

INSPECTION REPORT

WINGHAM PRIMARY SCHOOL

Canterbury, Kent

LEA area: Kent

Unique reference number: 118403

Headteacher: Mr G Davis

Lead inspector: Paul Cosway

Dates of inspection: 13 - 15 June 2005

Inspection number: 268279

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 aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	217
School address:	School Lane Wingham Canterbury Kent
Postcode:	CY3 1BD
Telephone number:	01227 720 277
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Appropriate authority:	The governing body
Name of chair of governors:	Revd. Peter Brownbridge
Date of previous inspection:	23 – 26 November 1998

CHARACTERISTICS OF THE SCHOOL

Wingham Primary School is a village school, serving the village of Wingham and the surrounding area, including many isolated farms and small hamlets. The pupils range in age from four to 11. It is close to the average size for a primary school. The proportion of pupils with special educational needs is below the average nationally and the proportion with a Statement of Special Educational Needs (those who receive additional help from outside specialists) is close to average. The proportion of pupils who are entitled to free school meals is below the average nationally. The attainment of pupils on entry is slightly above average, overall. The proportion of pupils in Years 5 and 6 who did not start their education at this school is above the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is providing a very good standard of education for its pupils. The friendly, confident ethos in the school leads to the great majority of pupils enjoying learning, working hard, forming good relationships and behaving very well. Every child is known and cared for very well. Standards are well above average at the end of Year 6. There are some areas for further development. For example, marking is not used well in all subjects to help pupils to improve their work. The very good leadership of the headteacher is taking the school forward by identifying areas for improvement and taking appropriate action. The school gives very good value for money.

The school's main strengths and weaknesses:

- Pupils of all ages and abilities achieve well.
- Good, often very good, teaching helps pupils to make good progress.
- Attitudes are very good and behaviour is good, overall, because of very good care and guidance.
- The pupils' spiritual, moral, social and cultural development is very good.
- There are very good links with parents, the community and other schools.
- The curriculum is very good and the range of after school-activities is excellent, especially for sport and music.
- Teaching is very good in some classes, sometimes excellent, and the school needs to continue to develop teaching skills so that all pupils are taught very well.
- Marking does not always make clear to pupils what they must do to improve and assessment, often used well to raise standards in English and mathematics, is not yet fully developed in all subjects.
- The accommodation is very good and the school is well resourced.

Improvement since the last inspection has been very good, with particularly good improvement in the range of activities at lunch-time and after school. There has also been very good improvement in the curriculum, especially the teaching of ICT, design and technology, religious education and physical education. The key issues from the last report have been resolved.

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*	B	A	A
mathematics	A	B	B	C
science	A	B	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards were above average at the end of Year 2 and well above average, overall, at the end of Year 6 in 2004. **Pupils achieve well.** Currently, in the Foundation Stage, children make good progress, because of the very good teaching. Almost all are on course to meet the Early Learning Goals by the time they enter Year 1. At the end of Year 2, pupils are above average in English, mathematics and science. Year 6 has more pupils with learning difficulties and disabilities than last year and so standards, overall, are slightly lower than last year, but are well above average in science. The pupils are reaching high standards in a number of other subjects, such as ICT, physical education, geography and aspects of music. Standards in English and mathematics are above average and standards in literacy are well above average. All pupils, including those with learning difficulties and disabilities and those who have been at the school for a relatively short time, make good progress.

Pupils' personal development is very good, as is their spiritual, moral, social and cultural development. Pupils' attitudes to the school and their work are very good, overall. Most pupils behave very well and form good relationships, but small numbers of boys can be restless and, occasionally, disrespectful. Attendance is above the national average. The pupils are very punctual to school and to lessons.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is good, often very good, and pupils learn very well, especially in science, geography, ICT and playing musical instruments. In the many good and very good lessons, teachers plan their lessons to interest their pupils, which, in turn, motivates them to learn well. In a few lessons, the work is not always planned to interest all pupils and some lose concentration.

