

# **INSPECTION REPORT**

## **ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Sevenoaks

LEA area: Kent

Unique reference number: 118606

Headteacher: Mrs M Pearson

Lead inspector: Mrs L Brackstone

Dates of inspection: 9<sup>th</sup> - 10<sup>th</sup> November 2004

Inspection number: 267815

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed  
Number on roll: 62  
School address: Bayham Road  
Sevenoaks  
Kent  
Postcode: TN13 3XD  
Telephone number: (01732) 453 944  
Fax number: (01732) 740 522  
Appropriate authority: The Governing Body  
Name of chair of Canon R Ward  
governors:  
Date of previous 16<sup>th</sup> October 2002  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

St John's is a very small voluntary controlled school that serves a socially deprived area of Sevenoaks. The large majority of pupils are of white UK heritage, but a significant number of pupils use English as an additional language. This includes Romany and Chinese. The number of pupils who are eligible for free school meals is very high. A significant minority of pupils attend the school from a travelling community and, although many of these are fairly settled, mobility is high. The number of pupils with special educational needs is 56 per cent and this is very high; their needs include dyslexia, moderate learning issues, social, emotional and behavioural problems, and poor development of speech and communication skills. The school has not identified any gifted or talented pupils. Children start school as rising fives with very poor levels of attainment, particularly their communication and language skills. The pupils are accommodated in three classes, according to their age: the Foundation Stage and Years 1 and 2, which is shared between the part-time teacher and the headteacher, Years 3 and 4 and Years 5 and 6. There are more pupils in Years 3 to 6 than in the lower part of the school. The new headteacher has been in post for half a term. She was not observed teaching in her class during the inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage Special educational needs English as an additional language English Information and communication technology Art and design Design and technology Music Physical education
9420	Mr D Martin	Lay inspector	
20614	Mr D Kimber	Team inspector	Mathematics Science Geography History Religious education

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**St John's provides a satisfactory education for its pupils.** Although standards are below average at the end of Year 6, the pupils make sound progress from their very low attainment when they first started school and they achieve satisfactorily. The quality of teaching and learning is satisfactory and the curriculum provided is sound overall. Pupils like school and generally behave well. The leadership of the new headteacher is good and overall management is satisfactory. Governance is unsatisfactory. The school provides satisfactory value for money.

#### **The school's main strengths and weaknesses are:**

- The pupils achieve well in Years 3 to 6, where the quality of teaching is consistently good.
- The pupils' achievement could be better in the Reception/Years 1/2 class because the curriculum does not always meet their needs.
- The headteacher has a good vision for the school's future and works well with the deputy headteacher.
- The provision for pupils with special educational needs is good and is developing well.
- Pupils have positive attitudes to school and behaviour is good in Years 3 to 6.
- Attendance rates are unsatisfactory.
- Additional activities enrich the curriculum well but information and communication technology (ICT) is not used well enough to support the subject areas.
- Governors are not fully aware of the weaknesses within the school and do not challenge senior managers sufficiently well.
- There are weaknesses in the financial management of the school.
- Links with the community and other schools are good but parents could be more involved.

The school was last inspected in October 2002 by a team of Her Majesty's Inspectors, who took it out of special measures. Since then, the school has made satisfactory progress towards the issues identified as requiring attention.

### **STANDARDS ACHIEVED**

**Pupils achieve satisfactorily.** The year groups in the school are too small to compare the standards achieved with other schools. Approximately 56 per cent of pupils have special educational needs and this has a very significant impact on the standards achieved at the end of Years 2 and 6. On entry into school, standards in all areas of learning are very low and speaking and listening skills are particularly poor. Achievement is not as good as it could be in the Reception Year because the children are not given enough opportunities to develop their skills. Consequently, standards in all areas of learning remain well below the expected level by the time children start Year 1 of the National Curriculum. In Years 1 and 2, the pupils achieve satisfactorily but many are not ready to take on the more formal elements of the National Curriculum. Standards in speaking and listening, reading, writing, mathematics and science are still well below average at the end of Year 2. In Years 3 to 6, the quality of teaching is good and pupils achieve well during this time. By the end of Year 6, standards in English, mathematics and science are below

average. Standards in ICT are well below national expectations in Year 2 and below national expectations at the end of Year 6. Standards in religious education in Year 2 are below the expected levels of the locally agreed syllabus but by Year 6 pupils meet these expectations. No judgements are made on standards in the other subjects because they were not an inspection focus. Pupils with special educational needs, those who use English as an additional language and those from ethnic minority groups achieve at the same rate as their peers. There is no significant variation in standards achieved by boys and girls.

**Pupils' personal development, including their spiritual and moral development, is good. Spiritual and cultural development is satisfactory.** Pupils' attitudes are generally good. They are interested in lessons and enjoy very positive relationships with the teaching staff. The older pupils behave well around school and in lessons, and are extremely polite to visitors. However, the behaviour of the Reception children and pupils in Years 1 and 2 is less good when teacher management is weak. Procedures for promoting attendance are unsatisfactory and pupil attendance is weak.

## **THE QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory overall.** Teaching is good in Years 3 to 6, where teachers have high expectations of work and behaviour, and the lessons planned meet the needs of the pupils. Teaching is satisfactory in the Reception/Years 1/2 class. However, at times, expectations of behaviour are not high enough in this class and the needs of these children are not met. Assessment is satisfactory overall. There are good assessment procedures in English and mathematics, but these are less well developed in other subject areas. The curriculum is satisfactory in Years 1 to 6, but unsatisfactory in Reception, where there is too much emphasis on the National Curriculum rather than the Foundation Stage curriculum. Provision for pupils with special educational needs is good. Curriculum enrichment is effective and pupils' experiences are cultivated through a good range of clubs, visits and visitors to school. The school has satisfactory overall procedures for the care, support and welfare of its pupils but a few shortcomings have still to be resolved. There are effective links with the local community and other schools. Links with parents are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The leadership of the headteacher is good and she has quickly formed a close working relationship with the deputy headteacher. In her short time as headteacher, she has identified key areas that need urgent attention and is working hard to rectify these. The school is managed satisfactorily overall, but there are weaknesses in financial administration. Governors are supportive of the school, but do not challenge the senior management team enough and do not have a sufficient understanding of the areas needing improvement. Governors do not fulfil all their statutory requirements.

