

INSPECTION REPORT

MUNDELLA PRIMARY SCHOOL

Folkestone, Kent

LEA area: Kent

Unique reference number: 118384

Headteacher: Mrs Rosemary Hannibal

Lead inspector: Mr Paul Evans

Dates of inspection: 29th November – 2nd December 2004

Inspection number: 267363

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:	200
School address:	Black Bull Road Folkestone Kent
Postcode:	CT19 5QX
Telephone number:	01303 252265
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Kevin Hodge
Date of previous inspection:	25 January 1999

CHARACTERISTICS OF THE SCHOOL

Mundella Primary School is an average sized primary school providing education for 200 children, 97 girls and 103 boys aged 4 to 11 years of age. The area surrounding the school, where the majority of children who attend Mundella Primary live, is high on the national deprivation index. The number of children known to be eligible for free school meals is well above the national average. The proportion of pupils for whom English is an additional language at 4.1% is higher than in most schools. The proportion of pupils on the school's special educational needs register is well above the national average, although there are no pupils with a Statement of Special Educational Need. The number of pupils who join or leave the school during term time is above average. There has been difficulty in recruiting and retaining staff, and changes in staff have been high in the past two years. Although this has now been addressed, the high level of mobility of staff and pupils has created barriers to learning. The school is involved in the East Folkestone Local Learning Group and in the National Children's Fund initiative. Children's attainment on entry to the school is well below what is expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20737	Mr Paul Evans	Lead inspector	Educational inclusion Special educational needs Mathematics Information and communication technology Music Physical education
1305	Mr Brian Rance	Lay inspector	
18083	Mrs Judith Howell	Team inspector	The foundation stage Science Personal, social and health education and citizenship Art and design Design technology
16493	Mr Neville Sherman	Team inspector	English as an additional language English Religious Education History Geography

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION FINDINGS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Mundella Primary School is an improving school which provides a **satisfactory** level of education overall. It is a school in which pupils achieve satisfactorily. Children in the Foundation Stage are given a good start to their education. Standards are well below average at the end of Year 2 and below average at the end of Year 6. The leadership of the headteacher is good. The role of subject co-ordinators in monitoring standards and achievement in their subjects is satisfactory overall. The school presently provides satisfactory value for money and shows a good capacity to correct its weaknesses.

The school's main strengths and weaknesses are:

- Pupils achieve well in the Foundation Stage and in some subjects in Years 3 to 6.
- Although standards have been too low for some time, particularly in Years 1 and 2, there is clear improvement.
- There is unsatisfactory teaching in some lessons in Years 1 to 6. There are also inconsistencies in marking, and the assessment of pupils' progress in foundation subjects is not well developed.
- High levels of change of teachers have been a barrier to pupils' achievement.
- There is good assessment and tracking of pupils' progress in the core subjects.
- The headteacher provides good leadership and is building a strong team.
- Pupils' moral, social and cultural development is good and their attitudes and behaviour are also good.
- There is good provision for children in the Foundation Stage and for those with special educational needs. Provision for pupils with English as an additional language is good.
- Skills in English and literacy, mathematics and numeracy and information and communication technology are well used and developed in other subjects.
- Levels of attendance are not high enough.

Since the last inspection, the school has made satisfactory improvement. Almost all areas of concern raised in the last inspection report have been tackled, and headway is now being made in raising standards. High levels of change in teachers have slowed progress. The remaining issues are being vigorously dealt with by the management team. The headteacher, all the staff and governors are committed to developing and implementing strategies which are designed to raise standards quickly and this is beginning to have a positive impact.

STANDARDS ACHIEVED

Year 6 results

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

mathematics	E	D	E	C
science	E	C	E	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **satisfactory** overall. Children achieve well in the Foundation Stage. Overall achievement at the end of Year 2 is satisfactory. Pupils' achievement in some subjects in Years 3 to 6 is good. The attainment of children joining the school is well below expectations for their age. Children in the Foundation Stage reach standards which are below expectations in communication, language and literacy, below expectations in mathematical development and knowledge and understanding of the world and in line with expectations in all other areas of learning, by the time they reach the end of reception class. In national tests in 2004, at the end of Year 2 standards in English were in the lowest five per cent nationally in reading, writing and mathematics. Compared to similar schools these results were below average in reading and writing and well below average in mathematics. Standards at the end of Year 6 were well below the average for all schools in English, mathematics and science. Compared to similar schools these results were average in all three subjects. Pupils' attitudes and behaviour are good throughout the school and their spiritual, moral, social and cultural development is also **good**. Levels of attendance are below the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. The quality of teaching and learning is **satisfactory** overall, and is good in the Foundation Stage. Assessment and its use to match work carefully to pupils' growing levels of attainment are good in English, mathematics and science but are still being developed in other subjects. There are good relationships between pupils and staff and good relationships between pupils. The promotion of equality of opportunity is good. The quality of the curriculum offered to pupils is satisfactory with a good range of extra-curricular activities. The school provides very good care, guidance and support for its pupils. The school has satisfactory links with parents, very good links with the community and good links with other schools. Pupils like their school. The school's accommodation and resources for teaching and learning are satisfactory overall.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The leadership of the headteacher is good and there is a strong partnership with the deputy headteacher and other members of the senior management team. They have a good, clear educational vision for the school. There has been a high level of change of teachers and the new co-ordinators are providing satisfactory leadership and management as they settle into their roles. Financial management is good and the governors now have a satisfactory understanding of the strengths and weaknesses of the school. They have a good working partnership with the headteacher and with all staff in the school. Statutory requirements are fully met. Governance is satisfactory overall.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the school and they were generally complimentary about it. A number of parents have criticisms about behaviour, bullying and the approachability of the school. There is no evidence to support these concerns. Some parents are resistant to change and the school knows that it needs to work even harder to win them over.

Pupils are pleased with their school. They have great confidence in all adults working in the school.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science throughout the school.
- Raise the quality of teaching and learning in all lessons to the highest standards seen within the school.
- Develop and implement assessment procedures in those subjects where they are not in place.
- Improve levels of attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Although standards are still below average overall, the evidence from the inspection shows that they are improving. Achievement is **satisfactory** overall, although achievement in the Foundation Stage is good, and in Years 3 to 6, achievement is good in some subjects.

Main strengths and weaknesses

- Standards in English and literacy are well below expectations throughout the school.
- Pupils with special educational needs and those for whom English is an additional language achieve well.

Commentary

1. In the national tests at the end of Year 2, the school's results have been well below average for several years. In the 2004 national assessments, standards were in the lowest five per cent in reading writing and mathematics when compared to all schools. However, compared to the results of similar schools these results were below average in reading and writing and well below average in mathematics.
2. Historically children in the Foundation Stage and in Years 1 and 2 have underachieved because of the high turnover of teachers and the movement of pupils in and out of the school. This has meant continually revising what pupils have already covered and settling and training new staff, which together have presented a barrier to pupils' learning. Now the school has a more settled staff and this has caused improvement in children's achievement in the Foundation Stage which is good. In Years 1 and 2 there is still further improvement to be made but pupils' achievement in lessons is now satisfactory and is improving.
3. In the national tests at the end of Year 6, the trend in the school's results during the past 4 years was static in English, rose steadily in mathematics and rose significantly in science. The trend in the school's average national curriculum points scores for the past five years, in all core subjects combined, is above the national trend. Standards in the 2004 tests, when compared to all schools, were well below average in English, mathematics and science. However, when compared to schools in which pupils had similar results when they were in Year 2, these results are average in all three subjects.
4. Inspection evidence shows that standards in English are well below expectations at the end of Years 2 and 6. Standards in mathematics are below expectations at the end of Year 2 and in line with expectations at the end of Year 6. In science, standards are well below expectations at the end of Year 2 and below average at the end of Year 6. Pupils' literacy and mathematical skills

are well used to enhance pupils' learning in other subjects. Standards in information and communication technology are in line with expectations at the end of Years 2 and 6 and the use of information and communication technology to promote pupils' learning in other subjects is good. Standards in religious education are below expectations of the Locally Agreed Syllabus at the end of Year 2 and in line with expectations at the end of Year 6. History, geography, art and design, design and technology, music and physical education were sampled during the inspection but no judgements were made on the standards that pupils reach.