The school offers a very good, broad curriculum, very good accommodation, good resources and an excellent range of after-school activities. The very good partnership with parents and local schools and very good links with the community contribute to the effectiveness of the education it provides. Assessment systems are satisfactory, but marking does not always give good guidance to pupils on how to improve their work. The pastoral system provides very good support to pupils.

LEADERSHIP AND MANAGEMENT

The leadership of the school by the headteacher and leadership team is very good and has led to significant improvements in the school since the last inspection. The management is efficient and the school is well placed to improve further. The school runs smoothly and parents are kept well informed in most respects. The governing body is effective and is strongly committed to the school. The governance of the school is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are pleased with the school and believe that it is helping their children to make good progress. However, around a quarter would like more information about the progress that their children are making and a fifth would like the school to take more account of their suggestions and concerns. They are pleased with the communication between school and home, the running of the school and the ways they are encouraged to help their children to learn. Almost all pupils are happy at school, appreciate all that their teachers do for them and enjoy their lessons.

Inspectors agreed with the positive views of parents. The school has agreed that it could provide more information on pupils' annual reports, of the levels they have reached and has begun to do so. This will help parents to understand how well their children are progressing.

IMPROVEMENTS NEEDED

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

- Ensure that in all subjects marking makes clear to pupils what they must do to improve.
- Use assessment information to track pupils' progress and set appropriate work in all subjects.
- Continue to develop teachers' skills and specialisms in order to maximise the quality of teaching to all classes.

All statutory requirements are met.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good across the curriculum for all pupils. Standards are above average at the end of Year 2. The numbers entering or leaving the school in Years 3, 4, 5 and 6 make it difficult for the school to build on this level of attainment. However, the pupils who join the school late settle in quickly and make good progress.

Main strengths and weaknesses

- All pupils achieve well.
- Standards at the end of Year 2 are above average in English, mathematics and science.
- Pupils make good progress as they move through the school and standards in the national tests at the end of Year 6 were well above average, overall, in 2004.
- Standards are particularly high in science, music and sport, because of the quality of provision for these subjects.

Commentary

The school's results and pupils' achievements

1. The attainment of pupils on entry to the school is slightly above average, overall. By the end of Year 6, recent results in the national tests have been well above average, indicating that pupils are making good progress and are achieving well at the school. One reason for this is the inclusiveness of the school, the way that it values and fosters all pupils, regardless of their ability or background, and seeks to find ways in which all can excel. The achievements of all pupils, including and especially those with special educational needs, are celebrated and all are fully included in every aspect of school life.
2. The trend over time for results in the national tests for seven-year-olds has been below the national average, but varying numbers of pupils with learning difficulties and disabilities in some year groups have made statistical analysis unreliable. The inspection found that standards have risen since the last inspection.

Attainment in the national tests at the end of Year 2

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

Standards in:	School results	National results
reading	16.8 (18.1)	15.8 (15.7)
writing	15.8 (16.9)	14.6 (14.6)
mathematics	17.2 (17.7)	16.2 (16.3)

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

3. In 2004, the pupils were above the national average in reading, writing and mathematics. The results were in line with the average for similar schools. Girls' results have been consistently above those of boys for the last three years. This difference is similar to the difference nationally.

Attainment in the national tests at the end of Year 6

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

Standards in:	School results	National results
English	29.7(28.2)	26.9 (26.8)
mathematics	28.4 (28.0)	27.0 (26.8)
science	31.3 (29.7)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

- Pupils in Year 6 have achieved well. Results in 2004 were well above the national average in English and science and were above average in mathematics. Compared with results in similar schools, that is those schools where pupils attained similar results at the age of seven, pupils achieved well. They were well above the average for similar schools in English and science and in line in mathematics. Particularly high proportions of pupils achieved above the level expected for their age, reaching level 5. There were only 11 girls in this year group, but they did especially well. They significantly outperformed the boys, even though the boys were above the national average in every subject. Information indicates that this was a particularly gifted group of girls. The trend in results at Key Stage 2 has been better than the trend nationally over recent years.