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

Pupils like school and enjoy lessons when the teaching is interesting and fun. Three parents attended the meeting with the lead inspector prior to the inspection and 10 questionnaires were returned. No significant issues were brought to the attention of the inspectors. The school is aware that one or two families consider there is an issue relating

to bullying within the school, but this was not apparent during the inspection. At a recent tea afternoon with the new headteacher, parents praised the support that their children received from the staff.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching in the Reception/Years 1/2 class and ensure that these children are provided with a curriculum that fully meets their needs.
- Ensure that governors are more involved in strategic planning and in holding the senior management to account.
- Improve the financial management of the school.
- Improve attendance rates and ensure that rigorous procedures to check attendance are formalised.
- Extend the use of ICT to promote achievement in other subjects.
- Explore ways in which the parents can become more involved in their children's learning;

**and, to meet statutory requirements the governors should:**

- Ensure that the school's prospectus and the annual report to parents meet requirements; and
- Rectify the shortcomings in welfare identified by inspectors during the inspection.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall standards achieved are **satisfactory**. Achievement is good in Years 3 to 6 and satisfactory in Reception, Year 1 and Year 2. Children start school from a very low base but by the end of Year 6 standards have improved from well below average to below average. This represents satisfactory progress in relation to their prior attainment. Pupils with special educational needs, those for whom English is an additional language and those from ethnic minority groups also achieve satisfactorily.

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

- Pupils' achievement in Years 3 to 6 is good. This is an improvement since the last inspection.
- Children do not achieve well enough in Reception and in Years 1 and 2.
- Pupils with special educational needs, those for whom English is an additional language and those from ethnic minority groups achieve as well as their classmates.

#### **Commentary**

1. Children start school with very poor levels of skills in all areas of learning. Communication skills are particularly weak and a significant number of the younger children only spend six months in the Reception class. Achievement is satisfactory in the Foundation Stage but it could be much better if the teaching was more appropriate, the curricular provision met their needs and they were supported more at home. As a result, the standards achieved do not meet the learning goals set for children by the end of the Reception Year. The new headteacher, who herself teaches the Reception class for two days per week, has fully recognised these weaknesses and is already working hard to improve this situation.
2. Achievement in Years 1 and 2 is also satisfactory. By the end of Year 2, standards are well below average in speaking and listening, reading, writing, mathematics and science. This is because there are missed opportunities for the pupils to develop their literacy and numeracy skills across the curriculum and this has a negative impact on standards. The new headteacher, who teaches Reception/Years 1 and 2 pupils for two days a week, has already identified this issue and has started to rectify the problem. Standards are well below national expectations in information and communication technology (ICT) at the end of Year 2. Standards in religious education do not meet the expectations of the locally agreed syllabus because speaking, reading and writing standards are so low in Year 2.
3. Achievement in Years 3 to 6 is good. This is because the quality of teaching in the Years 3/4 class and the Years 5/6 class is good and the planned activities fully meet the needs of the pupils. However, although standards have improved, by the end of Year 6, they remain below average in speaking and listening, reading, writing, mathematics and science. No judgements were made on standards in the other subjects because they were not the focus of the inspection.

4. Across the school, pupils use their literacy and numeracy skills across the curriculum satisfactorily, but their low level of attainment has a negative impact on the achievement made in subjects such as history and religious education. ICT is not used well enough to support other areas of the curriculum.
5. Pupils with special educational needs and those who use English as an additional language achieve well in lessons where they receive support individually or within groups. This is because the activities have been well planned and are closely linked to the education plans. The teaching assistants provide clear guidelines and give lots of praise. This results in good achievement during these short sessions. Their achievement is the same as their classmates. No differences were noted in the achievement of boys and girls or between ethnic minority groups.

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

Overall, pupils' attitudes and behaviour are good. The provision for moral and social development is good. Spiritual and cultural development is satisfactory. Pupils' attendance and the school's actions to promote good attendance are unsatisfactory.

### **Main strengths and weaknesses**

- Pupils' behaviour in Years 3 to 6 is good and this reflects the school's high expectations of them and the way it works to achieve these. This good behaviour has been maintained well since the last inspection.
- Relationships between pupils and staff are positive.
- Pupils are confident and have good levels of self-esteem.
- Attendance is unsatisfactory, as are the school's procedures to monitor it.
- Moral and social development is good and has been maintained well since the last inspection.

### **Commentary**

6. Pupils in Years 3 to 6, including those with special educational needs, those for whom English is an additional language and those from ethnic minority groups, have good attitudes to learning and behave well. They clearly recognise the difference between acceptable and unacceptable behaviour and, as they mature, this helps them to improve their learning. The pupils are polite and show respect for staff, visitors and each other. They enjoy school and explain how they learn well when lessons are interesting. The pupils are eager to please and work collaboratively with each other when required. This was evident in a Years 3/4 design and technology lesson where the pupils worked very well in pairs, helping each other with sticky tape and glue. However, their ability to work as independent learners is less well developed because so many of them have special educational needs and require adult input to help them with their activities. The older pupils understand the need for rewards and sanctions in the behaviour policy and all staff use these consistently. Pupils willingly carry out their roles as prefects or classroom monitors, but the opportunities for pupils to show responsibility, such as with a school council, are limited. The children in the Reception and pupils in Years 1 and 2 are enthusiastic and eager. They behave well when routines are clear and they are actively involved in their learning. However, when teacher expectations are not high enough and they are required to sit for long periods of time, their behaviour is not as good as it could be. The children in the

Reception class make satisfactory progress in relation to the early learning goals of the Foundation Stage curriculum.