5. In the Foundation Stage, children join the school with standards which are well below the level expected for their age, especially in their personal, social and emotional development, communication, language and literacy skills, mathematical development and their knowledge and understanding of the world. Their achievement is very good in personal, social and emotional development and they are on track to join Year 1 with standards which are in line with expectations. Standards in communication, language and literacy are below expectations when they join Year 1 but pupils have achieved well from their low level on entry. Standards in mathematical development and knowledge and understanding of the world are below expectations when pupils join Year 1, but again this represents good achievement when their prior attainment is considered. Pupils' achievement is good in their creative development and their standards are in line with expectations when they join Year 1. Good improvement has been made in all areas of learning since the last inspection.
6. Pupils with special educational needs make good progress and achieve well because of the good provision made for them. Individual education plans are good and contain good short term attainable targets. This raises their self-esteem and self-confidence which in turn has a positive effect on their learning. The proportion of pupils with special educational needs is well above the national average, but at present there are no pupils with Statements of Special Educational Needs. Pupils with special educational needs are very well supported in lessons by teaching assistants who understand and cater for their individual needs very well. Assessment of the progress of all pupils with special educational needs is good and the information gathered through assessment is well used to match tasks to their growing levels of ability. Similarly, the school identifies pupils who are gifted and talented and provides challenging activities for them, which promote their learning and achievement well. The use of the specialist provision for talented mathematicians which is provided through the Local Learning Group in a Beacon School close by is a good example of this.
7. Those pupils who are at the early stages of learning English are achieving well. They are given good support in lessons and in the small sessions where they are occasionally taught on a one-to-one basis. The pupils concerned grow in confidence in their use of English as they move through the school.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	12.7 (12.8)	15.8 (15.7)
writing	11.4 (11.5)	14.6 (14.6)
mathematics	13.1 (14.3)	16.2 (16.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	24.6 (25.3)	26.9 (26.8)
mathematics	25.2 (26.4)	27.0 (26.8)
science	26.5 (28.5)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and their personal qualities are **good**. In most lessons, pupils **behave well** and demonstrate **good attitudes** to learning. The provision for their spiritual, moral, social and cultural development is **good overall**. Attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- Good procedures are in place for promoting good behaviour.
- Pupils respond well to being given responsibility, and carry out their tasks reliably.
- The school successfully promotes a set of values and beliefs, as well as providing a clear moral and social code that help the pupils develop a respect for themselves and others.
- The level of attendance is unsatisfactory.

Commentary

8. At all stages, pupils enjoy school and all that it has to offer. Children in the Foundation Stage settle quickly into school routines and their progress in personal, social and emotional development is particularly good because of the sensitive guidance given by the reception teacher and teaching assistants. Pupils through the school have good attitudes to learning and want to do well. They are keen to enter into discussion. Pupils are friendly and polite. Most pupils willingly undertake the tasks set for them in class and a good many attend the out-of-class activities provided. Pupils say that they like school and enjoy their time there. Levels of interest in work are generally good and, in most lessons, pupils listen attentively and show enthusiasm for what they are doing.
9. There are good procedures for promoting pupils' good behaviour that are almost always consistently applied. Consequently, pupils behave well in most lessons. This is similar to judgements made in the previous inspection. Usually, the teachers' good management strategies are well deployed but, on occasions, pupils' inappropriate behaviour is not checked as quickly and firmly as it should be. This reduces the quality of learning by some pupils in these lessons. Around the school and in the playground behaviour is generally good. Although at times it is rather boisterous in the playground, this is dealt with well

by the large number of staff on duty, who manage to contain it and limit its effect.

10. School and class rules make expectations clear. Most pupils understand the need for them and are generally prepared to abide by them. Several parents' responses to the questionnaire raised concerns about bullying. Inspection findings are that the school places strong emphasis on how pupils behave and has good strategies in place to deal with inappropriate behaviour. No bullying or harassment was observed during the inspection and pupils know what they should do if it should occur. There was one permanent exclusion from the school during the past year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	187	3	1
White – any other White background	2	0	0
Asian or Asian British – Pakistani	6	0	0
Chinese	1	0	0
Any other ethnic group	3	0	0

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

11. Personal development is good. Staff work hard to develop good relationships and moral and social development is well promoted throughout the school. This encourages pupils to distinguish right from wrong, develop their own views and beliefs, and to value and respect each other. Pupils are encouraged to undertake roles of responsibility for day-to-day jobs and act as monitors to assist in the running of the school. Additionally the school has organised fund-raising events for a number of charities. Children in Need day is a special occasion for the school. All these activities give pupils an increased sense of responsibility for the school as a community, and also for others less fortunate than themselves. Pupils have been elected to join the school council and older pupils are now receiving training to act as mediators. Pupils respond well to responsibility and carry out their tasks reliably.
12. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are satisfactory. As well as providing a brief time for reflection, school assemblies help pupils to develop a sense of belonging to a whole school community and each week to celebrate the achievements of others. *Circle Time* helps pupils to start to appreciate their own worth and raise their self-esteem.
13. Cultural development is good. Pupils have good opportunities to study their own community through the visits and activities provided for them. Pupils have

a good understanding of their own culture and the school provides a wide range of visits, visitors and other activities to provide cultural enrichment.

14. In comparison with national statistics, pupils' attendance was well below the average in the last academic year as it was in the previous year. It is clear from the school's monitoring of pupils' attainment that pupils who do not attend school regularly do not achieve so well. With the assistance of the education welfare office from the local education authority the school now has good procedures for monitoring attendance so that in the present year there has already been a significant improvement. However there are a number of families who do not yet understand the importance of regular attendance, or recognise that the late arrival of pupils at school disrupts the start of the day and pupils' learning, not only for the pupils who are late but also the rest of the class.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.9	School data:	0.7
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. The quality of teaching and learning and the curriculum are **satisfactory** overall. The school offers **very good** care, guidance and support to all its pupils. Partnership with parents is **satisfactory**, links with the local community are **very good** and links with other schools are **good**.

Teaching and learning

The quality of teaching and learning are **satisfactory** overall. Assessment and the use of assessment information are **good** in the core subjects and **satisfactory** overall.

Main strengths and weaknesses

- Assessment is good and well used in English and mathematics and science.
- The use and development of skills in literacy, numeracy and information and communication technology in other subjects are good.
- Pupils' learning is very well supported by teaching assistants.
- The quality of teaching and learning in the Foundation Stage is good.
- There is a small amount of unsatisfactory teaching, in Years 1 and 2 and in Years 3 to 6.
- The quality of teaching and learning is good for pupils with special educational needs.

