

ERRATUM SLIP

Wateringbury Church of England Primary School

Unique Reference Number: 118632

Contract Number: 268203

Date of inspection: 21/02/2005

Reporting inspector: Ian Naylor

INSPECTION REPORT - the following paragraph should read as follows:-

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

SUBJECTS IN KEY STAGES 1 and 2

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject leader has a good understanding of the requirements of the subject and has begun to put these in place.
- Teachers do not pay enough attention to the agreed syllabus.
- Teachers do not challenge higher attaining pupils enough.

Commentary

Attainment in religious education is at least in line with the expectations of the Kent Agreed Syllabus, and achievement is good in relation to the first attainment target: 'Learning about religion'. Pupils have made good progress in their work on the religions of Christianity, Sikhism, Judaism and Islam. But they do not spend enough curriculum time studying Christianity in more detail.

Teaching is satisfactory overall. Teachers prepare lessons carefully and manage classes well. However, not enough use is made of group work or activities that develop thinking skills. Teachers do not always challenge higher attaining pupils. Most teachers mark pupils' work in a helpful way, identifying their achievements. Some teachers also add questions to develop pupils' thinking, which is excellent practice.

Pupils behave well in lessons, listen and concentrate well. They give thoughtful answers to questions, with good use of religious vocabulary. They are inquisitive and ask good questions of the teacher.

Leadership is satisfactory and the subject leader has good subject knowledge and sets an example of good practice in her own teaching. She has established suitable assessment procedures and monitors pupils' workbooks.

INSPECTION REPORT

WATERINGBURY CE PRIMARY SCHOOL

Maidstone

LEA area: Kent

Unique reference number: 118632

Headteacher: Mr R Arnold

Lead inspector: Ian Naylor

Dates of inspection: 21 – 23 February 2005

Inspection number: 268203

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	243
School address:	147 Bow Road Wateringbury Maidstone Kent
Postcode:	ME18 5EA
Telephone number:	01622 812199
Fax number:	01622 812199
Appropriate authority:	The governing body
Name of chair of governors:	Mr Dennis Stones
Date of previous inspection:	10 May 1999

CHARACTERISTICS OF THE SCHOOL

Wateringbury is an average sized school. Seven pupils are from non-British backgrounds. There are two pupils with a Statement of Special Educational Needs, as well as twenty-three other pupils who have special educational needs requiring school action. Pupils are from family backgrounds representative of a cross-section of the community. Thirteen pupils joined and seven pupils left the school before the end of the last school year. In the Foundation Stage there are thirty-six on roll; twenty in the Reception class, and six in a combined Reception and Year 1 class. Children's attainment on entry to the school is average overall, but their speaking, listening and social skills are above average. Some classes have mixed year groups. The school enjoys a very strong partnership with local primary and secondary schools. The school received the School Achievement Award in 2002/3.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20906	Ian Naylor	Lead inspector	English Physical education Art and design History Geography
0938	Anthony Mundy	Lay inspector	
26292	Helen Mundy	Team inspector	Foundation Stage Mathematics Music Design and technology
1224	Graham Todd	Team inspector	Science Information and communication technology Personal, social and health education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wateringbury is a happy and successful school in which pupils of all abilities thrive: pupils' attitudes and behaviour are very good and there is a high attendance rate. Very good relationships help to create a very positive climate for learning where the good quality of teaching and leadership has raised standards to a high level. The school gives good value for money.

The school's main strengths and weaknesses are:

- Excellent and very good teaching in Year 6 produces consistently high standards in English, mathematics and science.
- Teaching in other subjects in Years 1 to 6 is good overall and frequently very good.
- The leadership of the headteacher and senior management team is good.
- There are excellent links with local primary and secondary schools.
- The curriculum is very well enriched by participation in the arts and sport.
- The pastoral welfare of pupils is of a high quality.
- Mixed age classes create gaps in pupils' learning.
- Pupils are exceptionally well prepared for transfer to secondary education.
- There is a lack of direction in the school's management of the curriculum for the Foundation Stage.
- There is very good liaison between the school and its parents and with the local community.

Since the last inspection the good quality of teaching has been sustained and there has been a notable improvement in the standards achieved in English, mathematics and science. The school development plan has been improved and now forms a sound basis for action across the school. Improvements have been made in the resources for information and communication technology (ICT) with the introduction, in particular, of an ICT suite. There have been some improvements to the physical area and resources in the Foundation Stage.

STANDARDS ACHIEVED

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

Key: A Very high ; 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.

Standards and achievement are good overall. In 2004 in the national tests, by the end of Year 6, standards were well above average in English, mathematics and science compared to all schools nationally. They also compared very favourably to other similar schools. By the end of Year 2, the results in the national tests show that standards in reading and mathematics were well above average; in writing they were above average compared with all schools nationally. However, compared to similar schools the picture was slightly less positive with each area showing standards as average. In Year 2, pupils' current achievement in reading and writing and mathematics is good. In Year 6, achievement for the present year is very good in English, mathematics and science. Achievement is satisfactory in the Foundation Stage, and most children should meet the Early Learning Goals they are expected to reach by the end of the Reception Year. Standards are satisfactory in information and communication technology. Pupils with special educational needs

(SEN) make good progress and achieve well.

Boys have achieved better than girls in the national tests at Year 6, which is against the national trend. Pupils achieve well across the school in physical education, music, art and design and design and technology. They make good progress in history and geography.

Pupils' spiritual, moral, social and cultural development is very good. Attitudes and behaviour are very good. Attendance and punctuality are very high. Pupils' personal development is very good and they are extremely well prepared for transfer to secondary education.

QUALITY OF EDUCATION

The quality of education is good overall. Teaching is good overall, with frequent examples of very good teaching in most subjects. There is some excellent teaching in Year 6. Teachers create a very positive environment for learning through the very good relationships, the promotion of very good attitudes to school and the provision of a wide range of learning opportunities. Consequently, pupils make good progress in their learning, especially in English, mathematics and science. The good quality of teaching helps pupils to understand what they have to do and shows them how they can improve further. Teachers know the abilities of pupils well and this helps them to focus planning for lessons on what pupils need to learn next. The curriculum is good in Years 1 to 6, and is well enriched by opportunities in the arts and sport. It is satisfactory in the Foundation Stage. Mixed age classes in Reception and Years 1 and 2 restrict the continuity of opportunities for some pupils. Pastoral support and guidance are very good. There are very good links with parents and the local community and excellent partnerships and link arrangements with local schools that help to promote pupils' learning and achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher and senior staff provide good leadership and direction to the school. They are well supported in this by the governors, who have a sound understanding of the strengths and weaknesses of the school. Management is satisfactory with some good features, especially in the provision of information to parents and in the efficient school administrative procedures as well as in those for financial management and control.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school and the progress made by their children. Pupils are very happy to come to school and feel that staff listen to them and help them with their work.