7. Pupils' relationships with adults and each other are good, as exemplified by the interaction between different age groups in the dining hall and playground. Consequently, pupils' self-confidence is increased, which has a positive effect on their attitudes to learning. The school is aware that a very small number of parents and pupils consider that incidents of bad behaviour or bullying occur but they are dealt with effectively. No incidents of bullying or racial harassment were noted during the inspection. As a result of pupils' overall good behaviour and attitudes, no pupil was excluded last year or to date this year. Pupils are confident in their surroundings and this has a positive impact on their attitudes to learning.
8. The pupils' moral and social values are good; ethnic minority pupils are fully included in lessons and in activities outside of the classroom. The caring and inclusive nature of the school leads to pupils having a strong sense of right and wrong and an understanding of the responsibilities of living in a community. For example, the pupils are involved in several fund-raising events where money is raised for those less fortunate than themselves. Pupils' spiritual and cultural awareness are satisfactory; pupils are able to understand the importance of caring for each other. There are informative displays that celebrate the culture of the travelling community and pupils are aware of world religions through their learning. However, they are less aware of the multi-cultural and multi-ethnic nature of British society.

## Attendance

9. Overall attendance is unsatisfactory, being well below that of most other schools and this has a negative effect upon pupils' learning. This has remained a weakness since the last inspection. The unsatisfactory performance comes despite the school having higher levels of attendance as one of its targets for improvement. Pupils with attendance records of 90 per cent or better are rewarded with certificates. The school works with the education welfare officer, but this liaison appears to have little impact on the attendance rates. The school promotes good attendance by attempting to establish reasons for absence, but does not carry out any analysis of its figures to identify possible causes or their effect on pupils' learning. Furthermore, the attendance registers are not always completed accurately. Punctuality is satisfactory, with only a small number of pupils being habitually late. However, the school does not operate a late book system so there is no method in place to ensure that punctuality can be improved.

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

Authorised absence		Unauthorised absence	
School data	5.9	School data	1.7
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching is satisfactory overall but good in Years 3 to 6. The curriculum provision, the pupils' care and welfare, and the school's partnership with parents are satisfactory.

## Teaching and learning

The overall quality of teaching and learning is satisfactory. The quality of assessment procedures and the way they are used to help the pupils are satisfactory.

## Main strengths and weaknesses

- Teaching is good in Years 3 to 6 and has improved since the last inspection.
- Teaching in the Reception/Years 1/2 class does not always fully meet the needs of the pupils.
- There are good assessment procedures in English and mathematics, but assessment is less developed in other subjects

## Commentary

### *Summary of teaching observed during the inspection in 19 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	7	10	2	0	0

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

10. The Reception children and pupils in Years 1 and 2 are provided with a secure and friendly environment where satisfactory consideration is given to the different areas of the curriculum. Teacher knowledge and understanding of this age group are satisfactory but, at times, the teaching methods used do not fully meet the wide range of ages and abilities. For instance, occasionally, the children are required to sit for long periods of time, which makes them restless and uninterested. Expectations of behaviour are not consistent and silence is not always expected when the teacher talks to the children. This has a negative impact on the quality of learning that is taking place. Good use is made of two classrooms for the Reception/Years 1/2 class, but all the available resources are not used sufficiently well to promote the pupils' knowledge and skills. For instance, the outdoor area is not planned as an integral part of the school day and, therefore, remains empty for most of the time. Whilst some of the teaching assistants are very well deployed to support the children's learning, particularly those with special educational needs, others have a tendency to stand around and just watch the children carrying out their activities. This was especially noticeable in whole class sessions and on the rare occasions that the outdoor area was used.
11. Teachers in Years 3 to 6 have a good understanding of the needs of the pupils and have secure subject knowledge. Lessons are carefully planned and taught in a way that all pupils can be involved in and contribute to in some way. This was evident in a good Years 3/4 design and technology session where all pupils were fully included in a practical project. Teachers have high expectations of behaviour and the pupils clearly respect them for this. This has a positive impact on the quality of learning.

For instance, in a Years 5/6 class, pupils arrived back to an afternoon session in a rather excitable manner. The teacher firmly told them how she expected them to behave and the pupils immediately settled down to their work. A good range of teaching methods is used which helps the pupils to develop their ideas and increase their understanding. For example, in an English session in the Year 3/4 class the teacher used her questioning skills well to encourage the pupils to work out a number of unknown words. Some teaching assistants are used very well in Years 3 to 6 to support pupils with special educational needs with their work. This is evident when they sit with groups of pupils with specific needs and support them in their learning. However, other assistants are not so effective because they fail to fully integrate with the pupils and do not work co-operatively with the teachers.

12. In the Reception/Years 1/2 class, pupil assessments are carried out regularly, and satisfactory use is made of the information gathered to find out where they are in their learning. In Years 3 to 6, progress is tracked well in English and mathematics and the pupils are helped to understand how they can improve through the targets that are set for them. Assessment procedures are less developed in other subject areas and this makes it difficult for the pupils to understand what they need to do to improve.

### **The curriculum**

Curriculum provision is satisfactory overall. There are good opportunities for enriching pupils' learning. Accommodation is good and the school's resources are satisfactory.

### **Main strengths and weaknesses**

- The provision for pupils with special educational needs is good.
- The Foundation Stage curriculum is not fully meeting the needs of children and has declined since the last inspection.
- There is good enrichment of pupils' learning.
- Curriculum plans do not consistently spell out the planned progression in pupils' learning.
- The quality of accommodation is good overall and supports pupils' learning well.

### **Commentary**

13. The curriculum is broad and pupils' learning is enhanced by opportunities to develop their French speaking skills, and by special topic weeks. The school meets all the statutory requirements, including the provision for religious education and collective worship. The planned programme for personal, social, health and citizenship education is satisfactory and appropriate attention is given to sex, drugs and relationships education. However, children in Reception do not experience a curriculum that is fully based on their needs because there is too much emphasis on the National Curriculum arranged for the Year 1 pupils in the same class. There is a lack of play opportunities, activities are too structured and teacher direction is excessive. Since the arrival of the new headteacher, she has been promoting more child-initiated activities, which have started to have a positive impact on these younger children.