Commentary

15. The school has good assessment procedures in the core subjects of English, mathematics and science and these are well used. Pupils' progress is closely monitored and the information gathered is well used to match future work to their growing levels of ability in English and mathematics and to a lesser extent in science. This information is also well used to track pupils' progress through the school. Using the tracking system, the school can show the good progress and achievement of pupils who join the school at the beginning and stay until the end of Year 6, as opposed to those who join at other times. All pupils' work is marked. However, marking does not always give sufficient guidance to pupils on how they might improve their work.
16. The school has clear and well used policies to ensure that pupils' skills in literacy, numeracy and information and communication technology are well developed in other subjects. For example a study of rainfall in the worlds' major cities used measures and computer generated graphs well to present pupils' findings clearly. All teachers plan to develop pupils' literacy skills at every opportunity. Pupils' learning and achievement are promoted well through this cross-curricular use of key skills.
17. In almost all lessons, good teamwork between teachers and high quality teaching assistants ensures that pupils often make good progress and achieve well because of the good support that they are offered.
18. Pupils with special educational needs make good progress. Teaching assistants are knowledgeable and skilled and are well supported by the very good co-ordinator for special educational needs and the skilful special educational needs teacher. They ensure that all pupils are included in their lessons and achieve the targets they are set. In most lessons work is well matched to pupils' needs and they make good progress.
19. Pupils who are at the early stages of learning English are taught well. Teachers ensure that the pupils are given good scope to answer questions and take part in full or in small group discussions. The pupils' progress is carefully monitored and where necessary they are given additional teaching in small groups to help bring them to a level where they can take a full and active part in all lessons.
20. Teaching in the Foundation Stage is good overall. It is particularly strong in promoting children's social development. The reception teacher has a good understanding of how young children learn, ensuring they feel happy and secure. This enables them to achieve well. A very good atmosphere is created in the class. This is very effective in encouraging and engaging children in their learning, while having fun at the same time. The reception teacher and teaching assistants work very closely together to form a very effective team. Assessment of children's knowledge and skills is good and activities are well matched to children's needs so that they build well on prior learning.
21. During the inspection there was some unsatisfactory teaching in Years 1 to 6. When this was seen, teachers did not set high enough challenge for all pupils to ensure that their level of learning and achievement was satisfactory. In some

lessons, particularly in Years 3 to 6, this was combined with a lack of strategies to manage pupils' behaviour and their attitudes to their work. In these lessons pupils' progress and achievement were unsatisfactory. The school is aware of this weakness and the monitoring of this weak teaching is rigorous and support has been good. More improvement is required. In one lesson in Years 1 and 2, teaching was unsatisfactory because the expectations for pupils' learning were not high enough.

22. The school has, quite properly begun to extend Foundation Stage teaching practices into Years 1 and 2, but this is not yet fully developed and when sessions are deemed 'Pupil initiated', while the activities available are satisfactorily planned, too little guidance is given and pupils move between activities aimlessly. The school is aware that further development is required.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	16	7	2	1	0

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

The curriculum

The curriculum is **satisfactory** overall. It is enhanced by **good** opportunities for enrichment. Accommodation is **satisfactory** and resources are **good**.

MAIN STRENGTHS AND WEAKNESSES

- The programme for personal, social and health education is well planned and given high status in the school.
- The school curriculum is fully inclusive of pupils of differing attainments and backgrounds.
- Children in the reception class are provided with a stimulating curriculum.
- The time allocated to child initiated activities¹ for pupils in Years 1 and 2 is not used effectively.
- The school curriculum is enriched successfully through numerous visits and visitors, and extra curricular activities, which support the curriculum well.

Commentary

23. The curriculum meets statutory requirements, including those for religious education, and provides pupils with an adequate range of experiences and learning opportunities. Although improvements have been made to the curriculum in Years 1 to 6, since the previous inspection, particularly in

¹ When pupils make choices about what they will study from a variety of tasks prepared by the teacher.

information and communication technology, which now meets all requirements, the curriculum remains satisfactory. This is because it is not always planned to take into account the needs of all the pupils being taught. The recently introduced child initiated activities in Years 1 and 2 are not sufficiently well planned to promote pupils' learning well. The school is reviewing this provision. Teachers seek to plan productive links between subjects to reinforce pupils' learning. This is seen to good effect in the local study topic, when pupils in Years 5 and 6 study the local area of Folkestone and Kent during World War 2.

24. A wide range of well-planned activities provides children in the Foundation Stage with a variety of interesting experiences, which promotes good learning. The newly created outdoor area for the reception children, although rather small, is used effectively and with access to the playground during the morning, the children are provided with frequent opportunities to develop their physical and social skills.
25. High priority is given to pupils' personal, social and health education, the provision for which is good. This is an integral part of the school's ethos and inclusion strategy, where the staff work hard to provide a calm environment that encourages pupils to mature and develop personally. Visitors to school, such as the rail safety team, local police and the fire service, play an important part in developing pupils' knowledge of personal safety and personal responsibility. Planned sessions for circle time² discussions and the promotion of citizenship through opportunities for pupils to develop a greater sense of ownership of the school, provide well for pupils' personal and social development.
26. The school provides a good range of extra-curricular activities, which are well supported. Pupils' learning is greatly enriched by numerous visits to local places of interest to support topics studied. Focus weeks such as creativity, music and book weeks raise the profile of subjects and are popular events, which support pupils' learning well.
27. The school is satisfactorily staffed with teachers and a good number of teaching assistants who are well trained and give valued support to both the teachers and pupils. Good resources support learning in all subjects and the reception class. Overall, the accommodation is satisfactory and has been improved since the previous inspection. The newly acquired playing field in the near vicinity has extended the teaching of physical education to ensure the full entitlement of games. The library accommodation is limited in area to the entrance hall but is used well by pupils to support their day-to-day learning. Maximum use is made of every space available. The playground is small but staffing arrangements ensure that it is well supervised during break and lunchtimes.
28. As a result of clear leadership, the school has a good approach to inclusion. This is apparent in the good provision for pupils with special educational needs and those from a range of different backgrounds. Pupils with English as an additional language have a curriculum that is suitably planned to meet their needs enabling them to take a full part in all learning activities. The

² 'Circle time' enables pupils to discuss their personal feelings and concerns in a secure environment.

achievement of pupils with special educational needs and those for whom English is an additional language is good, because of the specialist support that they are given.

Care, guidance and support

The school takes **very good** care of its pupils. It provides **very good** support and guidance for pupils and is **effective** in the way that it consults them about aspects of its work.

Main strengths and weaknesses

- The school has well established procedures for ensuring the welfare, health and safety of pupils, including child protection.
- The child liaison officer and the family liaison officer contribute very well to the counselling and support offered to pupils.
- All the staff know the pupils very well. They care for them and guide their personal development very well.
- The help that is provided by a number of outside agencies in caring for the pupils is very good.
- The school council is a good way for the school to take account of pupils' views.