IMPROVEMENTS NEEDED

Within a context of overall good provision, the most important things the school should do to improve are:

- Monitor the curriculum in mixed age classes to ensure that all pupils have the same opportunities.
- Establish a more clearly defined management structure for the Foundation Stage.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are good overall.

Main strengths and weaknesses

- Standards in English, mathematics and science are very good at Year 6.
- Achievement is good in most subjects.
- Pupils with special educational needs achieve well.
- Boys achieve better than girls by Year 6.

Commentary

1. The school has maintained standards at high levels in each of the core subjects over at least four years, despite some variations in the attainment of different cohorts. Standards in English, mathematics and science have been improved significantly since the previous inspection.
2. Most pupils arrive in the school with average levels of attainment. However, a significant minority have above average attainment. The number of pupils with special educational needs is below the national average at just under twelve per cent. Pupils of all abilities achieve well, so that they make good improvement in their levels of attainment as they move through the school. Children make satisfactory progress and achievement in the Foundation Stage, good achievement in Years 1 and 2 and very good achievement in Years 3 to 6.
3. There has been a well above average added value for pupils in their levels of attainment between the end of Year 2 and the end of Year 6, compared with national benchmarks. Inspection evidence supports the view that the school raises the level of attainment of pupils of all abilities by a significant amount. The school recognises that even more could be achieved and much of its planning and teaching is focussed to this end.
4. In the national tests in 2004, by the end of Year 2, standards in reading were high compared to all schools nationally. Standards in writing were above average compared to all schools nationally. Both were average compared to similar schools. Standards in mathematics were high compared to all schools nationally, but average compared to similar schools.
5. By the end of Year 6, standards in English were high compared to all schools nationally, and above average compared to similar schools. Standards in mathematics were high compared to all schools nationally, and high compared to similar schools. Standards in science were high compared to all schools nationally, and high compared to similar schools. This means that the school has maintained a good profile of success in the national results, not only against all schools nationally but also against other schools with similar characteristics.
6. In Year 2, achievement for the present year in reading, writing and mathematics is good and standards are likely to remain above average in the national tests in 2005. In Year 6, achievement of pupils in the present year is very good in English, mathematics and science and high standards should be maintained at the end of the school year. Achievement is satisfactory in the Foundation Stage, and most children should meet the Early Learning Goals they are expected to reach by the end of the Reception Year.

7. Pupils with special educational needs (SEN) make good progress and achieve well. Boys have achieved slightly better than girls in the national tests at Year 6, which is against the national trend. The school is aware of this situation and is taking measures to further boost the achievement of girls.
8. Standards and achievement are satisfactory in information and communication technology and good in physical education across the school. Pupils achieve well across the school in music, art and design and design and technology. They make good progress in history and geography.

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

Standards in:	School results	National results
Reading	16.9(17.0)	15.8 (15.7)
Writing	15.6 (15.1)	14.6 (14.6)
mathematics	17.4(16.6)	16.2 (16.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.1 (30.3)	26.9 (26.8)
mathematics	30.1(29.1)	27.0 (26.8)
Science	31.3(31.3)	28.6 (28.6)

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

Pupils' attitudes, values and other personal qualities

Pupils' very good attendance and attitudes, and consistently good behaviour, contribute significantly to their achievements. Their personal qualities are quickly developed by the school's very good provision for spiritual, moral, social and cultural education. Overall, these aspects maintain the high standards noted during the previous inspection.

Main strengths and weaknesses

- Pupils are eager to take part in lessons and other activities.
- Pupils conform to high expectations of behaviour and courtesy.
- In mixed-age classes, pupils of differing ages work and play amicably together.
- Attendance is significantly above the national average for similar schools.

Commentary

9. Pupils in all year groups greatly enjoy school, and are keen to do their best. They respond enthusiastically to a wide variety of academic and informal activities. Their very good attitudes contribute significantly to the ethos of the school, and to the quality of learning in all classes. They are friendly and cheerful, responding confidently and pleasantly to staff and to visitors. Most children settle quickly into the Reception class, and make good progress in their personal, social and emotional development. In lessons, pupils frequently concentrate on their work for extended periods.

10. All adults in the school are very good role models for courteous and thoughtful behaviour. Consequently, pupils' behaviour is good in classrooms and other areas of the school. Pupils are encouraged to consider the welfare of others, and to do what is right rather than what is expedient. Pupils have no concerns about bullying, and know that occasional reported incidents are quickly investigated and resolved. No pupil has been excluded from school in recent years.
11. All relationships are very good and are a strength of the school. Pupils enjoy working and playing together. In a very good music lesson seen in Year 6, boys and girls co-operated very amicably and waited patiently for opportunities to use a keyboard.
12. Pupils' spiritual, moral, social and cultural development is very good. They sing enthusiastically in the school choir, and participate in, or support, church events and occasional village events. They are very generous of spirit, contributing each year to a variety of local and national charities. They have good understanding of the concept of right and wrong. They accept many responsibilities in their classrooms. In Year 6, some pupils act as librarians and house captains. Pupils from Years 1 to 6 are elected by secret ballot to form the school council. Pupils chair and minute council meetings, and contribute to important decisions about school life. Pupils have a very good opinion of their school and feel that staff are very fair to them.
13. The school welcomes many visitors, including writers and local historians. Each class enjoys an excellent variety of visits to local places of interest, to the cathedral cities of Rochester and Canterbury, and to major attractions in London.
14. Attendance is significantly above the national average for primary schools, and most pupils arrive punctually each morning. Registration periods are brief and efficient, and lessons begin promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. This is the result of high quality teaching, of very good relationships, of an enriched curriculum that is extremely well supported by the involvement of other schools and of the very good links the school makes with parents and the local community.

Teaching and learning

Teaching is good overall. There is some excellent teaching in Year 6.