14. The provision for pupils with special educational needs is good. Although many of the procedures are new this term, they are already having a positive impact on the pupils. Because the proportion of pupils with special educational needs is so large, the new special educational needs co-ordinator has drawn up a number of group education action plans which target the needs of pupils with similar difficulties. The school has purchased new resources that specifically help pupils with special educational needs in Years 3 to 6. These are being used effectively to help the pupils achieve well, both in terms of personal development and towards their targets. Good inclusion opportunities ensure that pupils with special educational needs, those who use English is an additional language and those from ethnic minority groups, particularly the travelling community, have equal access to all that the school has to offer.
15. The National Strategies for Literacy and Numeracy are well established in the school. The curriculum plans for many other subjects have also drawn successfully upon national guidelines. Pupils have equal access to these programmes. However, many of the plans have not been fully developed to spell out the intended progression in pupils' learning as they pass through the school.
16. There are good opportunities for enrichment of pupils' learning. A wide variety of extra-curricular activities are held outside the normal school day. These include a Christian activity group, cross-country, music, science, recorders, chess and football. Pupils enjoy the various visits, such as to museums and places of worship. Their studies are also greatly enhanced by visitors to the school. Sometimes, these are part of topic weeks, such as an arts or creativity week. Enrichment of the curriculum in these ways helps to motivate and inform pupils and also helps them to make progress in their learning.
17. There is a sufficient number of teachers and support staff to meet the needs of the curriculum. There is also a satisfactory range and quality of resources to support learning in all areas of the curriculum. However, the ICT equipment needs updating. Accommodation is spacious and of good quality and is used well to promote a warm and inviting atmosphere. This contributes effectively to the good ethos of the school.

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

The school provides a safe, caring and healthy environment for pupils. It provides satisfactory advice, support and guidance for the pupils and makes satisfactory arrangements to involve them in its work and development.

### **Main strengths and weaknesses**

- Child protection procedures are unsatisfactory.
- Pupils have trusting relationships with adults.

### **Commentary**

18. Child protection procedures are unsatisfactory because the school has not yet arranged to revise its policy, procedures and practices to take account of recently enacted legislation. However, the headteacher is due to attend a training course in the very near future.

19. Pupils work in a safe and healthy environment. Some deficiencies were noted during the inspection and the school was made aware of them. There are satisfactory procedures and practices to meet the medical needs of pupils. Risk assessments are carried out prior to any external visits but these are not sufficiently detailed.
20. The support and guidance offered to pupils is satisfactory. Pupils report good relationships with all adults within the school and feel confident in approaching them regarding any matters that trouble them. However, although pupils are listened to satisfactorily through the very nature of the good relationships, and their views are respected, there are no formal procedures for pupils to express their views, such as a school council.
21. Pupils feel that staff help them with their learning. Teachers know the pupils really well and their advice and guidance is based on good English and mathematics assessment procedures. The new headteacher very quickly recognised the need for a special educational needs co-ordinator and she has rapidly pinpointed where help is needed. Pupils from ethnic minority groups and those for whom English is an additional language are also well supported and provided with appropriate support and guidance. Pupils know their targets for some of their work, are involved in reviewing them and are awarded merit marks when they reach them. Pupils whose behaviour causes concerns are required to monitor their own performance and, again, merit marks are used to reward reaching their targets. Pupils are given good opportunities to talk about their feelings and develop empathy with others when they sit together in a circle. However, this is not consistently and regularly used throughout the school.
22. The school has satisfactory induction arrangements for new children, which help to reduce any potential problems for the children and assist with their early learning. For instance, parents meet with staff prior to the child's entry to provide basic information on the stage of the child's development and children build slowly to full attendance, according to their progress. However, there is no structured system in place where older pupils can support new pupils.

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

Parents' links with the school are satisfactory overall. Links with both the community and other schools are good.

### **Main strengths and weaknesses**

- There are strong links with other schools through the local area arrangements.
- The local community is used well to enhance pupils' learning.
- The contribution of parents to pupils' learning at home and school is unsatisfactory.

### **Commentary**

23. Parents receive a newsletter which keeps them informed of forthcoming events and are provided with good information regarding curriculum and topic work and assisting their child at home with this work. The newly-appointed special educational needs

co-ordinator ensures that families who use English as an additional language are kept informed. A reading record book is used for all pupils, together with a homework diary for older pupils, as a means of communication between home and school. The school provides a written report in the summer term, which details what pupils have been doing. The report also gives targets for English and mathematics and a general target. However, these targets are not always written in clear language, or helpful to parents as to how they could assist their child's learning at home and personal development.

24. There are deficiencies in and omissions from the school prospectus and the annual report by governors but these do not adversely affect pupils' achievement or the standards that they reach. However, it is unsatisfactory that the school has not been successful in encouraging more parents into school to provide help. The school has not worked sufficiently hard enough to provide occasions, such as workshops or written advice, which could enable parents to help their children at home.
25. Parents' consultation evenings are held each term. These meetings are well attended and provide parents with good opportunities to discuss their child's progress. The school makes a strong effort to see all parents, including providing flexible timing arrangements and speaking in the playground to parents who do not attend the initial meetings.
26. The school works satisfactorily with the parents. The school has conducted surveys to establish parents' views on certain topics, but it is unclear how the information obtained has been used. The headteacher has held an afternoon tea party to introduce herself to parents and this was well attended. The school is diligent in following up complaints or other matters raised by parents. However, very few parents are willing to get involved with school life or help their children at home.
27. The school has good links with the local community, which are used well to improve the teaching and learning of pupils. Some local organisations, such as an after-school club, use the school's facilities. Furthermore, the school takes pupils on day trips to a range of local facilities, such as places of worship, and receives visitors, such as a history troupe and a number of secondary school pupils who provide assistance in the classrooms. The school also has contact with a number of charitable organisations and has received financial contributions that were used to benefit pupils' education. A number of local senior citizens come into school to help pupils with their reading.
28. The school also has good links with other schools through the education authority's local area organisation. There are satisfactory arrangements for the transfer of pupils into secondary education and these help pupils to settle in quickly. There are close links with support services for pupils with special educational needs. There have also been training links with teachers and joint governor training, which have been used well to improve the teaching and learning of pupils.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is good. The leadership of key staff is satisfactory. Management is satisfactory. Governance is unsatisfactory overall.