Commentary

29. Child protection procedures are in place, with the head teacher having the role of designated person, assisted by the school's very good Child Liaison Officer and the very good Family Liaison Officer. Both these roles are enabled through the East Folkestone local learning group and provide very good support for pupils, both supporting vulnerable pupils and in resolving pupil or parental conflicts. This contributes very well to pupils' self-esteem and self-confidence. Also all members of staff understand their own responsibilities regarding child protection. Routines for dealing with first aid and accidents are well established with three staff fully qualified in emergency first aid. There is a health and safety policy in place, and regular risk assessments of the premises are carried out by a governors' sub-committee. In order to get a pupil's perspective on safety, some members of the school council joined in the last risk assessment procedure. Safety checks on potentially dangerous equipment take place annually, alarms are tested weekly and practice evacuations of the premises take place each term.
30. The teachers and other staff in school know the pupils and their families very well. Academic progress in English, mathematics and science is monitored effectively. Also through the use of circle time and the personal social and health education curriculum, which is timetabled in every class, teachers are able to share in the pupils' personal development. The work of class teachers and teaching assistants in this aspect is well supported by the school's children's liaison officer, and in turn they are assisted by a number of other professional counselling and support agencies. A breakfast club is provided and is a pleasant social occasion for the pupils, and any visitors.

31. Informally through circle time, and more formally through the school council, the staff and governors take account of the views of pupils. Pupils thoroughly enjoy participating in the school council and pupils, not just the elected councillors, are pleased that their views have been taken into account, for example in changes to the toilet facilities and the selection of play equipment.
32. There are good systems in place to support pupils with special educational needs. The targets in individual education plans are well developed to enable pupils to progress well and to become more confident in their learning because they can see improvement in their work. The work of teaching assistants has a particularly beneficial effect in this area.
33. Those with English as an additional language are cared for well. When the pupils first enter the school, their confidence and ability in using English are carefully assessed and all staff quickly build up a useful profile of the pupils, both academically and pastorally. The pupils as a result are made to feel very much appreciated as individuals as they move through the school.

Partnership with parents, other schools and the community

The school's partnership with parents is **satisfactory**. It has **very good** links with the community and **good** links with other schools.

Main strengths and weaknesses

- The school benefits from very well established support from a wide range of organisations in the local community.
- There is good liaison with other primary and secondary schools in the area.
- A small number of parents have been resistant to recent changes in the school.

Commentary

34. In meeting parents and carers at school, informally and at the parents meeting, and from the questionnaire, they are generally happy with the school. Some concerns were expressed about pupils' behaviour and bullying, and also parents' contacts with the school. During the inspection it was found that there were good procedures for managing pupil behaviour and handling incidents of bullying when they occur.
35. The school has an effective open door policy, and teachers, including the headteacher, are available in the playground to talk to parents at the beginning of each day. The school has both a children's liaison officer and a family liaison officer who are available to discuss and help to solve parents' difficulties. However, from talking to parents, it is clear that they believe that some parents have not welcomed the changes introduced in the school since the present headteacher was appointed. The school is aware that some parents are resistant to change and is working hard to win them over.

36. The school's involvement with the local churches, the police, road safety organisations and shops is very good and many donations have been received from local businesses. Additionally the school has links with over forty different organisations and agencies, both professional and voluntary, providing a wide range of support from counselling services, after school (child minding) clubs to assistance with sports clubs. All these activities support the pupils' learning very well and the level of care that the school provides for the pupils is also very well enhanced.
37. The school is one of twenty primary schools in a formal cluster. Head teachers meet together regularly, as do subject co-ordinators. The cluster has, in particular, gained additional funding to develop a programme to help pupils and their families with the difficult task of choosing and arranging the transfer to secondary school. Consequently, the school has close liaison with the secondary schools to which all the pupils transfer and a well-managed programme for pupils to move on to Year 7. This contributes well to pupils' learning as the transfer to secondary school is smooth. Contact with children before they join reception is achieved through visits by a teacher to their homes and pre-school play groups. In July all pupils have a trial day in their next class which all goes to ease the pupils' transfer into the next academic year. This contributes well to pupils' self-confidence, and so enhances their learning.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. The headteacher provides **good** leadership and is clear on what needs to be achieved in order to raise standards. The leadership of other key staff is **satisfactory**. The governance of the school is **satisfactory** overall.

Main strengths and weaknesses

- The headteacher has steered the school well through a period of high staff turnover and has re-established the vision for the school.
- There are regular procedures to monitor teaching and learning and the information gained from these is used well to plan whole school improvement.
- The high level of changes of teachers has been a consistent barrier to pupils' learning for some years.
- There is good management of those with special educational needs and of those who are at the early stages of learning English.
- Governors have a good understanding of what the school does well and what still needs to be accomplished in order to raise achievement.
- School development is supported well by careful management of the budget.

Commentary

38. The headteacher provides good leadership and provides a clear steer to the school's work. This good leadership has been secured against a backdrop of a very high turnover of staff coupled with long-term staff absence. Inspection evidence points firmly to a much more settled picture in terms of staffing now, and the headteacher, supported well by the senior management team, has recently re-established the vision

for the school and is steadfast in her approach towards raising achievement, particularly in Years 1 and 2. Evidence from the inspection indicates that this work is beginning to lift the pace of pupils' learning in these year groups.

39. Regular and effective monitoring of teaching and learning by the headteacher has provided her with a clear picture of what the school does well and what needs to be put into place to build on recent developments and secure further improvement. Despite the high turnover of personnel, arrangements for the performance management of all staff are secure and a start has been made on discussing the implications of national workforce reforms. Many of the co-ordinators are new to their role but there is a regular programme of non-teaching time in order for them to undertake their responsibilities. These include both supporting colleagues and monitoring how well pupils are progressing in their subjects of responsibility. The work of the co-ordinators for English, mathematics and science includes rigorous analysis of pupils' performance in both national and school-administered tests. This information is thoroughly evaluated to set further targets for improvements in teaching and, in the case of those with particular learning needs what additional support they may require.
40. The school has a strong philosophy towards inclusion and ensuring that all pupils are encouraged to participate in what the school has to offer. The provision for those with special educational needs is very well managed and ensures that the pupils concerned receive a good level of support in day-to-day lessons. Both the special educational needs co-ordinator and special educational needs teacher oversee provision well and learning support assistants are actively encouraged to play a full part in the learning of those whom they support, The management of those who are at the early stages of learning English is equally effective and they too are given well targeted support.
41. The governors fully meet their statutory requirements and have a developing understanding of their role in both supporting the school and in holding it to account for the standards that are reached. They are acutely aware of the need to improve achievement of Years 1 to 2 pupils to that seen in Years 3 to 6. The governors undertake a regular programme of visits to gauge for themselves the quality of education provided for pupils and their committee structure enables them to fully discuss what they note and to ask questions of the senior managers of the school. In addition, they regularly review and evaluate the progress made in the school improvement plan to ensure that the school is on track to achieve the goals that it sets themselves. Governors are working increasingly closely with the headteacher with a view to raise achievement and to improve and cement further the school's links with parents.
42. The day-to-day management of the budget is good and is used well to support educational developments. Despite limitations in the physical layout of the school, improvements have been made to the building. These are carefully costed and care taken to ensure that the best value for incurred expenditure is achieved. At present, the school has a larger than average sum within its overall reserves. This has been accrued with the aim to help manage the uncertainty caused by long-term absence and turnover of staff and to maintain staffing levels due to falling numbers in certain year groups. The school provides satisfactory value for money.