Current levels of attainment

Children in the Reception class

- Attainment on entry is slightly above average. Children are expected to achieve the early learning goals in all six areas of learning by the end of the Reception year, and many exceed them, because of very good teaching and the careful balance between adult-led activities and opportunities for children to learn through play. From the very beginning, children are taught to be considerate and obey rules within a calm and settled environment. There is a strong focus on literacy and numeracy, so that children make good progress in acquiring skills in these areas. Achievement is also good in knowledge and understanding of the world, physical development and creative development, where there is a wide range of interesting activities to broaden their knowledge and skills. Children achieve well because they are enjoying their work.

The attainment of pupils at the end of Year 2 and Year 6

- Currently, the attainment of pupils at the end of Year 2 and Year 6 in English is above average and the pupils are achieving well. There is no significant difference between the attainment of boys and girls. Lower-attaining pupils achieve well in English and are making good progress. By the end of Year 6, the higher-attaining pupils reach well above average standards in writing. Standards in reading are above average. The good teaching and the increasing provision across all subjects to teach and reinforce literacy skills ensure that they achieve well and overall standards in literacy are well above average. This helps pupils to achieve well in other subjects, especially history, geography and religious education.
- In mathematics, the attainment of pupils in both Year 2 and Year 6 is above average, although some pupils are well above average. Almost all pupils show good skills of mental arithmetic and almost all pupils have at least average levels of numeracy. Pupils at all levels of attainment are making good progress and are achieving well.

8. In science, pupils at the end of Year 2 are above average and those in Year 6 are well above average. Pupils' achievement is good. At the end of Year 2, pupils have a good grasp of scientific knowledge, including an understanding of living processes – such as the ways that plants grow and reproduce. At the end of Year 6, all have secure skills in practical work and investigation, and the higher-attaining pupils have a very good grasp of scientific concepts.
9. Standards of attainment at the end of Year 2 are above average and in Year 6 are well above average in design and technology, geography, history, and information and communication technology (ICT), and pupils are achieving well. Some very good work was seen during the inspection, including excellent projects on life in Britain during the Second World War. In art, physical education and religious education, standards are above average at the end of both Year 2 and Year 6 and again achievement is good. Pupils' sporting talents are developed very well indeed. The combination of very good teaching and excellent coaching after school leads to considerable excellence, especially amongst Year 5 pupils, and a very high proportion of pupils takes part in organised sport.
10. The work seen in music was of a very good quality and standards are well above average at the end of both Year 2 and Year 6. Pupils achieve well, especially in performing and singing. Almost all pupils can play an instrument and read music by the time they leave school.
11. Pupils with learning difficulties and disabilities are making good progress as a result of the good provision. They achieve well and reach the targets set for them. There are no pupils at an early stage of acquiring English, although there were some at the start of the academic year. They have been supported well and have made good progress.

Pupils' attitudes, values and other personal qualities

The attitudes of most pupils are very good and their behaviour is good. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The attendance level is good and above the national average. Punctuality is very good.

Main strengths and weaknesses

- The school fosters very positive attitudes; pupils are interested in school life and the many activities provided.
- Most pupils behave well in and around school; working and playing well together helps promote a harmonious environment.
- Pupils' awareness of how to treat others and their respect for one another other contributes to a happy and welcoming school.
- The provision for pupils' spiritual, moral, social and cultural development helps to develop their confidence and self-awareness.