## **Main strengths and weaknesses**

- The new headteacher has a good understanding of the needs of the school and works well with her deputy headteacher.
- The new special educational needs co-ordinator has made a good start to developing provision.
- Financial management is unsatisfactory.
- Governors do not fully fulfil requirements and are not sufficiently challenging in the questions they ask the senior management.

## **Commentary**

29. The headteacher has quickly recognised areas that need improvement and has a secure vision for the future of the school. She has created an action plan that is linked to the school improvement plan, based on the key areas of concern that have been identified since her arrival. This document is thorough; it clearly highlights those issues that need urgent attention and focuses on the need to improve the quality of education in key areas.
30. The headteacher has developed a positive working relationship with the deputy headteacher and together they act as good role models for other staff and pupils. She has also identified the need to involve other key staff in leadership issues. Thus, overall subject co-ordination is satisfactory and developing well, and key staff are gaining an understanding of how they can inspire and motivate each other.
31. Prior to the arrival of the headteacher, the school did not have a special educational needs co-ordinator for a considerable period of time. Given the very large numbers of pupils with special educational needs, the headteacher rapidly realised that this was unsatisfactory because this group of pupils were not being provided with an adequate education. Consequently, she has used unallocated budget money to appoint a specialist for one day per week to ensure that the needs of these pupils are being met. The new co-ordinator has worked very hard in a very short time to organise the necessary paperwork to support the pupils. She has also devised group individual education plans, purchased suitable resources for the older pupils and organised specialist support programmes throughout the school.
32. The new headteacher has introduced systems for monitoring and evaluating the quality of teaching and plans to involve other staff in this process. However, it is too early to judge the impact of this on the quality of education. The monitoring of pupil performance over time is satisfactory and developing. Performance management procedures are in place, but these are not sufficiently rigorously monitored. The need for further staff development in a range of areas has been highlighted and plans have already been put into place for this. As the newest member of staff, the headteacher is aware that there is a need to establish detailed procedures for staff induction. The school's contribution to initial teacher training is good, with placements offered to students from Canterbury Christchurch University College.
33. Governors are supportive of the school and have a satisfactory understanding of its strengths. However, although they were responsible for the successful appointment of the new headteacher and are keen to market the school, they have a limited

involvement in shaping the future direction. For example, they have not been actively involved in the formation of the school improvement plan and do not have a sufficient awareness of the areas needing to be developed. Governors do not fulfil all their statutory requirements and have failed to challenge the senior management of the school.

34. A significant number of important elements of the financial control and administration are unsatisfactory. The school has secure procedures and systems in place to monitor expenditure effectively, but financial planning is not closely linked to educational planning. The school's improvement plan is not costed, and the principles of best value are not well understood and applied. For instance, the governors are not involved in monitoring decisions as to how expenditure on resources or staff training is linked to the school's educational targets. The cost per pupil is broadly average. The school provides satisfactory value for money.
35. Despite the high numbers of pupils with special educational needs and the lack of parental involvement, the school is well placed to improve under the direction of the new headteacher and her supportive deputy headteacher.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	275,102
Total expenditure	290,588
Expenditure per pupil	4,403

Balances (£)	
Balance from previous year	27,426
Balance carried forward to the next year	11,940

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the areas of learning in the Foundation Stage are **satisfactory** overall.

#### Main strengths and weaknesses

- The headteacher has identified the weaknesses in the provision and knows that the curriculum does not meet the needs of these children.
- Teaching staff are friendly and provide a caring environment.
- Teaching in all areas of learning except physical development is satisfactory.
- The accommodation is spacious and resources are good.
- All children, including those with special educational needs, those for whom English is an additional language and those from ethnic minority groups, are fully included.

#### Commentary

36. Many children enter school with **personal, social and emotional development** skills that are well below those expected for their age. Although achievement is satisfactory overall, they will not have achieved the expected level by the end of the Foundation Stage. This is because of the very high numbers of children with special educational needs, the very poor attainment on entry and the fact that the youngest children only have six months in Reception. Staff are caring and establish positive relationships with the children but expectations of behaviour are not always high enough. Most are happy and confident, but their ability to take turns is underdeveloped and tends to be dependent on the adults available. For example, the children were observed working together in a group doing printing. They listened carefully to the member of staff, and showed respect for their neighbours. However, the children were also observed in the outdoor area and it was evident, as they pushed in front of each other, that they were at the very early stages of knowing that they must take turns. The headteacher has recently ensured that they are given more opportunities to choose some of their own activities and learn through play, but it is too soon to evaluate the impact of this on the children's development.
37. In **communication, language and literacy**, few children are expected to meet the expected level by the end of the Reception Year. This is because most of the children start school with poorly developed language skills and, although achievement is satisfactory, their needs are not always met. For instance, not enough use is made of role-play to develop the children's speaking and listening skills. As a result, very few are able to talk in detail, and speak clearly and audibly with confidence and control. The children enjoy listening to stories and have started to use the pictures to help them tell a story. Few children can write their name and, although they like to make marks on paper, most is scribble. In the classroom areas, there is minimal provision for these young children to experiment with paper and pencil.
38. In **mathematical development**, the children are unlikely to meet the nationally expected levels for the start of Year 1. This is because their mathematical knowledge upon entry is very low compared to standards normally observed at their age and

progress is slow. Most children enjoy singing number songs, but have a poorly developed concept of number and are not confident with all the numbers from zero to 10. The quality of teaching is satisfactory but it reflects too strongly the influence of National Curriculum topics in Year 1 and restricts opportunities for play to support learning in developing their mathematical knowledge. Children's progress is also occasionally blunted by the lack of behaviour management, which has a negative impact on the concentration of the others.

