading new or unfamiliar words, including the use of letter sounds and blends. By Year 6, pupils read with very good expression. They talk confidently about plot and characters and enjoy predicting how a story might end. Many use the 'blurb' when choosing a new book and they have clear preferences for favourite books and authors. Pupils know how to use the contents and index to search for information.
53. Teaching and learning are good overall and have a positive impact on the rapidly improving standards, especially in Year 6. The key skills of reading are taught successfully and there is very clear progression in pupils' skills as a result. Pupils benefit from the imaginative and exciting reading of stories by teachers who provide good role models for pupils. The teaching of handwriting is strong from Year 4 onwards but teachers in Years 1 to 3 do not consistently ensure that skills taught are used and applied by pupils in their other work. There are strengths in the teaching of writing in Years 4 to 6, with a strong emphasis on pupils being expected to use and apply key skills in all their work, including that in other subjects.
54. Leadership and management are good and contribute significantly to improving standards. The subject leader has a firm grasp of strengths and weaknesses in the subject following the support and encouragement of the headteacher in allowing her to fulfill her role effectively. Rigorous analysis of pupils' past performance and gaps in prior learning has led to very effective target setting for individuals and groups of pupils aimed at raising standards. The subject co-ordinator is a very good role model for her colleagues because of her infectious enthusiasm for the subject and her own very good teaching. Progress since the previous inspection has been good.

Language and literacy across the curriculum

55. Pupils make good use of their reading skills when carrying out research in subjects, such as geography and history. They make effective use of their library skills. Writing skills are used and applied successfully in other subjects, including reports of investigations in science and accounts of key features of mountains in geography. Use of word-processing skills is still underdeveloped although improving now that pupils have access to computers.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are improving and pupils in Year 6 are on course to achieve above average results by the end of the school year.
- The quality of teaching is consistently good.

- The subject is well led by an experienced co-ordinator.
- Test results are analysed carefully to identify areas of weakness and good action is taken to improve these areas.
- There is a suitable emphasis on using and applying mathematics in some classes, but not throughout the school.

Commentary

56. Standards in Year 2 are average, as they were at the previous inspection. They are higher than they were in 2003 and 2004, when the results of national tests showed below average attainment. Current Year 2 pupils have made good progress because they entered the school with below average levels of attainment.
57. In a similar way, standards in Year 6 are improving steadily. Standards, as measured by national tests, were well below average in 2002 and average in 2003. Boys' results were better than girls' in both years. The 2004 year group reached average standards, both in relation to national results and when compared with those of similar schools, despite experiencing considerable changes in teaching staff.
58. Standards in the present group of Year 6 pupils are average, but pupils are on course to reach above average standards in most aspects of the subject by the end of the year. This represents good achievement compared with the levels they reached at the end of Year 2. Overall, girls in Year 6 are performing better than boys. This suggests that differences in previous years were not related to gender, but to the composition of particular year groups. Pupils with special educational needs throughout the school make good progress. This is because activities are well adjusted to take account of the way they learn and they are well supported by teaching assistants with good levels of expertise.
59. There are several reasons for the marked improvement in standards since the previous inspection, when standards in Year 6 were well below average. By far the most significant is the consistently good teaching to be found in all classes. During the inspection, all the teaching was at least good and a considerable proportion was very good. The most significant strengths are:
- Very good management and control of pupils, ensuring that no time is wasted in maintaining discipline;
 - Lively lessons conducted at a good pace using interesting resources;
 - Work adapted well to meet the needs of pupils with differing levels of ability, enabling all to succeed;
 - Good marking, providing information to pupils about what they have learnt as well as encouragement to keep trying.

There are few weak features of teaching. Occasionally the pace of the initial mental activity is too slow. In this and other parts of the lesson, there is insufficient challenge for more-able pupils.