Main strengths and weaknesses

- Teaching is good overall in English, mathematics, science, information and communication technology, and physical education.
- Teaching is at its best in Years 5 and 6.
- Teaching caters well for pupils of all abilities.
- Teachers and teaching assistants work well as a whole school team and in the classrooms.
- Teachers' planning does not always reflect the needs of different year groups occurring in the one class.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2(5%)	9 (23 %)	19(48 %)	10(25 %)	0	0	0

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

15. The quality of teaching has been sustained at a high standard since the last inspection. This is despite some changes to personnel and the employment of several newly qualified teachers. Such is the support given to new teachers at the school and the very good role models of senior staff, that new staff quickly become part of the strong staff team, in which team-work is valued and there is a genuine whole school focus on raising pupils' achievements. Teaching is good overall, with frequent examples of very good teaching in most subjects. Parents and pupils hold the view that teaching is good. Teachers create a very positive environment for learning through the very good relationships, the promotion of very good attitudes to school and the provision of a wide range of stimulating learning opportunities.
16. There is some excellent as well as very good teaching in Year 6, and consistently good teaching in Year 5. This is because teachers have very good subject knowledge, they know pupils' abilities extremely well and constantly provide challenging activities that sustain pupils' interest. Teachers have very high expectations of pupil participation and performance. As a result, pupils make very good progress in their learning, especially in English, mathematics and science. There is a consistent approach to marking and homework and a strong commitment to assessment. Elsewhere, teaching is more variable, but frequently good and sometimes very good. Teaching is good in all the core subjects, in information and communication technology, and in physical education. It is satisfactory in the Foundation Stage. Very good lessons were seen in music, art and design, design and technology and personal social and health education.
17. Teachers who have two year-groups in their class do not always plan work relevant to each year group in the class. This sometimes means that younger pupils in the class can miss out on small steps in their learning.
18. The quality of teaching for pupils with special educational needs is good. Teaching assistants have clearly identified roles and areas of responsibility. They provide good support for individuals and groups of pupils, and work closely with the teachers. All staff work cooperatively with outside agencies.
19. Assessment procedures are satisfactory overall. They are best in English, mathematics, and science, where teachers focus strongly on pupils' attainment in the national tests. The use of pupil data tracking information and analysis is relatively new in the school, but its use is beginning to identify the point which pupils have reached in their learning and the focus needed in future lessons. The identification and assessment procedures for pupils with special educational needs are good. There is a growing use of pupil self-assessment and this sometimes features at the end of lessons so that teachers and the pupils themselves can

gauge what has been learnt. Other forms of assessment such as the use of digital, video and stills photography are being tried out in the school.

Examples of outstanding practice

The two following statements illustrate excellent teaching for mathematics and science in Year 6.

In an excellent, fast-paced introduction to a mathematics lesson, the teacher immediately engaged pupils with a 'poser': *If you halve a million, and continually halve subsequent answers, what is the first number you reach that is a whole number with a decimal remainder ?* The teacher wrote six numbers on the white board, each with a decimal remainder. Most pupils nominated a very low number as the final answer. He chose a succession of pupils to begin the early mental calculations, offering targeted advice on how to make large numbers manageable. Each pupil in this high-attaining class made a full contribution, and achieved the lesson objective of finding methods to solve an apparently difficult problem.

The 'professor' (teacher) set the pupils several problems to solve. "I want you to plan investigations to separate cuboids from sand, salt from sand and iron filings from sand. You are not going to be given any clues and you will have to decide on any apparatus you require to complete the investigations." After an initial discussion, the pupils rose to the challenge and worked very well individually in planning the investigations. The highlight of the lesson was the practical experiments to assess the pupils' work. High quality questioning enabled the teacher to find out exactly what the pupils knew about sieving, filtration, evaporation and magnetism. Weaker areas of their knowledge and understanding were noted and very effectively reinforced through the practical work.

The curriculum

A good, broad, curriculum is provided for most pupils in Years 1-6, and a satisfactory curriculum overall in the Foundation Stage.

Main strengths and weaknesses

- Many high-quality activities are timetabled at lunchtimes, and after school.
- Pupils in Year 6 receive exceptional support in preparation for transfer to secondary education.
- Provision is good for pupils with special educational needs.
- The curriculum in mixed-age classes often does not designate specific work for pupils of both year groups.
- The school library is under-resourced, and the display and selection of books are uninviting.

Commentary

20. The curriculum is good, and meets the needs of most pupils. A strong focus on the performing arts develops pupils' creative and aesthetic skills, without detracting from academic performance. The teaching of French in Year 6 broadens the curriculum. The curriculum is very well supported by the exceptional quality of teaching and learning in Years 5 and 6. The curriculum for personal, social, health and citizenship education is good, and has improved since the previous inspection.
21. The curriculum for pupils with special educational needs is good in all year groups. Pupils are often withdrawn from classrooms for specific support from experienced teaching assistants; the curriculum is adapted and modified effectively to meet pupils' special educational needs

and they are very well prepared for the next stage of their education. The school is implementing the Code of Practice well.

22. Numerous visits and visitors extend pupils' learning, contributing to a diversity of experiences in many subjects. The school encourages teachers to use their expertise in music, gymnastics, games, art and ICT to lead numerous clubs and other enrichment activities. Pupils in Year 6 enjoy a residential visit each year.
23. The headteacher is very active in preparing pupils in Year 6 for secondary education. He works individually with pupils on specific projects, combining schoolwork and homework. Upon completion, work is analysed and graded to give pupils and their parents insight into secondary expectations of pupils in Year 7.
24. Some classes accommodate two year groups. In these classes, the teachers often select the curriculum for the predominant year group, adjusting it slightly for the minority of younger or older children. For example, in the Reception/Year 1 class, the curriculum is closely matched to the National Curriculum for pupils in Year 1, rather than the Early Learning Goals for pupils in Reception. Consequently, the younger children, who are still in Year R are often expected to complete work that is not fully matched to their needs.
25. Resources are satisfactory overall, with a good range of books to support guided reading activities. However, the main school library is not very well stocked, particularly with books for higher-attaining pupils. The school is aware of this and has sought help and advice from the school library service as an interim measure.

Care, guidance and support

The school provides very good care for all pupils, and satisfactory guidance to improve their academic work. Pupils have very good opportunities to express their views, and to influence school life. Standards in these aspects have been maintained or improved since the previous inspection.

Main strengths and weaknesses

- Pastoral welfare is very good.
- Pupils have very good, trusting relationships with staff
- The school listens carefully to pupils' opinions, and often responds to their suggestions.