39. Most children enter the Reception Year with limited levels of **knowledge and understanding of the world**. Although achievement is satisfactory overall, they will not have attained the expected level by the time that they start Year 1. They respond well when the activities planned and the resources provided are practical. For instance, as part of the theme of Autumn, they were all fully involved in printing patterns of leaves, using vegetables, and then sponges, to splodge a pattern of bright colours on their sheet. Moving promptly on to the computer suite, they quickly got going and in a few minutes most of them confidently filled the screen with lively, bold and colourful images. However, in another lesson, they were required to sit for too long a time while the older pupils in their class learnt about electricity. There are few opportunities for the children to investigate the properties of sand and water or create objects from malleable materials. They were not observed selecting their own materials to make junk models or create constructions from plastic kits. Since the arrival of the headteacher, the school has recognised the need to enrich children's learning by increased opportunities for activities. This is slowly being introduced and is having a positive impact on learning.
40. Despite the fact that the school has a well resourced and accessible outdoor play area, **physical development** is unsatisfactory and the children do not achieve as well as they could. This is because the resources are not used to develop the children's co-ordination. The children have access to the outdoor area each afternoon break when the session is shared with the Years 1 and 2 pupils. The quality of teaching is unsatisfactory because this session is not used to develop climbing, balancing and manipulative skills. One or two members of staff play alongside the children, but others merely supervise and consequently valuable learning time is lost. The children also have weekly sessions in the hall with the older pupils in their class. However, the teacher directs these lessons too much and there are insufficient opportunities for the children to explore and learn by themselves. Consequently, by the start of Year 1, the children will not have achieved the expected level in physical development.
41. Standards in **creative development** are very low on entry into school with few children being able to draw recognisable pictures. Standards remain well below at the end of the Reception Year. The children are given satisfactory opportunities to paint and experiment with colours, and enjoy playing in '*The hospital*' when they go outside for their afternoon break. However, there are insufficient opportunities for them to develop their imagination during extended role-play activities. Consequently, they do not achieve as well as they could.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Teaching is good in Years 3 to 6.
- The new headteacher has taken leadership of the subject but has not yet had an opportunity to evaluate teaching and learning.
- ICT is not used well enough to support the development of literacy skills.

## **COMMENTARY**

42. Standards in English in Year 2 are well below average because attainment on entry is low and there are a very large number of pupils with special educational needs. Achievement is satisfactory overall in Years 1 and 2. Standards in Year 6 are below average but all pupils, including those with special educational needs and those who use English as an additional language, achieve well. This is because they are motivated by the good quality of teaching and interesting nature of the work that is prepared for them. There is no difference in the achievement of boys or girls and those from ethnic minority groups. Standards are similar to those reported upon at the time of the last inspection. However, whilst the progress made in Years 3 to 6 has improved, the progress made in Years 1 and 2 has declined.
43. In Year 2, standards in speaking and listening are well below average and achievement is unsatisfactory overall. This is because teacher expectations are too low and the pupils are not given sufficient quality opportunities to use these skills effectively. Occasionally, the pupils are asked to discuss ideas with a partner, but too often the teacher does the majority of talking and this means that they are not able to fully participate in the sessions. Listening skills are frequently inhibited by boisterous and noisy behaviour, which is not corrected by the teacher. Consequently, most of the pupils in Years 1 and 2 experience great difficulty listening for any length of time and this has a negative impact on their learning across the curriculum. In Year 6, standards in speaking have improved, but are still below average. However, it is evident that the achievement in Years 3 to 6 is good for all pupils. This is because the teachers use good questioning skills as a key focus to lessons and this encourages the pupils to communicate their thoughts and ideas. For example, in a Years 5/6 lesson, the teacher asked them what they felt about two poems that they had shared together as a class. The class teacher acted as a good role model when she made good use of expression as she read the poems out aloud.
44. Reading standards are well below average in Year 2 but achievement is satisfactory. Skills are taught systematically in daily sessions, but the pupils' skills are not reinforced at home and this limits the systematic development of their skills. Consequently, they do not develop fluent reading styles. Achievement is good in Years 3 to 6 because the teaching is better, but standards remain below average in Year 6.
45. Standards in writing in Year 2 are well below average but the pupils achieve satisfactorily. Even the more capable pupils have difficulty using capital letters and full stops and few are confident enough to independently have a go at writing. Pupils

find difficulty forming letters correctly and skills are poorly developed. Pupils in Years 3 to 6 achieve well and by Year 6 standards have improved. However, they are still below average. More capable pupils write for a range of different purposes and use punctuation accurately. They are well supported in lessons and this enables them to use similes and metaphors with developing confidence. For example, one pupil wrote that '*sadness is ..... like a stormy cloud that never leaves, no snow on Christmas Day, having a headache, a pet dying...*' Less capable pupils use punctuation correctly but do not use interesting language in their writing.

46. The quality of teaching and learning is satisfactory overall. It is of good quality in Years 3 to 6 where a good pace is set and teachers have high expectations of behaviour. Teachers' enthusiasm for the subject influences the attitudes of the pupils. Pupils react positively to stimulating activities and show appropriate levels of concentration when they are motivated. This was evident in a good Years 3/4 lesson where the teacher shared a play-script with the pupils and this developed speaking, listening and reading skills at the same time. In the best lessons, learning objectives are shared with the pupils and individual pupil targets discussed during the session. This means that the pupils can evaluate their own learning during the session and have a full understanding of what they need to do to improve. Teaching is less effective when the learning intentions are not clear and there is a lack of challenge in the management of the pupils' behaviour.
47. Leadership and management of the subject are satisfactory and developing. Procedures for checking pupils' progress have been clearly identified this term and in Years 3 to 6 targets are effectively shared with the pupils. However, the subject is not rigorously monitored and information is not always successfully shared and used to improve results. The new special educational needs co-ordinator has quickly identified that reading resources were insufficient to meet the needs of the high numbers of pupils with learning difficulties and has recently rectified this situation. Consequently, resources are now adequate.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

48. The weaknesses in the pupils' literacy skills have a negative impact on the standards achieved in other areas of the curriculum, such as history and religious education. There is too little evidence of pupils' writing in the humanities or science. Word-processing in ICT is under-represented across the curriculum.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

## **MAIN STRENGTHS AND WEAKNESSES**

- The quality of teaching is good in Years 3 to 6 and this enables pupils to achieve well.
- Improvements in a number of teaching approaches are being maintained well.
- Pupils in Years 3 to 6 have positive attitudes to mathematics.
- Pupils do not have sufficient opportunities to investigate and apply their mathematical skills across the curriculum.