Commentary

12. Almost all pupils demonstrate very good attitudes to school. This is evident from the positive way they respond to opportunities for learning and social interaction. They like school and work well individually as well as in group situations. Pupils speak enthusiastically about the *'happy, friendly people'*, the *'nice teachers who help you'*, the *'fun lessons'* and the *'great range of activities and facilities'*. Pupils' contribution to the life of the school is reflected in their willingness to take initiative and responsibility. They are enthusiastic about the many clubs and after-school activities and many participate in the orchestra and choir, in sports and the gardening club. The youngest children in the reception class also demonstrate very positive attitudes and good behaviour. They work well together, concentrate hard on their different tasks and activities and are happy to share their toys and equipment and take turns. They are likely to achieve their early learning goals in personal, social and emotional education by the end of the year. Relationships within the school are good and demonstrate the respect pupils show to the feelings, values and beliefs of others. All of this has a very positive effect on pupils' learning and achievement.

13. The school's new behaviour management support system is well known and becoming established in class and school routines. Teachers' sensitive management of pupils, including the use of praise and the celebration of achievement, helps to reinforce the good standards of behaviour. Most pupils respond very well to adults' high expectations of them and do not want their names to appear in the 'yellow books'. However, where class management is not so effective, there are small numbers of pupils who can be disruptive, are sometimes disrespectful and do not behave well. The school is very effective in dealing with minor incidents of unacceptable behaviour. Only one pupil has been excluded from the school in the past year and this was not a permanent exclusion.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	170	0	0
White – any other White background	6	1	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – African	1	0	0
No ethnic group recorded	2	0	0

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

14. Provision for pupils' spiritual development is very good. Pupils' spirituality is developed particularly effectively through religious education lessons, assemblies and opportunities for prayer and reflection. The strong supportive ethos underpins school life and fosters care and self-esteem, enabling pupils from different social and cultural backgrounds to integrate into the life of the school.
15. Provision for pupils' moral development is very good. The school has a strong moral code that sets boundaries for acceptable behaviour. Its framework of values enables pupils to distinguish between right and wrong and to reflect on the consequences of their actions. Classroom activities and assembly themes often raise moral issues, such as those concerned with caring for others and the environment, and pupils are active in raising money for charities. Parents are extremely happy with the values and principles that the school promotes.
16. Provision for pupils' social development is very good. The school fosters positive relationships and pupils are given many opportunities to enjoy one another's company in extra-curricular activities. Pupils from diverse backgrounds work and play well together, which helps to create a harmonious environment. The school provides opportunities for pupils to take initiatives and responsibilities through the house system, school council, acting as monitors or looking after the younger pupils. All of this enables pupils to learn to become good citizens and contribute to the profile of the school in the community.

17. Provision for pupils' cultural development is very strong. Pupils have opportunities to develop an understanding and appreciation of their own cultural heritage through art, music, literature and learning another European language. Many pupils learn to play a musical instrument and are part of the orchestra. The school has strong links with the local church and pupils visit theatres and museums. Pupils learn about different festivals and customs, dances and traditions through a multicultural week as well as topics within history, geography and religious education lessons. The school draws upon its cultural diversity to contribute to pupils' awareness and understanding of cultures other than their own.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
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.

18. The level of attendance is good. Pupils enjoy coming to the school each day, are eager to meet their friends and get on with their lessons. The attendance rate is above the national average, with few unauthorised absences. Absences are often the result of parents taking holidays in term-time, sometimes for extended periods. The school has effective systems in place to monitor and promote attendance. Punctuality is very good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Effective teaching, based on a well-planned curriculum and reinforced by an excellent range of extra-curricular activities, ensures that pupils learn well. Pupils are cared for very well and the partnership with parents, other schools and the community makes a significant contribution to the progress they make.

Teaching and learning

Teaching is good, overall, with many very good features. As a result, pupils' learning is equally good. Assessment is generally used well in English and mathematics, but requires further development elsewhere to ensure that pupils are given the information they need to help them to progress.