Commentary

26. There are high standards of pastoral welfare and pupil care. The school offers a very friendly welcome to pupils of all ages. Pupils are secure in a clean, carefully maintained environment, where there are good policies for health and safety, child protection and behaviour management. Very good attention is given to health and safety. Each year, pupils in Year 6 visit a *Safety in Action* exhibition, and all pupils meet visiting speakers to learn something of the hazards of railways, reservoirs, strangers and illegal drugs. The school has good procedures for vetting prospective staff.
27. Staff give good support to pupils' personal development. Weekly sessions of personal, social, health and citizenship education for all year groups include circle time discussions, when pupils are encouraged to express their views clearly, and to listen to the views of others. Teachers award house points to pupils for good work, effort or being helpful to others, or nominate pupils for coveted certificates awarded by the headteacher. All relationships are very good, and pupils confidently seek adult help for academic or personal difficulties. All pupils know their achievement targets, and some year groups are developing skills in pupil self-assessment.
28. The academic support, care and advice available for pupils with special educational needs are good. There are very good procedures to identify, support and monitor pupils with special

educational needs (SEN). The special needs co-ordinator and a team of skilled special needs assistants, have very good knowledge of the strengths and weaknesses noted in pupils' individual education plans (IEPs). These IEPs are of a good quality and are reviewed on a regular basis with the full involvement of parents. IEPs have clear targets against which progress can be measured. Targets are carefully monitored. Records are very well kept and meet statutory requirements.

Partnership with parents, other schools and the community

The school's very good relationships with parents, the community and other schools contribute significantly to pupils' achievements. Standards in these aspects have improved significantly since the previous inspection.

Main strengths and weaknesses

- Parents have great interest in the life and work of the school, and are fully informed about their children's education.
- Excellent links with other schools have a very positive impact on pupils' learning and personal development.
- Multicultural and international links are underdeveloped.

Commentary

29. Parents are very supportive, and they make valuable contributions to their children's learning at school and at home. The school occasionally seeks parents' responses to proposed changes and, as far as possible, incorporates their views when making final decisions.
30. A number of parents help regularly in classrooms, and accompany pupils on out-of-school visits. The parents and friends association vigorously supports the school with a wide programme of social and fund-raising events. For example, the association recently paid half of the purchase cost of high quality playground equipment, and is currently planning substantial purchases of ICT equipment.
31. Parents receive very good information from regular newsletters, and from an Internet site shared amicably with the parish council. The headteacher is a regular contributor to the parish magazine. The prospectus and governors' annual report to parents meet statutory requirements, and include much additional information about the school and its activities. At three consultation meetings each year, parents are invited to discuss their children's progress, and they are welcomed informally at other times. Annual written reports are satisfactory, clearly indicating standards and achievement in the core subjects of English, mathematics and science, and sometimes giving parents specific advice about their children's next steps for improvement. Teachers provide details each term of the curriculum to help parents monitor and support learning, and they are always pleased to give specific advice to parents working at home with their children.
32. The school's integral role in the village and very good links with the community, make significant contributions to pupils' learning. Numerous visitors, invited to support pupils' learning, have recently included musicians, theatre groups, puppeteers and falconers. Very good links with the parish church support pupils' spiritual and cultural development, and the minister is a regular and popular visitor. The school encourages community groups to use the school's facilities, and makes good use of local resources, including a working orchard. Although pupils learn something of eastern religions, the school's multi-ethnic and multicultural links are not strong.
33. Excellent links are established with selective and non-selective secondary schools. Specialist secondary teachers regularly lead mathematics and physical education lessons at Watlingtonbury. These make a significant contribution to pupils' learning and preparation for secondary transfer. The headteacher has a prominent role in the cluster of local primary

schools. Wateringbury provides very good mentoring for trainee teachers and for secondary school students on work experience programmes.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and senior management team is good. They lead by example and provide good role models for other staff. The governing body discharges all its statutory responsibilities.

Main strengths and weaknesses

- The headteacher is well respected by pupils and staff and has successfully built a good quality teaching team.
- Some aspects of the curriculum require closer monitoring.
- Subject leaders do not have adequate time to monitor the quality of teaching.
- Governors support the school well, but need to formalise monitoring procedures.
- Financial management is good and spending is carefully monitored.

Commentary

34. The headteacher is a good leader, and over the years he has built a strong and caring ethos in the school. He is approachable and respected by staff, parents and pupils. With the deputy head and senior teacher he provides a good senior management team and sets good standards in terms of the quality of their teaching and curriculum organisation. The team have high expectations for the school and are committed to inclusion; this is reflected in the good teamwork and good standards achieved by all pupils.
35. The school development plan has improved since the previous inspection and it is now satisfactory. It contains timescales, costs, review dates and monitoring criteria. The school has a good curriculum, although there are some weaknesses. Management needs to be more aware of the shortcomings in the Foundation Stage curriculum; for instance, the timetable and planning do not reflect the needs of the youngest pupils in the school. The monitoring of the curriculum, whilst satisfactory, lacks rigour and has not yet adequately addressed the difficulties in planning for some of the mixed age classes. Whilst subject leaders are keen to develop their subjects, insufficient time is allocated for them to monitor teaching and learning, but this is currently under review. The school has correctly identified that staff require further training in the analysis of performance data. Very good progress has been made in planning the introduction of workforce reform and remodelling.
36. Performance management for teachers is fully in place; there are plans to extend this to teaching assistants. The induction of new staff to the school is carefully planned and there is a good mentoring system in place. Their continuing professional development and that of other staff is well managed.
37. The governors have a satisfactory understanding of the strengths and weaknesses of the school and are familiar with the performance data and standards achieved by the pupils. They provide good support for the headteacher. The chairman is very experienced, is committed and is a regular visitor to the school. Governors compare the performance of the school with similar schools locally and nationally. They have a wide range of experience, but there is a lack of clarity about certain aspects of their work. There is insufficient challenge provided for the headteacher and senior management team. The role of governors in monitoring is underdeveloped because it is too informal. There needs to be greater involvement by governors in some key areas such as checking the effectiveness of decision making.
38. Financial management is good and the school's financial administrator manages the day-to-day financial procedures very well. The local authority monitors the school budget on an agreed monthly basis. The headteacher provides the governors with a good monthly analysis of the current financial position. This is very useful in helping them to plan ahead. For example, finances have been recently agreed by governors to improve and extend the ICT provision by providing a wireless network of sixteen computers. Competitive tendering is used for all major expenditure; recent examples are the fencing around the school and the refurbishment of the toilets. The management of the special educational needs provision is good. The money received by the school for special educational needs is well spent, the majority being used to fund staff. Overall, the school gives good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	593,656
Total expenditure	569,200
Expenditure per pupil	2,453

Balances (£)	
Balance from previous year	32,344
Balance carried forward to the next	24,556

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **satisfactory** overall in the Foundation Stage. Most children are likely to achieve all the Early Learning Goals at the end of their Reception Year. This maintains the situation found at the previous inspection. The curriculum for Reception children in the Reception/Year 1 class is unsatisfactory.