## **COMMENTARY**

49. Standards are well below average in Year 2. Although there are a very large number of pupils with special educational needs, the pupils achieve satisfactorily in Years 1 and 2. Standards of work observed in Year 6 are below expectations. However, pupils achieve well in Years 3 to 6 because of good teaching and the impact of their positive attitudes to mathematics. There is no significant difference in the achievements of boys and girls or those from minority ethnic groups. Pupils with special educational needs and those who use English as an additional language achieve as well as their peers. Standards are similar to those reported upon at the time of the last inspection. However, whilst the progress made in Years 3 to 6 has improved since the last inspection, the progress made in Years 1 and 2 has declined.
50. Many pupils begin school with very low levels of mathematical awareness. For example, most of the pupils in Year 2 are still at an early stage of understanding number and do not have a confident knowledge of all pairs of numbers that total 10. The development of mathematical skills improves in Years 3 to 6, where the teaching is better. Consequently, the more capable Year 6 pupils have a satisfactory understanding of fractions, decimals and percentages. Standards remain similar to those found at the time of the last inspection. This is because of the very high number of pupils with special educational needs who find the consolidation of concepts difficult.
51. The overall quality of teaching is satisfactory. The school has recently introduced several initiatives and these are having a positive impact on pupil achievement. For instance, the older pupils are encouraged to set their own targets and they are continually reminded about them in lessons. Work is marked regularly and teachers make good use of questions to promote thinking. This all helps the pupils to assess their own level of understanding. Teachers recognise the weak literacy and oral skills of many pupils and give strong emphasis to the use of correct mathematical vocabulary in lessons. Homework activities have also been enhanced to boost learning. However, although learning intentions are shared with the pupils at the start of lessons, they are not always used to evaluate the gains in knowledge and understanding at the end of the session. Pupils have few opportunities to engage in practical investigations in mathematics and this is a weakness.
52. The subject is led and managed satisfactorily and the role is now being developed further. The subject leader has not had an opportunity to monitor teaching and learning in classrooms. However, staff have started to work together to improve teaching and learning styles and these include further challenge for the more capable pupils and specialist work for those with special educational needs. They are also aware that pupils have difficulty achieving well in problem solving that involves them using words whether spoken or written. The school has recognised this and has identified mental and oral work as a focus in the school improvement plan.

## **MATHEMATICS ACROSS THE CURRICULUM**

53. There is some use of pupils' numeracy skills in other subjects, such as science and geography. Pupils also use computers to investigate number bonds, and record data

in graphical form. However, there are insufficient opportunities to use and develop number skills in other lessons.

## SCIENCE

Provision in science is **satisfactory**.

### MAIN STRENGTHS AND WEAKNESSES

- Pupils enjoy science and achieve well in Years 3 to 6.
- Pupils have insufficient opportunities to engage in investigations and develop independent enquiries.
- The scheme of work needs updating to take account of recent curriculum developments adopted by the school.

### COMMENTARY

54. Standards in Year 2 are well below average because the pupils start school with such poor skills and many have special educational needs, but achievement is satisfactory. Standards in Year 6 are below national expectations, but achievement in Years 3 to 6 is good. This includes those pupils with special educational needs and those who use English as an additional language. No differences were noted between the achievement of boys and girls and by any ethnic minority groups. Standards are similar to those reported upon at the time of the last inspection. The progress made by pupils in Years 3 to 6 has improved.
55. The quality of teaching and learning is satisfactory overall but a number of features of good teaching and learning were evident in lessons observed. For instance, teachers stressed the importance of using correct scientific terminology. They explained clearly the learning intention at the start of the session and reminded pupils of their individual targets. Teachers also highlighted the use of the correct science terminology and this helped their language development. Teachers encouraged the pupils to appreciate scientific investigation by modelling the various stages of the practical work. This maintained the pupils' interest and motivation and helped them understand the importance of fair testing. However, opportunities were missed to engage pupils in discussion with their partners and the learning intentions were not referred to during the final part of the session to help assess how much had actually been learnt. There are also insufficient opportunities for pupils to become more strongly involved in making decisions about investigations and sometimes devising their own tests.
56. The subject is led and managed satisfactorily but the role is now being developed more fully and the need for the monitoring and evaluation of teaching and learning of science has been identified as an area for development. In some sessions, helpful links are made with other subjects, such as English and mathematics, which helps underpin pupils' learning. Planning for lessons now draws upon national guidelines for the science curriculum, but the scheme of work has not yet been modified to take account of these innovations.



## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- The headteacher has made a very good start as the subject leader and has already identified the weaknesses in teaching ICT.
- Resources are unsatisfactory.
- ICT is not used well enough to support other subjects.

### **Commentary**

57. Standards in ICT at the end of Years 2 and 6 remain below national expectations, as reported at the time of the last inspection. Pupils are not achieving as well as they should because resources and the network system are outdated and are unable to cope with the needs of the school. In addition, a significant number of pupils in Years 1 and 2 have difficulty co-ordinating the keyboard and finding the appropriate keys to press. Older pupils file, save and then send their work to be printed. However, they are hampered by their poor literacy skills, which make reading instructions difficult.
58. Teaching is satisfactory overall. It is used well by staff to motivate and interest the high numbers of pupils with special educational needs who make appropriate progress. This was evident in a lesson with the Years 1 and 2 pupils where they applied themselves well when they used a software program to paint and draw. However, weaknesses in the system slow the pace of the lesson and this has a negative impact on the quality of learning. For example, during an English session in Years 5/6, the teacher sent a group of four Year 6 pupils to the computer suite so that they could carry out some research on planets prior to them writing a poem about one of them. Although the pupils were well supported by a teaching assistant, they experienced real frustration when the main infrastructure of the computer system was unable to cope with the demands of four pupils trying to access information from the Internet. This meant that they took much longer than expected to carry out their work and, consequently, they missed the end session of their class lesson.
59. Subject leadership is satisfactory and developing. The headteacher, who is the subject leader, has very quickly recognised the need for specialist input and has appointed a part-time technician, who is carrying out vital technical work. This term, the new headteacher has ensured that all the classes now use the ICT suite regularly and this means that the progression of pupils' knowledge and understanding can be systematically developed. The headteacher has ensured that teacher planning now includes opportunities to develop ICT skills and this is having a positive impact on standards. The subject is well placed to develop under the good leadership of the headteacher.