Financial information

Financial information for Year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	696 366	Balance from previous year	92 467

Total expenditure	679 643
Expenditure per pupil	2 948

Balance carried forward to the next	109 190

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

MAIN STRENGTHS AND WEAKNESSES

- The good practice of the new Foundation Stage teacher, coupled with good leadership of the Foundation Stage, is set to raise the quality of provision.
- The school is planning to consolidate these improvements to raise standards even further.
- Good achievement results from consistently good teaching.
- There is very good teaching of personal, social and emotional development.
- Good assessment procedures are in place, which are used well to plan the next stage of learning.
- There is very good teamwork between the reception teacher and teaching assistants.
- Relationships between adults and children are very good.

COMMENTARY

43. Children are admitted to school full-time in the September of the year in which they become five. There are 21 children in the reception year. Children enter the school from a wide variety of backgrounds, with a large number having well below average speech and language development and limited social skills. There has been good improvement in Foundation Stage provision since the last inspection.
44. By the time they start in Year 1, most children's attainment is in line with expectations in personal, social and emotional development and creative development. It was not possible to judge standards in children's physical development. Most children do not attain the goals children are expected to reach in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. When they join Year 1 pupils' standards in these three areas are below expectations for their age because of their well below average attainment when they join the school. Most children achieve well and make good progress in their learning. This good achievement is encouraged well by the effective teaching and good levels of support which children receive. The strengths recognised during the last inspection have been maintained and further improvements have been made to the accommodation and the play equipment. The school has recently created an outdoor area for the reception children, which although rather small is used well and together with the good use made of the playground, the children are provided with a learning environment that they can use for exploration and

discovery. This is already bringing improved opportunities for the children to extend their learning outdoors.

45. The management of the Foundation Stage is good. The head teacher took on the responsibility during a period of unrest and clearly managed the changes well. The recently appointed reception teacher has made a good start to her time at the school and has taken on the role of the reception class teacher successfully. A significant strength of the teaching is very good teamwork between the teacher and the two teaching assistants. The use of assessment to monitor the development of the children is good and enables the teacher to plan effectively for future learning experiences. Those children who have special educational needs are fully included by the staff in activities that are targeted to meet their needs.
46. In the area of **personal, social and emotional development**, the children enter school with well below average social skills. As a result of the very good teaching and strong emphasis given to children's personal development throughout their time in the Foundation Stage, the children achieve very well. By the time they leave the reception class, most children are on course to meet the goals expected of them. The reception teacher and teaching assistants ensure that the environment provided helps children to quickly feel safe and secure. Children are given very good opportunities to play and work together. The support of an adult is provided, when needed, to encourage them to take turns, and share and to show consideration for others. There are, however, at this early stage of their time in school, a number of children who need encouragement to play with others rather than alongside them. All adults encourage the development of social skills in a variety of ways. The planning and use of time during the 'child initiated activities' are good and provide many opportunities for children to initiate their own ideas through play and make choices about what they can do. The trusting relationships and warm personalities of all staff working in the reception class help children to recognise that each of them is valued, and this helps to promote their self-esteem. Overall, the children are enthusiastic learners who already show good levels of interest in all activities.
47. In spite of their good achievement, children are on course to reach standards that are below the levels expected in the early learning goals by the end of the reception year in **communication, language and literacy**. This is because many children start school with poorly developed language skills. High priority is given to promoting language skills and the good teaching ensures children make good progress. Children develop their speaking and listening skills well through role-play. The majority still talk alongside others, rather than with them, but they are given many opportunities to share their ideas and news with an adult. In this situation they are starting to sustain attentive listening and respond with relevant comments.
48. Good teaching is characterised by a clear understanding of the needs of young children and well organised and exciting activities that motivate them. A particular strength is the way in which adults offer exciting resources. The early stage of writing is developed well with many opportunities provided for children

to express themselves by making marks on paper, such as the 'Write / Dance' sessions, where children have the opportunity to make marks on paper to music. There is a good focus on the teaching of letters and their related sounds and as a result many children are beginning to hear and say the initial sounds in words. Most children recognise their own name and are encouraged to read it at every opportunity. Activities such as looking at pictures are carefully planned to develop children's language skills and adults make good use of story props to encourage discussion. Most children are still at the early stage of 'reading' the pictures or 'pretend reading' the words that accompany the illustrations. This good teaching has a positive effect on children's learning.

49. In terms of their **mathematical development**, the children's achievement is good and the quality of teaching and learning is good. When they first start school most children have very little idea of number, and by the time that they join Year 1 their standards are below those expected for their age. Regular sorting activities, games and number songs that involve counting numbers are successful strategies for promoting learning. Adults take every opportunity to develop the children's mathematical skills and particularly the development of mathematical language. Practical experiences, such as putting 'Russian Dolls' in order from the biggest to the smallest and exploring repeating patterns through different activities such as using different vegetables to make prints and threading coloured beads, continue to support the children's use and understanding of language. Most children however, are better at counting than they are at aspects of mathematics that demand more language, for example using words to describe quantity or position. Most know if something is 'bigger' or 'smaller', but find using language such as 'more' or 'less' to compare two numbers more challenging.
50. The children achieve well in their **knowledge and understanding of the world** and the teaching is good. When children first start school, many have a limited general knowledge. The reception class provides a stimulating environment, that ensures the children's natural curiosity and enthusiasm are captured and enriched. Children are given a wide range of activities that includes finding things that need pushing or pulling to make them move and investigating a range of materials. Good opportunities are provided for children to explore and actively learn by doing things. They are provided with a variety of experiences such as cooking bread that teaches them how to manipulate dough and use tools safely. The construction work is purposeful, and reclaimed materials, as well as commercial kits and large building bricks are provided for children to explore and create models. Children have regular access to the computers in the classroom and the good teaching of information and communication technology skills enables children to quickly learn how to create a simple sequence of repeating patterns by touching pictures of different vegetables on the interactive whiteboard. Children's awareness of religious and cultural traditions is effectively enhanced through special events such as the celebration of festivals and through role-play. The reception teacher has successfully created a stimulating environment which promotes children's learning well.

51. In terms of their **physical development** it was not possible to make an overall judgement of standards, teaching or learning. However, the children ride tricycles competently and with good control when steering them around the playground.
52. All children develop their manipulative skills well through drawing, painting, handling dough and using construction materials. Nevertheless, at this early point in their schooling, their hand-eye co-ordination is sometimes weak and this affects their ability to use pencils and scissors accurately. The reception teacher is well aware of this and is giving the children a wide variety of experiences intended to improve their fine manipulation, such as cutting and sticking a range of materials.
53. In their **creative development**, children achieve well in most aspects of this area of learning and most will reach the national goals by the end of the reception year. Teaching is good overall. Good learning in this aspect is particularly due to the many creative activities on offer that allow children to explore and use their imagination. Resources are organised well, enabling children to select activities in the classroom and outdoors. They work with a range of different media and paint freely. Their observational drawings of vegetables show a growing attention to detail.
54. There are many opportunities for imaginative play and the children need no encouragement to participate. Adults provide sensitive support to the children while they play without dominating their activities. When in the cafe, for instance, they play willingly and learn to play co-operatively with other children. The classroom organisation enables all children to experience the activities on offer. The children are slowly building up a good repertoire of favourite songs and rhymes. There is a lot of fun and laughter when children sing action songs.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6 where teaching often challenges the pupils to work to their full capability.
- Teachers promote pupils' literacy skills effectively through other subjects, although time is not always used effectively in Years 1 and 2.
- Learning support assistants are used well to support the learning of those with particular needs.
- Standards are well below average in writing at the end of Year 2 and the proportion of pupils reaching higher standards is low.
- The school has good procedures to track pupils' progress as they move from class-to-class.
- Marking does not always give sufficient guidance to pupils on how they might improve their work.
- Leadership and management are good. This improvement is taking place because of the school's strategies to raise standards in English and literacy.