60. A second reason for the improvement in standards is the action the school has taken to track pupils' progress and to improve the curriculum. The progress that individual pupils make from year to year is carefully monitored to ensure that all achieve at a good rate. Test results in each year group have been analysed thoroughly to identify weaker areas

or gaps in pupils' skills. The curriculum has been adjusted promptly, with extra teaching provided where necessary. It was realised that pupils' ability to use and apply the mathematics they had learnt was a weak area. Consequently, the school has introduced more problem-solving activities into its programme, often making excellent use of the beginning of the day for this purpose. This is beginning to have an impact, but in some classes this aspect remains under-emphasised. Pupils are not given enough tasks that require them to investigate or to choose the mathematics they need to solve a problem.

61. Finally, standards are steadily improving because the subject is well led and managed effectively. The co-ordinator has considerable expertise and experience. She has a very good idea of the subject's strengths and weaknesses because she has monitored teaching in all classes, as well as teachers' planning and pupils' completed work.

Mathematics across the curriculum

62. There is satisfactory use of mathematical skills in other subjects. Many teachers are adept at making such cross-curricular links. Examples include good work in Year 3 on tessellation and symmetry, linking with art, and Year 5 work in geography in which the lengths of rivers were presented graphically. However, the use and application of numeracy is not planned systematically across the whole curriculum.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Good teaching is having a positive impact on raising standards, especially in Year 6.
- Pupils achieve well in science.
- There is an insufficient match of tasks to the range of abilities within classes, especially to challenge more able pupils.

Commentary

63. The standards the pupils attain are average in Year 6, although due to good teaching, there are already signs of improvement in what the pupils are achieving in lessons. Current standards confirm the trend of improvement as seen in the results of national tests in 2003 and 2004. From teachers' assessments, in Year 2 the pupils' attainment is at the level expected for this age group, but below national averages compared to the proportion of pupil achieving the higher Level 3. The present Year 2 had below average skills on entry to school and Year 1 were well below expectations; these factors are impacting on the standards these year groups can attain, although they are achieving well. Overall achievement is good, including that of pupils with special educational needs. However, due to the levels of attainment on entry to the school, standards have dropped in this year's Year 2, nevertheless progress in improving science since the previous inspection is good.
64. Teaching and learning in science are good, and are helping to raise standards. There has been good progress in improving science since the previous inspection, especially in providing evaluative marking of pupils' work. In Year 6, a good, practical approach gives the pupils good experiences to explore and investigate equipment. In a lesson in

Year 4 the topic, on electricity, was introduced effectively, but there was limited match of tasks to the different abilities within the class. However, although all pupils are progressing well in their learning. Work is marked regularly and staff make relevant comments to encourage the pupils to evaluate and improve their work. Recorded work is not always dated in all year groups, which makes it difficult to keep track of the progress pupils make. In Year 2, the pupils have below average skills in science overall. However, they are keen and motivated due to the good teaching they receive and are achieving well.

65. Leadership and management of science are satisfactory. The co-ordinator has been in post a relatively short period of time. Although no formal monitoring of teaching has been undertaken, the co-ordinator already has a clear understanding of what needs to be done to raise standards, develop staff expertise and refine assessment procedures. Assessment procedures are good overall, but there is not enough use of observations to assess the work of more able pupils and to challenge their thinking and improve results, for example by setting individual or group targets in all year groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in **ICT** is satisfactory.

Main strengths and weaknesses

- There are significant gaps in pupils' prior learning.
- New computers provided from September 2004 allow the subject to be taught effectively.
- The specialist classroom assistant makes a significant contribution to pupils' learning.