## Information and communication technology across the curriculum

60. Pupils in Years 1 and 2 use software programs to make name cards and have been learning to use the keyboard to write their name. Older pupils have created games linked to the space topic they have been learning about. The headteacher has identified that the use of ICT in other subjects is underdeveloped and is working hard to rectify this.

## HUMANITIES

61. Pupils' work was sampled in geography and history because it was not possible to observe any lessons. Consequently, no judgements are made on provision in these subjects.
62. In **geography** and **history**, planning documents indicate that the requirements of the National Curriculum are met. Teachers adapt national guidelines appropriately for their planning. They ensure that good use is made of resources to support pupils' learning. This includes the local area and visits to places further afield. Cross-curricular approaches are also used effectively to enrich pupils' learning and interest. Obvious links between the two subjects are made, such as in Years 3 and 4, when they study past and present life in Sevenoaks. The local area is also well used as a focus to support learning in geography in Year 1/2. Topics, such as Ancient Egypt and Romans in Britain, extend pupils' knowledge of past societies and events. Topics, including traffic in the local High Street, a village in India, and a mountain range, engage pupils in studies of people, places and environments both nearby and distant. However, insufficient use is made of ICT to support pupils' learning.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils gain a suitable understanding of key features of major faith traditions.

## COMMENTARY

63. The school follows a curriculum drawn from the locally agreed syllabus, which provides pupils with knowledge of a range of faith traditions. This broad curriculum makes a good contribution to pupils' understanding and appreciation of other cultures. Talking with Year 6 pupils and looking at the limited examples of work available for scrutiny, indicate that standards attained by Year 6 pupils in religious education meets the expectations of the locally agreed syllabus.
64. In Years 1 and 2, pupils consider stories, festivals and customs as part of Christian practice, and in other faith traditions, such as Hinduism and Judaism. In Years 3 to 6, pupils extend their coverage to look into aspects of other faiths such as Islam and Sikhism. Teachers use various approaches to engage pupils and help them develop their knowledge. Sequencing cartoons, recording in pictures and sketching artefacts are among them. Year 6 pupils review some of the various beliefs and customs of

religions they have studied. They speak enthusiastically of visits to faith centres, such as Chatham Synagogue and Rochester Cathedral. As they pass through the school, many pupils build a sound picture of what it means to be an adherent of a religious faith. Some pupils can introduce topics, like meditation, into the conversation and articulate a sound definition of the concept. However, poorly developed oracy skills limit the ability of some pupils to expand upon their understanding.

65. The subject leader has been in post for six months and her role is developing. There is a sound scheme of work to support teachers in their planning. Procedures for systematic assessment and recording of pupils' progress are not yet fully in place.

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

66. These subjects were sampled. Two physical education lessons, one art and design lesson and a design and technology lesson were observed. No music lessons were observed. No judgements are made on provision in these subjects.
67. Pupils enjoy their **art and design** lessons and settle well to the planned activities. In the good Years 5/6 lesson that was observed, pupils were learning to develop their sketching skills. The teacher encouraged them to consider carefully '*line, tone and shade*' as they drew a range of objects. The pupils concentrated well on this task, but their sketching skills lacked maturity and detail. In Years 3/4, pupils have carefully observed different types of fruit and used different shades of paint to show the detail of their inside. The pupils are given good opportunities to study a range of different artists such as the French Impressionist Claude Monet and Paul Cézanne.
68. In the good quality **design and technology** session observed in Years 3/4, the pupils worked hard to create a stable structure using a piece of card and a range of fastenings. The teacher had a lovely rapport with her class and the pupils responded well to her questioning. All pupils were fully involved in the activity, but a high level of adult support was needed because the pupils' skills were much lower than one would expect for this age group.
69. Pupils enjoy listening to **music** as they enter the hall and prepare themselves for their daily assemblies. They sing tunefully and with confidence when accompanied by a guitar. Curriculum planning indicates that music is allocated an appropriate amount of time in each class.
70. Two **physical education** lessons were observed. In a good lesson with the pupils in Years 3/4, the teacher provided clear instruction and made effective use of pupils working in pairs to develop their football skills and encourage co-operation. However, in the unsatisfactory lesson with the Years 1/2 pupils, the teacher spent too much time coping with behaviour issues and the pupils were required to sit for a long time on the floor.
71. The headteacher is aware that subject leadership needs developing in these creative areas. In the short time that she has been at the school, she has effectively empowered the co-ordinators, who are now keen to monitor the quality of teaching and learning in these subjects. Resources are satisfactory.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

72. This area of provision has been effectively developed since the last inspection. The school attaches a high priority to personal, social, health and citizenship education. The schemes of work are developing well and they support colleagues effectively as they help pupils grow in confidence and in awareness of others. Teachers show pupils they are valued. There is regular time allocated to PSHCE lessons, when pupils are able to share their feelings and views in a secure and trusting atmosphere.
73. In addition to arrangements for drugs awareness and sex and relationships education, the school, to support this area of learning, has introduced other initiatives. These include links with a secondary school based broadly upon physical education. Years 5 and 6 pupils work with other pupils from this secondary school as they are engaged in thinking more about life-styles and healthy choices. The good ethos of the school and provision for pupils' moral and social development are effectively linked to this area of curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
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

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	5
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).*