Commentary

55. The results of the 2004 Year 2 National Curriculum tests for reading and writing indicate that standards are well below the National average and in the lowest five per cent of schools in the country. Compared with similar schools, standards were below the national average. The 2004 National Curriculum test results for Year 6 pupils indicate that pupils reach standards that are well below the national average. Compared with how well pupils performed when they were in Year 2, standards were average. Over time, the pace of improvement in how well pupils perform in national tests has been faster in Years 3 to 6 than that seen in Years 1 and 2.
56. The findings of the inspection are that standards are well below average in both key stages, due in part to the far lower than average number of pupils reaching high standards in writing. Although the national test results point to underachievement by pupils in Years 1 and 2, recent measures to improve provision and a much more settled staffing situation point to pupils currently in Year 2 achieving satisfactorily. Achievement is good in Years 3 to 6. The difference in achievement is explained by the quality of teaching which is sharper and leads to better progress being made by pupils in the upper part of the school. Evidence points to no difference in how well boys perform compared to the girls and pupils with special educational needs achieve as well as their classmates. Those few pupils at the school with English as an additional language achieve well due to the good levels of targeted support they receive.

57. By the end of Year 2, standards are well below average in writing and below average in reading. While pupils enjoy having stories read to them and have a good knowledge and understanding of the features of books, many struggle to remember basic sounds and their sight vocabulary is limited. Pupils' writing is brief and lacks consistent use of punctuation. Few write at length or use interesting vocabulary to make their writing more vibrant. In Years 3 to 6, pupils are more proficient in using punctuation, with most using joined handwriting and applying everyday spelling conventions in their writing. Pupils' work is more detailed and is capable of holding the interest of the reader. However, many pupils still struggle to write extended and interesting or consistently imaginative pieces of work. Attainment in reading is below average by the end of Year 6. Only higher-attaining pupils read with expression and intonation. Across the school, pupils' attainment in speaking and listening skills is below average. While sufficient scope is given for pupils to express their views and opinions in day-to-day lessons, the majority of pupils still struggle to speak expressively or explain their ideas with sufficient clarity.
58. Teaching and learning are satisfactory overall and often good in Years 3 to 6. This is because of recent improvements in the quality of teaching and learning in Years 3 to 6 and it is beginning to raise standards. Teachers plan pupils' learning well and devise writing tasks, for example, that allow pupils to draft and edit their work in order to improve its quality. Pupils learn about the importance of outlining and reshaping ideas before moving on to produce a final draft. In Years 1 and 2, while teaching is satisfactory time in lessons is not always used to best effect. Introductions to lessons can be too long and this restricts the amount of time pupils have to produce more detailed pieces of work. In all classes, teachers make good use of the skills of learning support assistants and this benefits those with special educational needs or who are at the early stages of learning English. While the school has developed detailed and effective ways to monitor pupils' progress, in some classes the quality of marking does not always give pupils clear enough guidance on how they might improve their work. Some teachers make good use of information and communication technology in daily lessons to extend pupils' learning. Year 6 pupils, for example, frequently use the Internet to research information, refine what they gather and then integrate it into their work. Literacy skills are often extended when pupils use the information and communication technology suites and overall information and communication technology is well used to promote pupils' learning and achievement in English.
59. Leadership and management of the subject are good. The quality of teaching and learning are well monitored. The co-ordinator has successfully implemented various initiatives despite the high turnover of staff the school has experienced and the pace of change since the previous inspection has been satisfactory. Much greater use, for example, is made of assessment information to plan where teaching and learning need to be improved. This has led to recent measures being successfully introduced in order to raise achievement in Years 1 and 2 and these are starting to prove effective.

Language and literacy across the curriculum

60. The school has made good progress in ensuring that where possible other subjects of the curriculum are used to extend pupils' learning of literacy.

Science, history and religious education are used well in order to develop the pupils' speaking, listening, reading and writing skills. There is a clear policy for developing literacy skills in other subjects and this is promoting pupils' learning well.

MATHEMATICS

Provision for mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- High levels of teacher change have been a barrier to improvement.
- The quality of teaching and learning is good or better in more than a half of lessons.
- The good quality assessment policies have the effect of promoting pupils' achievement well. However, the quality of marking is inconsistent.
- Teaching assistants are very well used to help pupils to make progress.
- The use and development of numeracy skills in other subjects are good.
- Teaching in sets is having a positive impact on standards in Key Stage 2.

COMMENTARY

61. In the 2004 national assessment of pupils at the end of Year 2, standards are in the lowest five per cent nationally, which is the same as at the time of the last inspection. When compared to the results of similar schools, these results were well below average. Taking results for the past three years together, the school trend has been downwards. Inspection evidence shows that standards at the end of Year 2 are now below average and that improvement is taking place, because of improved teaching and learning throughout the school. In the 2004 national tests at the end of Year 6, standards were well below average when compared to all schools. This is a decline since the last inspection when standards were close to the national average. However, in comparison with schools whose pupils achieved similarly at the end of Year 2, the school's results are average, demonstrating satisfactory achievement. Over the past three years, the trend for pupils at the end of Year 6 has been upwards. Inspection evidence shows that standards are in line with national expectations at the end of Year 6.
62. Standards have been disrupted throughout the school by a large number of changes in staff recently, but the present staffing is more stable and secure. The quality of teaching is now satisfactory overall with some good and very good teaching seen, throughout the school, during the inspection. The effect of teaching pupils in groups according to their ability, in Years 4 to 6 is having a significant effect and pupils' learning and achievement are good because of this good, focused approach to teaching and learning. Another strategy which is

driving improvement is the focus on learning mathematics through investigation. Pupils enjoy working with equipment to solve real problems and this promotes their learning and achievement well. There is no significant difference in the attainment of boys and girls.

63. Pupils with special educational needs make good progress in lessons because of the very good support given to them by teaching assistants. Teachers and teaching assistants ensure that all pupils are fully included in lessons. Many pupils with special educational needs have specific targets for numeracy, which teaching assistants use well in most lessons. Overall the achievement of pupils with special educational needs is satisfactory throughout the school, and it is good in Years 3 to 6. Pupils with English as an additional language are well integrated into lessons and make good progress.
64. Gifted and talented mathematicians are identified and their talents are promoted very well through the specialist lessons provided, through the East Folkestone Local Learning Group, at a nearby Beacon Status school.
65. The quality of teaching and learning in mathematics lessons is never less than satisfactory and is generally good. In the good lessons, different work is planned for pupils of different abilities and lessons move at a brisk pace. The very good teamwork between teachers and classroom assistants ensures that all pupils work hard, make sound progress, develop good attitudes towards their work and behave well. Assessment procedures are good and the information gathered is well used to match work to pupils' growing levels of ability, particularly in Years 3 to 6. Throughout the school, assessment is well used to track pupils' progress and to set realistic but challenging targets. All work is marked and some marking gives written guidance as to how pupils can improve further. However, not all marking is of this high quality and opportunities are missed to promote pupils' learning and achievement. The school has recognised this weakness and is taking steps to put it right.
66. Leadership and management of mathematics are now good, after a period in which changes of teachers have been a barrier to improvement. The mathematics co-ordinator is enthusiastic and keen to raise attainment and achievement in mathematics. The quality of teaching and learning is well monitored. Teachers' planning has been monitored and lessons have been observed and clear feedback has been given. Since the last inspection improvement has been unsatisfactory overall because the teaching staff has changed frequently and strategies for improvement have had to be re-developed with new staff. However, the teaching staff is now much more stable and the quality of teaching and learning in lessons is improving. The school has identified the weaknesses in mathematics and is well set to make rapid improvement. Resources for mathematics are good.