Main strengths and weaknesses

- Lessons are well planned, with a good variety of activities to interest the pupils.
- Relationships are very good, so that pupils are willing to learn in almost all lessons.
- Teachers have high expectations of their pupils and praise them when they do well. Pupils respond well to this – working hard, concentrating and trying to succeed.
- Some teachers do not always succeed in retaining the interest and attention of everyone in the class, so that small numbers of pupils, usually boys, lose concentration.
- Assessment is good in English and mathematics, but is not used well in all subjects.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	16	13	4	2	0	0

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

Commentary

19. Pupils make good progress because teachers develop good relationships with their pupils and generally control them well. In addition, the good lesson planning ensures that the great majority of pupils are interested in their studies. In a Reception class literacy lesson, for example, the well-planned range of activities based on the story of Noah's Ark fired the children's imagination and made them eager to learn more. Teachers plan not just to impart knowledge, but also to develop effective learning skills. They encourage pupils to find things out for themselves. In the environmental area, for example, there are excellent display boards with pictures and descriptions of the flora and fauna. When the pupils are pond-dipping, they can readily identify the tiny creatures they have discovered by comparing them with the examples portrayed. In addition, the teaching is organised in such a way that teachers are often teaching their specialist subjects. As a result of this, their subject knowledge and understanding are very secure, which enables them to challenge and extend their pupils. Even the youngest pupils, for example, have specialist music tuition. The pupils generally adapt well to having more than one teacher during the week, but occasionally small numbers of pupils find it difficult to adjust to another teacher's class management style.
20. The best lessons are very interesting and relevant to the pupils' needs. The pupils are fully involved, challenged and stretched, so that they learn quickly and the teachers' drive and enthusiasm enthuses the pupils. In an excellent sequence of activities in which Year 6 pupils were setting up 'mini-enterprise' companies to make and market biscuits, pupils were highly committed. They were co-operating very well, sharing ideas, supporting each other in developing their skills and learning many new skills and concepts very rapidly. The teacher's excellent planning and resourcing of the project had inspired and motivated the class
21. In the many good lessons, the level of involvement is slightly lower because the enthusiasm and expertise that the teachers bring to the lessons are not always as high as they were in the sequence of lessons described above. Nevertheless, the pace of learning is brisk and the teachers focus well on their learning objectives. These are shared well with the class so that the pupils know what they are expected to achieve. Teachers' expectations are high, both of behaviour and of the progress that their pupils are expected to make, and pupils respond well.
22. Where teaching is satisfactory, teachers' subject knowledge is secure and class control is good. The pace of lessons is satisfactory rather than good and expectations are not as high as in the better lessons, so that the level of challenge is not as great. Not all pupils are fully involved. Where the teaching approaches do not capture the pupils' interest, a few of the boys lose concentration and talk quietly to their friends or daydream for parts of the lesson. Overall, however, all make satisfactory progress through the full session. In the two unsatisfactory lessons that were observed during the inspection week, the teachers had difficulties in interesting, motivating and controlling the pupils.
23. In literacy and numeracy lessons, the work is planned so that different groups of pupils within each class are given tasks to do that are appropriate for their learning needs. Where the tasks are relevant to their individual needs, and the pupils are aware of their individual targets, they are motivated and learn well. In foundation subjects, the tasks set are sometimes very similar for all and do not always, or sufficiently, challenge the higher- or lower-attaining pupils.
24. The homework that is set is effective in helping pupils to improve their knowledge and skills: it ranges from regular reading tasks to long-term project work that allows the pupils to develop their skills, especially in reading and numeracy, at home, with the support of their parents or older brothers or sisters. This reinforces their learning. Marking is done conscientiously, and the use of praise to build pupils' confidence is good. However, it does not always provide sufficient guidance to pupils as to how they can improve their work. There are good systems for recording and assessing pupils' work in English and mathematics. Improved assessment systems are being developed in science and this work will eventually extend to other subjects. The current recording systems are easy to administrate, but record very little information about individual pupils' strengths and weaknesses. They do not allow for specific planning of future

work to take pupils' needs into account. Assessment is satisfactory, overall, but remains an area for further development.