Foundation Stage children enter school in the term following their fourth birthday, either in September or in January. At the time of the January intake, the six oldest children in the Reception class transfer to the combined class. Teaching is satisfactory in both classes, and teachers have high expectations of behaviour. In the Reception/Year 1 class, the teacher's planning is linked to the National Curriculum to the exclusion of the Early Learning Goals. In this class, part-time teaching assistants are not trained in the Foundation Stage. Assessment is satisfactory overall. Although teachers and teaching assistants use a variety of methods to assess children's learning, they do not always intervene promptly to correct mistakes or suggest improvements.

The day-to-day running of the Reception class is satisfactory. The Reception class teacher is keen to improve her expertise. She attends numerous courses, and shares knowledge and new ideas with her colleague in the Reception/Year 1 class. However, her role as Foundation Stage leader is not formalised because she does not have a specific job description. She does not appear to be responsible for monitoring teaching and learning of Reception age children in the adjacent mixed age class. The school's senior management team does not sufficiently promote a separate identity for the Foundation Stage and this hampers the overall quality of the provision. Provision is good for children with special educational needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory** overall.

Main strengths and weaknesses

- Children's social skills are very advanced.
- Behaviour is consistently very good.
- Some Reception class activities are purposeless.

Commentary

39. Teaching is satisfactory in this area of learning. All children are very polite to adults and to each other. They are mature for their age, and play and work happily together. During the inspection, a group of children smilingly welcomed a newcomer to their established game. Behaviour is always very good, and is sometimes exemplary. They know they must sit quietly when adults are speaking, and they are particularly good in whole-school assemblies, when the content is sometimes too difficult for them. All adults in the Foundation Stage establish and maintain good relationships with children and their families. Most activities are stimulating and engage children's interest for extended periods. Sometimes, however, their interest is not engaged by activities without a clear purpose, or when the resources are limited or uninviting. At these times, children frequently change activities, and rarely complete any task. They are confused when teachers subsequently ask them 'What have you learned?'

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children's speaking and listening skills are very advanced.
- Phonics teaching is good.
- The teaching of writing is underdeveloped.

Commentary

40. Teaching is satisfactory. All staff in the Foundation Stage speak very clearly to encourage the development of children's speaking and listening skills. Children with special educational needs receive good additional support from experienced specialist staff. However, individual education plans for these young children sometimes include too many complex targets. Reception class children understand and use advanced vocabulary. For example, a child of average attainment explained the meaning of *desert*. Phonics teaching is consistently good. In a lesson seen, the Reception class teacher used a good variety of resources to teach the sound 'sh'. Children subsequently created their own rhyming words ending in 'sh'. All children made good progress in this fast-paced lesson. Children enjoy looking at books, and they recognise some familiar words. They can recall the sequence of events in familiar stories. They write their names, but individual letters are not always formed correctly. They use phonic knowledge to write random words and part-sentences. However, teachers rarely intervene to improve work in progress, or to correct children's unconventional pencil grips.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children learn a wide range of mathematical skills.
- Planning in the Reception/Year 1 class is not linked to the Early Learning Goals.

Commentary

41. Teaching is satisfactory overall. Children of average attainment count objects accurately to fifteen. They recognise numbers to ten, but do not always write them accurately. Children are beginning to total two groups of objects, and write the calculations in their books. However, they do not fully understand the mathematical symbols for add and equals, used in written work. Children in the Reception class have good understanding of the order of numbers. For example, they can organise themselves into a line of first, second, third and last. Some know their birth dates. In a satisfactory lesson in the mixed-age class, children knew the meanings of *heavy* and *light*, but could not understand the difficult abstract concept of a kilo unit of weight. This concept is not included in the Early Learning Goals for children of Reception age. Children in the Reception class can create simple repeated patterns, and can identify many two-dimensional shapes, including star and diamond. They have very good understanding of directional language, including *corner*, *middle* and *in between*.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory** overall.

Main strengths and weaknesses

No significant strengths or weaknesses are identified in this area of learning.

Commentary

42. Teaching is satisfactory. Children in the Reception class know that seeds develop into plants and flowers. They know the difference between living objects and dead (inanimate) objects. In a satisfactory lesson, a group of children planted beans in pairs because 'One might die', and watered the soil to help the bean plants grow. A group supported by a teaching assistant made plant labels without understanding the purpose of the activity. Children have good understanding of the senses. They know the difference between *rough* and *smooth*, and can explain simply the textures of a number of fruits. They have good technology skills. They identified some of the features in their complex block model of the giant's castle in Jack and the Beanstalk. Children learn about Christianity, and learn something of other faiths and cultures. Children in the Reception class demonstrated good mouse control when using a computer. They clicked and dragged pictures on the screen, although the content of the program was too difficult for them. When adult support was withdrawn, they quickly lost interest in the activity.

CREATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT

43. Insufficient evidence was available for an overall judgment to be made on standards or provision in these areas of learning.
44. Children's drawings and paintings are of average quality for their age, but work seen did not include observational drawings. Children in the mixed-age class can weave paper strips into attractive designs. A good display of their work demonstrated the technique applied to a range of colourful table mats. Imaginative play is very good. Children make very good use of any materials or ideas offered to them. During the inspection, a child explained how carrot tops planted in soil might grow into a giant beanstalk. Another child drew a picture of 'dynamite' exploding in the giant's castle.
45. The grassed outside area for Foundation Stage children does not fully support the curriculum. Although the outside area has been improved since the previous inspection, resources are still inadequate.
46. Children's fine motor skills are very good. They skilfully manipulate glue spreaders, scissors and gardening tools. They have some idea of the importance of a healthy lifestyle, and are conscious of their personal safety. For example, they know that the gate into the Reception class must be bolted at all times.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6.

- Achievement is good in most year groups despite a lack of continuity in the curriculum for the split age classes.
- Speaking and listening skills are very good throughout the school.
- Teaching is good overall and very good in promoting pupils' creative and descriptive writing.
- Boys achieve better than girls overall.
- Pupils with special educational needs achieve well.
- More use could be made of information and communication technology.