Mathematics across the curriculum

67. The use and development of mathematical skills in other subjects and through investigations are good. Many pupils have low levels of literacy skills and this more practical way of learning represented by investigations means that many

can make good progress because they are using mathematics rather than having to decode text in order to understand basic principles.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 are too low.
- Regular opportunities for pupils to investigate and experiment are beginning to raise standards.
- Pupils are encouraged to use correct scientific vocabulary.
- Most marking gives pupils little guidance on how to improve their work.
- There is some inconsistency in the quality of teaching and learning in classes in Years 3 to 6.

Commentary

68. Teachers' assessments in 2004 for pupils in Year 2 show that standards are well below average. Compared to the assessments of pupils in similar schools standards are in the lowest five per cent. The current Year 2 pupils are also attaining standards that are well below those expected for their age. Results of national tests for Year 6 pupils vary from year to year, but in the last few years they have risen. However, standards in 2004 dipped and are well below the national average. Although this is a decline in standards, pupils achieved satisfactorily in relation to their prior attainment. Pupils in Year 6 are now attaining standards, which are below average. This is similar to the judgements made in the school's last inspection. From the low level when they enter the school, pupils of all abilities, including those with special educational needs and those for whom English is an additional language, are now achieving satisfactorily and are making sound progress in lessons in Years 1 to 6. This is explained by the great effort put in by the school into improving the provision of science, particularly through the emphasis on pupils developing their own ideas through practical investigation. This was a key issue in the school's last inspection. This practical approach is particularly helpful in promoting the learning of those pupils identified as having special educational needs and those who have English as an additional language.
69. Pupils are taught all elements of the subject as they move through the school. The analysis of pupils' work completed in Years 1 and 2 indicates that pupils have a satisfactory range of opportunities to learn through practical activities. An important strength in pupils' achievement in Years 3 to 6 is the development of their investigative skills. By the time they reach Year 6, pupils know how to plan investigations to answer a particular question. A scrutiny of the work completed so far in the current term indicates that pupils are working productively and developing a satisfactory understanding of what constitutes a fair test, but are limited in their abilities to isolate variables or give reasons for their conclusions.

70. The quality of teaching and learning is satisfactory overall, but ranges from poor to very good. Across the school, teachers plan well and have a strong practical approach. Where teaching is strong, a purposeful and energetic approach engages pupils' attention and involves them well in their learning, and investigations are carried out in a methodical way. In the small number of weaker lessons, the quality of teaching and learning is related to undemanding pace and the unsatisfactory management of pupils' inappropriate behaviour, which is not checked as quickly and firmly as it should be. This reduces the quality of learning by pupils. Analysis of pupils' work indicates that the quality of marking varies, and does not consistently show how pupils can improve their work. The support provided for pupils with special educational needs is effective and helps them to focus on what they are doing.
71. The leadership and management of science are satisfactory. The subject co-ordinator has ensured the curriculum is well planned with a clear focus on the development of pupils' investigative skills. Helpful planning guidelines have been introduced to assist pupils refine their practical skills. Overall, pupils' recording makes a satisfactory contribution to the development of their literacy and numeracy skills. The opportunity to use information and communication technology to support their learning is also satisfactory. Although the school has made satisfactory progress in improving the provision for science since the last inspection, standards in Year 2 remain too low.

INFORMATION AND COMMUNICATION TECHNOLOGY

THE PROVISION FOR INFORMATION AND COMMUNICATION TECHNOLOGY IS **GOOD.**

MAIN STRENGTHS AND WEAKNESSES

- Information and communication technology is well used in classrooms and in the mini-information and communication technology suites in the teaching and learning of other subjects.
- There is good support for pupils with special educational needs and for those with English as an additional language.
- The management of information and communication technology resources is very good.
- There is good teaching and learning of information and communication technology skills.
- The assessment of pupils' progress is currently unsatisfactory.
- The resources in the information and communication technology suites are good and support the teaching well.

COMMENTARY

72. By the end of Year 2 and Year 6, standards in information and communication technology skills are in line with national expectations. Achievement is good in Years 1 and 2 and satisfactory in Years 3 to 6. Pupils use computers regularly and develop skills which are in line with expectations by the end of Year 2. These skills are built upon satisfactorily in Years 3 to 6 and by the time that they leave the school, pupils' information and communication technology skills are in line with expectations for their age.
73. The quality of teaching and learning in information and communication technology is good. This is an improvement and results from the school's focus on the use of information and communication technology for teaching and learning in other subjects. This is beginning to improve standards. There is good support for pupils with special educational needs, and for those pupils who are in the early stages of learning English, as teaching assistants ensure that they can play a full part in all lessons in the information and communication technology suites. Teachers plan to use computers in lessons, and this was regularly seen during the inspection. There are interactive whiteboards in classrooms and many teachers use them well, also allowing pupils to use them in their investigations. This promotes pupils' learning well.
74. Throughout the school, pupils' skills in using computers, digital cameras and other technical equipment are satisfactory. They use a mouse and the keyboard satisfactorily and can find the programs that they want, with ease, by following instructions on screen. They use these skills well when learning other subjects. This promotes pupils' learning and achievement in information and communication technology well. Because of limitations on space in the school there are two 'mini' information and communication technology suites, as well as computers and interactive whiteboards in classrooms. The management of these resources is very good and the use of information and communication technology is fully integrated into almost all subjects. Pupils really enjoy using computers and this promotes their learning and achievement well.
75. The leadership and management of information and communication technology are good. The subject co-ordinator's leadership is having a good effect on the way the subject is taught and managed. The 'mini' information and communication technology suites are very well timetabled and well used. All classes have regular use of the suites and all pupils show that they can use computers satisfactorily for their age as they progress through the school. This has a positive impact on their learning and achievement. In-house training for staff is good, for example in the use of the digital cameras and more training is planned in the use of interactive whiteboards as an aid for teaching and learning. The quality of teachers' planning and of some pupils' work is monitored. The assessment of pupils' progress is currently unsatisfactory, but the school is developing strategies to correct this. They have made a good start to this by agreeing the present levels of pupils' attainment.

76. Planning is coherent with a clear vision for development over the next two years. The co-ordinator has good capacity for further improvement in all aspects of the subject. There has been good improvement in information and communication technology since the last inspection when standards throughout the school were below expectations.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

77. Information and communication technology is well used to support pupils' learning and achievement in other subjects. Teachers plan to teach information and communication technology skills while focusing on the development of skills in other subjects. For example, pupils in Year 6 used a digital camera and an interactive whiteboard to produce their own version of Andy Warhol's 'Marilyn' in an art and design lesson. Other pupils used the internet to research their own heroes and to develop a 'Power Point' presentation using their own language. This not only promoted the development of good information and communication technology skills but also used and promoted their literacy skills well. Pupils revel in these opportunities to use a good range of information and communication technology and the good quality of teaching and learning in lessons promotes their achievement well.