25. During the inspection, the quality of teaching was very good in the Foundation Stage and good in the school, overall, with much that was very good. Secure subject knowledge and a confident application of the National Literacy Strategy lead to good teaching in English. Pupils learn well because teachers provide interesting work, relevant to their individual needs. Across the school, the teaching of mathematics is good, with thorough coverage of all aspects of the subject. The pupils learn well because the work is planned to take account of the different levels of ability within the classes. In science, teaching is very good. Teachers provide practical lessons in which pupils can find out things for themselves and test hypotheses.
26. In ICT, history and geography, teaching is very good. Very thorough planning and preparation lead to interesting, very well resourced lessons that motivate the pupils to make rapid progress. Teaching is good in religious education and design and technology. The use of specialist teachers helps the pupils to make rapid progress in physical education and music. Teaching is very good in physical education and good, overall, in music, although instrumental tuition is excellent.
27. The quality of teaching for pupils with learning difficulties and disabilities is good. Teachers plan lessons carefully and match activities and tasks to these pupils' needs. One teaching assistant has been trained to administer a number of formal assessments, enabling the school quickly to identify specific needs and to put in place effective interventions. The special educational needs co-ordinator (SENCo) works with early years settings and colleagues in school to identify pupils with special educational needs as early as possible. Individual targets are then set by the class teacher and SENCo in consultation with the pupil's parents.
28. Pupils are supported effectively in the classroom by well-trained, sensitive and knowledgeable teaching assistants. Teaching assistants are also skilled in teaching small groups of pupils phonics and practical skills programmes. In one small group of three pupils from Year 1, including a child with special educational needs, the teaching assistant worked on a programme to develop the pupils' awareness of the order of sounds in words such as 'plan' and 'trap'. This activity linked listening, speaking, and writing and all three children were successful in the task by the end of the lesson - and they enjoyed the activity, with the children skipping away chatting about what they had learned.
29. There are several pupils for whom English is an additional language. Some had little or no knowledge of English when they arrived at the school, but all have made good progress because of the good provision and all are now fluent speakers of English because of good teaching.

The curriculum

The curriculum is very good and the range of enrichment activities is excellent. Accommodation and staffing are very good and resources are good.

Main strengths and weaknesses

- The curriculum offers a very rich range of experiences and there has been very good improvement since the last inspection.
- There is an excellent range of enrichment activities, well attended by many pupils.
- Thoughtful deployment of staff is raising standards in a number of subjects.
- The accommodation is very good and contributes to the very good climate for learning.
- The provision for pupils with learning difficulties and disabilities is good.

Commentary

30. The curriculum meets statutory requirements, including good provision for religious education and collective worship. The national strategies for literacy and numeracy have been fully adopted and skilfully adapted to meet the needs of the school and pupils are benefiting from an exciting curriculum that begins in the Reception class and continues throughout the school. Parents commented that children find it interesting and motivating. The curriculum for the Foundation Stage is well planned to provide a good range of formal teaching, of literacy and numeracy, along with good opportunities for the children to learn through play activities. Across the whole school, the teachers are skilled in linking learning from a range of subjects together. In Year 5, for example, the two teachers planned a project on bridge design that involved literacy and numeracy skills in addition to developing knowledge skills and understanding in design and technology, science, aesthetics and geography. Pupils have the opportunity to learn French and German and have excellent opportunities to learn to play musical instruments. Arts and science weeks add an exciting dimension that extends learning well.
31. There is very good provision for personal, social and health education, including sex and drugs awareness education, with a strong emphasis on teaching pupils to live together harmoniously and being fit and healthy. Enrichment activities are varied and extensive. Pupils take part in a wide range of sports, such as cross- country running, cricket, athletics and football, and are very successful. The school has remarkable success in local and county competitions. Many pupils also take part in musical activities, frequently performing at local events in choirs and a range of orchestras. Pupils in Year 6 spend time at outward bound centres and pupils from other years gain much knowledge from visits to places of educational interest, such as Dover Castle. Competitions, such as firing trebuchets and racing solar powered cars, add an exciting dimension. The pond and gardens support pupils' understanding of the environment.
32. The range and experience of staff support high standards. The headteacher has worked to appoint specialist teachers and he deploys them well. Standards in science, modern foreign languages, physical education and art are supported well by this approach.
33. The provision for pupils with learning difficulties and disabilities is good. Teachers plan their lessons carefully with these pupils' needs in mind. Individual targets in literacy and numeracy are set and monitored by class teachers in consultation with the SENCo and parents.
34. The extensive and well- planned accommodation also extends the learning of pupils. The classrooms are a bit small for some classes, but teachers manage this well. The areas outside the rooms are used effectively. The accommodation for music is excellent and the additional hall offers very useful space. The playground is very well laid out for a range of purposes and pupils are clear about which area to use for games or for quiet times. The spacious grounds include gardens, maintained by pupils with adult support, and a wildlife area with a pond for pond dipping. These are used very well by pupils, who enjoy using the information posted around to identify wild-life in these areas. Resources are good, although the library is used as a thoroughfare. There are plans to tackle this in the near future.