Commentary

47. A combination of very good teaching, a lively curriculum and high expectations of pupils' efforts and performance resulted in standards of achievement being consistently high by the end of Year 6, compared to all other schools in the 2004 national tests and above average compared to similar schools. These high level results have been sustained over a number of years and show a good improvement since the previous inspection in overall standards in English. Standards of achievement in the present year in English indicated in lessons and by analysis of pupils' workbooks show that results should be high again in this year's tests.
48. By the end of Year 2, standards were well above average in reading in the 2004 tests and above average in writing compared with all schools nationally, but only average in each area when compared with similar schools. Standards by the end of the current Year 2 are likely to be above average in reading and writing. An analysis of the national results reveals that there is still scope for improvement in the number of pupils attaining National Curriculum Level 3 in reading by age seven, and Level 5 in English by age eleven. The school is aware of this and is working hard to achieve this through very focussed target setting and teaching.
49. Although there are some small gaps in the continuity of the curriculum offered in Years 1 to 3, due to the inevitable split-year groups to accommodate the pressure from admissions, this does not seriously detract from pupils' achievement and is compensated for well by the enthusiastic and consistently good quality of teaching and by the high expectations of teachers for pupils' performance. There is, unusually, a slightly better overall level of achievement by boys by the end of Years 2 and 6. The school is aware of this and is taking positive steps to boost the confidence and performance of girls.
50. Most pupils enter school with at least satisfactory levels of speaking and listening skills. These are fostered and developed further in all year groups so that pupils become confident speakers who are keen to ask questions and unafraid of expressing themselves in class or in front of the whole school, for example in assemblies. Many higher-attaining pupils are very articulate and able to express their ideas very clearly. They listen carefully to teachers' questions, and frequently respond with original ideas and suggestions. For instance, in a very good English lesson in Year 6, achievement was very good when pupils' were engaged by their teacher in a sprightly discussion about an author's use of paragraphs.
51. This clarity of thinking is also seen in pupils' written work, especially in creative, descriptive and report writing, which are strongly featured across the school, and most particularly in Years 5 and 6. The high quality of teaching in Years 5 and 6 is seen in the way it challenges pupils to consider how they might improve their work, achieve their best and gain even higher marks in the national tests. Teaching also encourages pupils to be confident in their abilities and provides them with a wide and interesting range of opportunities and experiences, many linked to other areas of the curriculum such as art, history and geography. A relatively weaker area is the lack of a committed approach to the use of ICT. Very little work is word-processed and the use of the Internet for research is spasmodic.
52. Teachers plan carefully to cater for pupils of all abilities in lessons and pupils with special educational needs are given additional support by teaching assistants and the special needs co-ordinator that supports their good achievement. Teachers use the guided reading programme (a nationally recognised initiative to promote reading) effectively to promote

pupils' reading skills and at least fifteen minutes each day is devoted to this for each class group. The best features of homework are the way it promotes systematic learning for good spelling, especially for younger pupils, and very good creative writing skills amongst older pupils in Years 5 and 6.

53. Leadership of the subject is good and resources are good and well managed, although the school library does not offer a sufficient range of books for the older higher-attaining pupils.

Modern foreign language

54. In **French**, achievement by pupils in Year 6 is satisfactory, in the spoken and written language. It is early days in the introduction of a modern foreign language to the curriculum. Pupils have only been learning the subject since September 2004. There is one half hour lesson each week in Years 3, 5 and 6, for which teachers have received training to enable them to participate in the pilot scheme. In the one lesson seen, teaching was satisfactory and much of the lesson was conducted using the target language successfully. However, there were occasions when the teacher's weak knowledge of vocabulary impeded pupils' learning. There is a lack of suitable books, although pupils do have access to a CD-ROM of spoken French with suitable illustrations. The school is determined to expand staff expertise and to be ready to offer a good curriculum and teaching by the time that a modern foreign language becomes an accepted part of a primary school curriculum. Staff are successfully taking part in a local authority pilot scheme and several have already received some training.

Language and literacy across the curriculum

55. Good support is given across many subjects to developing pupils' literacy skills. Pupils' very good speaking and listening skills are used to good effect in music, physical education, and in personal and social education as well as in most other subjects. Very good reading and writing skills are encouraged and enhanced in history, geography and art and design. Literacy skills are seen by the school as a means to gain the best access to all subjects. This is evident in teachers' lesson planning and in the way that pupils are taught to answer and ask questions cogently and hold sensible discussions with one another. Good attention is given to handwriting, spelling and general presentation of written work in all subjects.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- There is good teaching and focused support, for pupils of all attainments, particularly in Year 6.
- The co-ordinator is an excellent teacher.
- Assessment and planning for the mixed age classes is unsystematic.

Commentary

56. Good teaching and very high expectations generate good achievement in Years 1-4, and very good achievement in Years 5 and 6. Overall, standards maintain the high levels noted during the previous inspection. Pupils of all attainments make good progress, and they make very good progress in Years 5 and 6. Throughout the school, the achievement of boys and girls is similar. By the end of summer term, many pupils in Years 2 and 6 are likely to exceed the standards expected nationally. Planning is good in most year groups, and teachers have good expertise. Pupils in Year 6 receive exceptionally good support as they prepare for national tests and the county eleven-plus examination.
57. In Year 2, most pupils recall number facts, and correctly use a variety of simple methods to demonstrate their numeracy skills. They manipulate large numbers, and high-attaining pupils

confidently double and halve numbers to 200. Their confidence in early-number facts helps them in attempting increasingly challenging mathematical tasks. They accurately measure distance and capacity in standard units, such as centimetre and millilitre. However, in the two mixed-age classes, although attainment is high, teachers do not always plan work specifically for pupils in Year 2. Pupils of high attainment in Year 3 consolidate their understanding of place value by working with numbers to 1000. By Year 6, pupils of average attainment calculate swiftly and accurately: mentally, on paper or with a calculator. They order positive and negative numbers, have good understanding of coordinates, and accurately translate shapes from one quadrant to another.

58. Teaching in Year 6 is consistently very good, and often excellent, and is characterised by detailed responses to individual needs, and high expectations of pupils of all attainments. Consequently, pupils make very good progress in their learning. For example, in an excellent lesson seen in Year 6, all pupils achieved very good outcomes in a challenging problem-solving activity. In this lesson, all pupils were fully involved, and fully aware of the progress they were making. Teachers' introductions to lessons are usually very positive and stimulating, but teachers in Years 1 and 2 do not always make the best use of available resources. Computers in classrooms and the computer suite are not used on a regular basis in mathematics lessons. However, analysis of work in pupils' books and on display confirms occasional exercises in spreadsheets and data handling. In Year 6, groups of pupils benefit from teaching by mathematics specialists visiting from local secondary schools. Assessment is satisfactory overall. Teachers' marking is often good, and helps clarify the next steps in pupils' learning. Teachers track pupils' progress in all year groups, but the results of tracking are not used systematically to plan work for individual pupils or groups. This is a particular weakness in the Year 1/2 and 2/3 mixed-age classes.
59. The subject leader provides good leadership and management by monitoring teachers' plans and pupils' work, and gives detailed feedback to them on specific strengths and weaknesses. Although he has a good overview of standards, he does not always explore the depth of knowledge acquired by pupils in Years 1 and 2. He is an excellent teacher and role model for pupils and staff.