Commentary

66. By the end of Year 2 and Year 6 standards are below national expectations because there are significant gaps in pupils' previous learning. A major factor in this is that the school has insufficient computers to teach the subject effectively. However, standards are improving because since September 2004, the school has acquired 15 laptop computers which allow the subject to be taught to the full requirements of the National Curriculum. Pupils' achievement is now satisfactory because they are making clear progress in acquiring key knowledge, skills and understanding. Raising standards in ICT is a major focus of the current school improvement plan. Standards have fallen since the previous inspection because of issues relating to the sufficiency and reliability of computers.
67. Teaching and learning are good and are rapidly improving standards. There is a clear focus on the need to teach key skills and to give pupils experience of using these key skills in other subjects. Lessons are planned effectively and very good use is made of the highly-skilled ICT classroom assistant to support learning. Her role in teaching small groups of pupils is very beneficial in developing key skills. Teachers' subject knowledge is secure and there is enthusiasm for teaching the subject. Pupils respond well to good teaching and show impressive levels of concentration and application in lessons. They are willing to experiment in order to refine and improve their work.
68. Leadership and management are good and make a strong contribution to rising standards. The subject co-ordinator has produced a new scheme of work aimed at

ensuring that pupils make clear gains in knowledge, skills and understanding as they move up through the school. In addition, assessment of pupils' learning has improved, with the result that gaps in learning are identified and new work is planned to address weaknesses in pupils' learning. Resources are now good and used effectively to support learning.

Information and communication technology across the curriculum

69. Pupils' use and application of ICT skills in other subjects are improving rapidly. Word-processing skills are used successfully by pupils in Year 4 to warn of the dangers of electricity in work linked to science. In Year 6, pupils make good use of spreadsheets to support their learning in numeracy. In Year 5, pupils make satisfactory use of a database to search for key facts on the Tudors.

HUMANITIES

The inspection did not focus on geography or history and only one lesson was observed in each subject. There was insufficient evidence to make secure judgements about overall provision or the quality of teaching and learning in either subject.

70. Pupils' work in geography was examined and indicates that pupils reach the expected standards in Year 6, as they did at the previous inspection. It is not possible to make a judgement about standards in Year 2, as the subject was not taught in the preceding half term. Discussions with Year 6 pupils indicate that in the past the curriculum has omitted detailed studies of a distant place and of the local environment. However, it is evident that this omission is being rectified, because the single lesson observed in Year 4 provided a good introduction to a substantial topic on India. A good feature was the way in which pupils' interest was stimulated by asking them to formulate questions they would like to answer as the topic proceeds.
71. Examination of the work of pupils in Year 2 on the Great Fire of London indicates that pupils reach average standards in history, as at the previous inspection, and that the curriculum is sufficiently detailed to provide pupils with a good understanding of cause and effect and of sources of evidence. It is not possible to judge standards in Year 6, as the subject was not taught in the half term before the inspection. The lesson observed, an introduction to Ancient Egypt for Year 3 pupils, was of a very high quality. The teacher added to the interest already generated by an attractive classroom display. Her excellent questioning skills were used to stimulate pupils to consider sources of evidence and how to find answers to questions.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is insufficient emphasis on applying pupils' religious knowledge to their everyday lives.
- Assemblies, visits and visitors make a positive contribution to the subject.
- The role of the subject leader is underdeveloped.

Commentary

72. Standards in religious education are in line with the expectations of the locally agreed syllabus at ages seven and eleven, as was the case at the previous inspection. Only two lessons in the subject were observed, both for older pupils, and this was insufficient to make a judgement on the overall quality of teaching. However, discussion with Year 6 pupils indicates that they do not retain enough of what they learn in lessons. There is insufficient emphasis on what pupils can learn from religion and how this might affect their daily lives. For example, work on Sikhism in Year 4 allows pupils to gain some understanding of religious practice, using artefacts of good quality, but is too divorced from pupils' everyday experiences.
73. The curriculum is better balanced in Years 1 and 2, where pupils learn about special symbols, objects, ceremonies and people. The understanding of Year 2 pupils has been extended well through a visit to a local church to study its objects and features. In Years 3 to 6, the way in which the school has chosen to implement the Kent Agreed Syllabus has led to some imbalance in Years 4 and 6. In Year 4, pupils study Hinduism and Sikhism for a term each, as well as Christianity. This leads to confusion between religions. Assessment arrangements, judged unsatisfactory at the previous inspection, are now satisfactory.
74. Assembly themes connect well with the programme in religious education and make a worthwhile contribution to it. The school makes good use of visitors to extend pupils' experiences. These include visitors to the reception class to talk about how they celebrate Divali and regular visits by local ministers to lead collective worship.
75. Subject leadership is satisfactory. The school is aware that the role of the subject leader is underdeveloped, but has good plans for improvement soon to be implemented. Up to now, the co-ordinator has had no allocation of time to monitor teaching throughout the school or to analyse pupils' work, although he has examined teachers' planning and has produced some useful written guidance. As a result, he has insufficient knowledge of the standards reached by pupils or where strengths and weaknesses lie. However, he has ample expertise in the subject to enable him to provide good leadership in the future. Time is now allocated for him to carry out his role in monitoring standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were sampled during the inspection and no lessons were observed, due to the way the curriculum is organised to deliver these subjects, and also time tabling arrangements.