HUMANITIES

Insufficient evidence was gathered to fully inspect history or geography and these subjects were sampled.

78. **History** and **geography** were not a focus for the inspection. However, inspection evidence gathered from discussions with the pupils and from evaluating pupils' work and teachers' planning indicates that pupils in all classes are introduced to a range of different topics and themes as they move through the school. Pupils' learning is further enriched through a well-planned series of visits and educational trips. In history, for example, pupils learn to gather information from the past by exploring books, accounts, diaries, newspapers and school log books. They have a secure awareness of how life has changed over time and understand that their grandparents would have spent their leisure time in ways different to those of the pupils.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6.
- Standards at the end of Year 2 are below the expectations of the locally agreed syllabus.
- In Years 1 and 2 teachers do not always use time well to promote pupils' learning.
- By the end of Year 6 pupils have a secure understanding of both the main elements of Christianity and of other faiths.

- Teaching is good in Years 3 to 6 and pupils have good opportunities to discuss how religious education has a full part to play in their daily lives.
- Procedures to monitor the pupils' progress in the subject are under-developed.

Commentary

79. By the end of Year 2, standards are below the expectations of the locally agreed syllabus. Given the low level of attainment pupils demonstrate when they first enter the school, achievement in Years 1 and 2 is satisfactory overall. By the end of Year 6, pupils reach the expectations of the locally agreed syllabus and achievement by pupils, including those with special educational needs and English as an additional language is good. Given the high turnover of staff since the previous inspection, the overall pace of change in the subject has been satisfactory.
80. In Years 1 and 2, pupils have a satisfactory understanding of the events leading to the birth of Jesus and know that these are remembered at Christmas. While pupils have covered the main elements of some other faiths, pupils' limited ability to remember what they have learnt limits the overall pace of their learning. In Years 3 to 6, pupils have a better understanding and can recall more readily aspects of their learning. They know the main events of the Christian calendar and explain why, for example, Christians view Easter as both a period of sadness yet a time of hope. They understand that Jesus often told stories with a strong moral thrust and that these stories are known as parables. They also have a satisfactory understanding of other faiths and that other faith groups have sacred texts such as the Qur'an.
81. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. In Years 1 and 2, teachers make good use of stories from both the Bible and other religions to make the subject interesting and meaningful for the pupils. However, teachers do not always make the best use of time in lessons and this restricts the scope to look at aspects of religious education in more depth. In Years 3 to 6, pupils are provided with good opportunities to discuss, for example, the moral themes that often underpin their learning and this has a positive effect on their speaking and listening skills. Teachers allow the pupils to explore themes and topics in a fair degree of depth. This enables the pupils to make good progress in their understanding of the part that religious education has to play in their daily lives and that they too have a moral responsibility in behaving fairly and reasonably towards others. Assessment is unsatisfactory. At present, there are no whole school procedures to evaluate pupils' progress in the subject. As a result, teachers do not know pupils' levels of attainment clearly enough to be able to plan their subsequent learning accurately.
82. The leadership and management of religious education are satisfactory. The co-ordinator is new to the subject but has devised an action plan that has just been implemented. This plan includes developing assessment of pupils' progress to ensure that their progress is more systematically monitored as they move through the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient evidence was gathered to fully inspect art and design, design and technology, music or physical education and these subjects were sampled.

83. Only one **art and design** lesson was seen. Pupils' artwork around the school and in their art books is satisfactory. They use books to try out their ideas and develop skills. In the lesson seen, pupils were developing their understanding

of the printing process by using a wide range of tools and equipment to produce work in the style of William Morris. Overall, by Year 6, pupils acquire the necessary skills in painting, collage, textiles and three-dimensional work and their achievement is satisfactory. Satisfactory links are made with other subjects, such as history and information and communication technology that enhance the presentation of work. A 'creativity week' helped to raise the profile of art in the school and provided pupils with a variety of experiences that supported their learning well. Leadership and management are satisfactory overall. Pupils' work is assessed and the co-ordinator has a satisfactory knowledge of standards and skills progression through her scrutiny of pupils' work. No time has been given to monitoring teaching directly, and this aspect of the co-ordinator's management role has not been developed.

84. No lessons in **design and technology** were observed during the inspection, but the pupils' work was studied and discussed with the pupils. However, there was not enough evidence to be able to reach a firm judgement on standards and achievement overall. There is hardly any systematic recording by pupils for planning, making and evaluating their finished products. In the best work, pupils in Year 3 were presented with a 'Mission Impossible Challenge', to make a Victorian model, using construction kits. The models they produced were well constructed and showed they had a good understanding of how mechanisms can be used to make things move in different ways. Subject leadership is satisfactory, but like in some other subjects, has not yet fully enabled recent subject development. Assessment of pupils' work has yet to be fully implemented.
85. No lessons were observed in **music**. From looking at planning and timetables and from talking to pupils, it is clear that the required curriculum is taught throughout the school. Music is well planned to promote pupils' cultural development and pupils have the opportunity to learn to play musical instruments. Singing in assemblies is tuneful and enjoyed by all pupils.
86. Only one lesson was seen in **physical education** so no overall judgements are made about the level of provision, teaching and learning or the standards that pupils reach. The whole of the required curriculum is taught and dance is well planned to promote pupils' cultural development well. The new co-ordinator is evaluating the subject and is developing an action plan to raise standards. The school has recently assessed each pupil's levels of attainment in each area of the subject as the first step towards developing strategies for continuous assessment. All pupils in the school swim regularly.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Only one lesson was seen during the inspection. No judgement is made on the overall provision, the quality of teaching and learning or pupils' standards.
88. Personal, social and health education is given a high priority in the school. It makes a good contribution to establishing good relationships between everyone in the school. Its success is reflected in pupils' good attitudes to learning.

Provision includes consideration of sex and relationships and drugs education. The good scheme of work links well to other subjects such as religious education and science.

89. Throughout the school, many aspects of personal development are effectively planned to be included in discussions during '*Circle Time*' where pupils have the opportunity to discuss a wide range of personal and general issues. Good, sensitive teaching and learning observed in the one lesson seen enabled pupils to feel sufficiently at ease to share their thoughts openly. Pupils feel confident that they can discuss problems with an adult in the school, as they will always be listened to.
90. The school has participated in a wide range of health education events that make a very good contribution to pupils' personal development. For example, pupils across the school had presentations from Road Safety and from the Fire service. In Years 5 and 6, pupils took part in crime prevention workshops with Millennium Volunteers from Folkestone School for Girls. Year 6 pupils also had a session with the local police in what it would be like to go to prison, and their need for personal responsibility. The school has introduced a '*Walking Bus*' and breakfast club, and is working towards recognition for *Healthy Schools* status.
91. The school council provides many opportunities for pupils to be involved in the running of the school and develop their awareness of citizenship. Visits from local dignitaries, such as the Lord Major and a planned visit to the Magistrates' Office further support their understanding of the meaning of citizenship.
92. As pupils get older, teachers give them increasing responsibility, preparing them well for the next stage of their education. Pupils in Years 6 are also receiving training from the Shepway and Dover Mediation Service for the added responsibility of becoming mediators.
93. The head teacher as co-ordinator has been instrumental in developing the school's personal, social and health education programme. She provides good leadership and management in promoting pupils' personal and social skills in all areas of the school. This is a strong element in the good ethos of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
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	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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