Mathematics across the curriculum

60. Pupils sometimes extend their mathematical skills in other curriculum subjects. For example, they apply measuring skills to technology projects, and numeracy skills to music. Teachers' lesson planning sheets include a space designated for additional curriculum areas, but mathematics is rarely featured.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 6, due to the very good quality of teaching.
- There has been good improvement since the last inspection and standards have risen.
- The use of ICT is very limited – it is not used enough to support pupils' learning.

Commentary

61. Standards in science in Years 1 and 2 are above average. They are well above average in Years 3 to 6. In the national tests in 2004, the number of pupils in Year 6 attaining the higher Level 5 target was very high and in the top five per cent nationally. The rate of improvement is above the national trend, and the performance of boys and girls is well above average. Pupils with special educational needs are making good progress with their learning.

62. The quality of teaching is good throughout the school and, as a result, pupils enjoy their science lessons. Pupils are very attentive; most listen well, join in discussions and make sensible contributions. Some of the higher-attaining pupils pose difficult questions for their teachers. The best features of the teaching are questions to help pupils develop investigative skills, for example, "What are the incisors for?" and "How do we know the earth is round?" Some excellent teaching was observed in Year 6.
63. The curriculum is good overall, but the planning for pupils in some of the mixed age classes does not always reflect the needs of the different year groups. Assessment is satisfactory overall and some good progress has been made in analysing test results. However, the tracking of pupils' progress requires more rigour, especially in Years 1 and 2.
64. Leadership is good. The co-ordinator has a good grasp of the standards, because she monitors teachers' planning and samples pupils' work. Although some time was allocated to monitoring teaching last year, no time is currently available for this purpose. The main area which needs improvement is the use of ICT. Currently, it is not used enough for research. Opportunities are also being missed to use ICT for recording the results of investigations in graphical and tabular form.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards in ICT are average and rising, but limited access to computers is inhibiting progress.
- Assessment procedures need fully implementing; currently, the school is unable to confirm the standards reached by pupils.
- The co-ordinator has specialist skills; she has done much to improve the subject since the last inspection.

Commentary

65. Throughout the school, standards in ICT are average, but they are beginning to rise. However, the majority of pupils are not getting sufficient 'hands on' experience and often have to share computers. This is the main reason why the good quality teaching is not resulting in higher standards. Some pupils, who have computers at home, display well-developed skills. In Year 3, for example, several pupils were able to work independently and overcome problems with the cursor after moving a bar graph into a word-processing program.
66. The majority of teaching is good, and occasionally very good. For example, in an English lesson for Year 6, one pupil took over from the teacher and successfully used the laptop computer to make changes to a paragraph; this was projected onto the electronic whiteboard. Pupils enjoy using ICT and achieved well in the lessons observed. Teachers are confident and have a good understanding of the programs they use. The curriculum has improved significantly since the last inspection; weaker areas identified then, such as control technology and modelling, are now being taught well. Digital cameras are being used effectively to record pupils' achievements.
67. The management of ICT is satisfactory. The subject leader is a specialist teacher and has done much to move the subject forward since the last inspection. She is using her expertise effectively for staff training, developing the use of the Internet and email. She recognises that further training will be needed when electronic whiteboards are introduced more widely. The main weakness is assessment. Teachers record the skills that have been taught, but the work that pupils complete is not assessed. It is, therefore, impossible for the subject leader to

monitor standards. Currently, no time is allocated for the subject leader to monitor the quality of teaching. Governors are planning to increase the hardware base through the purchase of a wireless network and more electronic whiteboards.

68. There has been satisfactory improvement since the last inspection.

Information and communication technology across the curriculum

69. The use of ICT is starting to be planned in different subjects, but this requires more emphasis. Some good work was seen in history; pupils had searched for, and downloaded work about, Tutankhamun. In Year 6 pupils had developed a musical composition using a computer program. However, there was little evidence of ICT being used to support the work in science.

HUMANITIES

70. As the school has voluntary controlled status, religious education is not included in this inspection.
71. **History** and **geography** were not a focus for the inspection and no lessons were observed. Analysis of teachers' planning, pupils' workbooks and the displays of pupils' work in classrooms and around the school show that history and geography are given prominence and that there is a good range of curriculum activity following national guidelines. After a visit to the Egyptian section of the Maidstone museum, pupils in Years 1 and 2 write a journal, as if they were Howard Carter finding the Tomb of Tutankhamun. They use the Internet to make further research about historical facts about Ancient Egypt. Pupils know how to look for evidence on a local map and to recognise the place names of Roman, Saxon or Viking settlements. They draw their own plan showing good understanding of the use of symbols that depict geographical features. The subject leader organised a visit by a 'Roman soldier' (as played by a local actor-historian) and pupils enjoyed talking to him and asking him about his uniform, weapons and how the Romans lived and fought. They use a map-search program on the Internet to locate their own home in the Wateringbury district on a map. They make comparisons between their own village and the features, landscapes and types of transport on the Scottish Isle of Struay.
72. In Years 3 to 6, pupils pursue a topic on Ancient Greece. They undertake their own research from books and use a search engine on the Internet to get information they need. They write at length about facts and stories connected with famous places in Greece, such as Athens, Sparta and Mount Olympus, and about Greek heroes and gods. They write good descriptions about visits they have made to local landmarks, such as the Thames Barrier and the seaside, and about their residential trip to Norfolk. They make their own maps of a local landscape after visiting a local hop field and an orchard; they use aerial photographs and Ordnance Survey maps to help them understand the terrain they are studying.
73. There are good links made by teachers with work in literacy, particularly through poetry, music and art and design. National Curriculum guidelines are well adapted to suit the particular needs of the school. The subject leader manages the subject well and uses the small annual budget to good effect to purchase subject resources. Teachers carry out evaluations of pupils' work in their topics and also use quizzes and end of term tests to gauge pupils' understanding of history and geography in the work they have covered.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Only one lesson was seen in art and design and one in design and technology. A firm judgement, therefore, cannot be made about provision in these subjects. Analysis of pupils' work in books and on display and inspectors' discussions about provision with the subject leaders show that there is likely to be at least satisfactory progress by pupils in both these subjects. In **art and design**, in the one lesson seen teaching in Year 6 was very good

because it challenged pupils to investigate for themselves the concept of macro-images. They work individually to sketch their ideas in about shape and structures in very small detail from their immediate environment. They make accurate pencil drawings, for example, of corners of windows or doorframes, making clear the details of design and noting the differences of light and shade. They can explain about their results and relate them to the teacher's examples of macro-images from photographs he has taken.