76. The evidence from inspection is that attainment in art and design is as expected for both Year 2 and Year 6, and for design and technology in Year 6, but there is not enough evidence for Year 2 to make a firm judgement. Displays of work especially in art indicate the broad coverage of topics and demonstrate that pupils are being taught different techniques, for example using collage and paint. As no music was observed, it is not possible to make a firm judgement on standards in Year 2 and Year 6. However, in assemblies and other musical activities the pupils sing well, although they have to be encouraged to raise their voices.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- In Year 2, standards in dance are good.
- Teachers do not ensure that there is a cool down at the end of lessons.
- There is a good range of clubs to extend pupils' skills.
- Insufficient attention is given to pupils' safety when putting out gymnastic equipment.

Commentary

77. In Year 2 and Year 6, standards meet national expectations and pupils' achievement is satisfactory. Standards have been maintained since the previous inspection.
78. In Year 2, pupils enjoy lessons in dance and achieve a good standard. They plan, perform and improve sequences to music especially well. They show a good awareness of space and work together in pairs particularly well. By Year 6 pupils understand the importance of physical exercise and know why they need to warm up at the start of lessons. In gymnastics, they perform satisfactory sequences individually and in pairs both on the floor and on apparatus. However, when getting apparatus out they are not always safe, particularly in sitting on apparatus before they have been told to use it. Pupils benefit from a good range of clubs for a school of this size, including cross-country running, dance, football, netball, fitness and country dancing. Pupils enjoy taking part in competitive events. Such activities make a good contribution to pupils' social and personal development.
79. Teaching and learning are satisfactory. Teachers ensure that lessons begin with a rigorous warm up but are not consistent in ensuring that they end with a cool down. Lessons proceed at a good pace, with teachers moving around the hall to encourage and support individuals in improving skills and technique. Teachers are not strict enough in ensuring that pupils put apparatus out sensibly and safely. Pupils enjoy lessons and work hard and there are strengths in pupils' willingness to work in pairs to plan and perform sequences.
80. Leadership and management are satisfactory. Resources are good overall, especially the size of hall, playgrounds and playing field. However, the gymnastics mats are in a poor state of repair which restricts the development of pupils' floor work skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. No lessons were observed in this subject during the inspection and so no overall judgements can be made about standards, teaching or learning. A small amount of written work by pupils in Years 5 and 6 was examined. This work, mostly about making choices, showed the expected level of understanding. In other age groups, most work is oral, usually in the form of 'Circle Time'³ in which pupils discuss a wide range of personal and general issues. There is a satisfactory programme for personal development. Health education is taught through lessons in science, physical education and religious

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

education. The school prepares pupils well to be citizens of the future. Pupils are introduced effectively to democracy when representatives from each class are elected to the school council and the election of house captains and vice-captains. Social development is enhanced with twelve Year 6 pupils trained as peer mediators. They listen to pupils' problems and support them in coming to an agreed course of action.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	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).