75. Traditionally, art has been a strong area of the school and this continues. However, the subject leader recognises that the subject is overdue for review, to re-establish its position in the creative curriculum and to make more use of fields such as ICT for pupils to explore and to create their own work. An example of how well regarded the art work of pupils is beyond the school is seen in the annual visit by a national television company requesting examples of pupils' work for use in their productions.
76. From all the art work displayed around the school it is clear that pupils' work is of a good standard and that it is highly valued by pupils and staff. Pupils use illustrative paintings and drawings very effectively to support their work in a range of subjects, especially in literacy, history and geography, for example in the decoration produced by pupils in Years 1 and 2, to illustrate their creative stories about dragons. Pupils of all year groups make good use of sketchbooks and these show good progress by pupils in their investigation and experimentation with shape, form and colour in pencil, pastel, crayon and watercolours. In Year 2, pupils draw self-portraits in crayons and pastels and paint still life pictures. They show a good understanding of the use of shape, colour and pattern in their work. For example, by Year 3, they make Islamic designs using art blocks to make repeating patterns. They research the work of Mondrian, using the Internet, and then make their own pictures using a similar style of painting. In Year 6, pupils study perspectives and in particular how buildings are represented in art.
77. In **design and technology**, pupils gain a wide experience of materials and techniques, and consistently improve their skills, by designing and making a variety of interesting products. Pupils in Year 1 individually create good models of their ideal playgrounds. Given a basic format by the teacher, and imaginative resources, they model all the necessary equipment, space layouts accurately on large boards, and indicate suitable surfaces to avoid injury to users. Pupils in Year 6 skilfully construct complex 'marble mazes' on small boards. Completed work is meticulously finished to provide an eye-catching product, and a challenging game. They also make construction kit models and show an understanding of the functions of levers, cogs and pulleys. In the one lesson seen, teaching was good and had a fast pace; pupils made excellent progress when learning how pulleys may be used to change direction, increase force, and increase speed. Although classroom accommodation is cramped in all year groups, staff and pupils successfully complete ambitious projects. The co-ordinator is experienced, and is very conscientious in supporting all members of staff.
78. Only two lessons were seen in **music**; no judgement, therefore, can be made about provision. Three recorder groups were observed, and the whole school was heard singing in assemblies. Discussion with the subject leader and analysis of teachers' planning shows that there is a sound subject plan that supports pupils' learning well. The very good subject knowledge of the subject leader and the enthusiasm of staff ensure pupils' good progress. Many pupils join the choir, or learn the recorder at lunchtime clubs, where they acquire a good repertoire of recorder melodies and are adept at reading music. They enjoy performing in assemblies, and for the community. In a satisfactory lesson seen in Year 3, pupils of average attainment kept a steady beat clapping to taped music. They had good understanding of pentatonic scale when finding notes on their glockenspiels. The teacher made a good link with mathematics when she asked which mathematical shape has five sides. In a very good lesson in Year 6, led by the subject leader, pupils successfully used a variety of chords in harmonising a melody. In this fast paced lesson, the teacher encouraged pupils by to play their harmonies on a keyboard, and offered immediate suggestions and compliments.

Although all pupils sing tunefully and are aware of the importance of breathing and posture, they rarely sing enthusiastically.

PHYSICAL EDUCATION

Provision in physical education (PE) is **good**.

Main strengths and weaknesses

- Teaching is good.
- Attitudes are exemplary.
- There are very good sporting links with other schools.
- After school clubs extend pupils' opportunities for sport.
- The continuity of the dance curriculum across the year groups is weak.

Commentary

79. Standards of achievement are good across the school. Pupils make good progress in a range of physical skills. For example, in a very good combined games lesson in Years 5 and 6, boys and girls together practise and refine their ball skills and knowledge of the rules for team games in soccer, tag-rugby and hockey. They show good understanding of the basic principles of these games and cooperate fully with one another and staff. Pupils in Years 1 to 4 perform well in dance. They show good imagination to develop dance phrases and routines. In a good link with literacy they express the meanings of words in dance, such as 'dash' and 'freeze', and they work successfully with a partner to show still and movement words. In Years 1 and 2, pupils learn traditional dances and respond well in pairs to mimic one another's dance moves. Pupils clearly enjoy PE and take part with gusto! Their attitudes and behaviour are often exemplary.
80. Teaching is good because teachers have good subject knowledge and bring an enthusiastic approach to lessons; they challenge pupils to work hard and perform well. Teachers generally provide relevant activities that interest and inspire pupils' self-confidence. However, there is sometimes too little distinction made in the content of lessons for pupils of different year groups, particularly in dance. Sound attention is given to pupils of all abilities. Pupils with special educational needs are fully included and achieve well. The quality of both teaching and pupils' learning has been very well supported and enhanced by the very good liaison with a local high school with sports college status. The subject leader, through participation in the Sports Co-ordinator Partnership Programme, has organised specialist PE teachers from the sports college to visit the school to coach pupils and pass on teaching expertise to school staff. This has increased teachers' range of sports skills and boosted their confidence in their subject knowledge. Pupils have been provided with 'taster' activities at the local secondary school, for example in tennis.
81. Assessment and record keeping are satisfactory. The best features are the pupil self-evaluations that are used at the conclusion of lessons. Staff also make use of video and digital still cameras to record pupils' work.
82. The subject is well led by an enthusiastic and experienced subject leader. A good range of after-school clubs for netball, soccer, gymnastics, tag-rugby, rounders, cricket and athletics are organised and available to all pupils in Years 3 to 6. Swimming for Years 3 to 6 is arranged on a weekly basis at the local leisure pool and the school has succeeded in its aim of each pupil being able to swim at least 25 metres by the time they leave the school at age eleven. There are regular tournaments involving local schools for netball and soccer and pupils participate in a gymnastics festival and perform at the village fete. A whole school sports day gives an opportunity for all pupils to participate in a wide range of sporting and athletic activities in a fun way.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. The curriculum for personal, social, health and citizenship education (PSHEC) is good, and has improved since the previous inspection. Sex and drugs education are fully included in the planning. Some aspects of the subject are taught within other curriculum subjects, including religious education, but each class is timetabled for one specific PSHEC lesson each week. Teaching and learning have not been monitored in the year since the current scheme of work was introduced. Citizenship responsibilities are clarified and refined in a commercial programme which also promotes alternative thinking strategies. The programme is a positive influence on pupils' behaviour and personal development. Lessons in PSHE and citizenship are good overall, and contribute significantly to the very good attitudes and relationships evident throughout the school. A very effective school council further promotes pupils' awareness of their collective responsibilities to the school community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).