Care, guidance and support

Pupils are very well cared for and supported. Systems to ensure pupils' health, safety, welfare and security are very good. Opportunities to consult pupils and involve them in decision-making processes are very well developed.

Main strengths and weaknesses

- The school provides a safe, caring and encouraging environment in which pupils can grow into happy confident individuals.
- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are very good.
- The induction and transition arrangements are good and well developed.

- The consultation process with pupils ensures that they are given a voice and are involved in decision-making processes in the school.

Commentary

35. The school continues to offer a very strong ethos of care and consideration for others, which permeates the whole school community. There are very good child protection procedures. The school demonstrates a positive approach to health, safety and security within the school, and the governors undertake their responsibilities conscientiously. Support staff and the mid-day supervisors work well to ensure that pupils are cared for and supported and there are appropriate numbers of staff trained in first aid. The school is a happy, harmonious and well-organised community, providing a very caring environment for all its pupils. All pupils are valued and respected in the school, feel secure and able to turn to any adult if they have a problem or concern. This helps to develop pupils' confidence and self-esteem and this is reflected in their levels of attainment and progress. Parents are very pleased that their children are well nurtured and supported. They speak very positively about the kind and caring teachers and support staff and the way they treat pupils fairly.
36. Good induction arrangements help the youngest pupils to begin their school life happily and confidently. Members of staff make themselves readily available to parents and carers, who say they feel confident to approach all staff if they have any concerns or questions. Parents value the good links with the local playgroup and the sensitive introductions and caring staff, which helps ease their children into school. The transition to the various secondary schools is also well developed, which helps ensure that pupils' progression to the next stage of education is accomplished as smoothly as possible.
37. Teachers know their pupils well and have a good understanding of their emerging strengths and weaknesses, and readily respond to their personal needs. Tracking systems are in place to monitor pupils' academic development and progress in some subjects, and pupils have targets in areas such as literacy and numeracy. The school collaborates with outside support agencies as necessary and offers a high level of support in lessons. Teaching assistants are patient and supportive of pupils with special educational needs and make a very positive contribution to their learning.
38. The school council is a very good system for involving pupils in the life and work of the school. It gives pupils a voice and opportunities to show initiative and take responsibility. The pupil councillors feel proud that they were consulted over the behaviour policy and have improved playtimes by gaining new play equipment. The personal development programme enables all pupils to share concerns and voice their opinions, and they are secure in the knowledge that they can trust all staff to help if they have difficulties. The school's approach sets an atmosphere in which pupils know that their ideas are welcomed and valued.

Partnership with parents, other schools and the community

The school has established a very strong and enduring partnership with parents who hold the school in high esteem. The school has forged very strong links with the local community, church, and partner schools and colleges.

Main strengths and weaknesses

- The school has developed a very strong supportive parent body and actively consults them.
- Most parents are very positive about the school and hold it in high regard.
- The very good links with the local community and church help enrich the curriculum and provide widening opportunities for pupils' learning.
- The very good links with local primary schools help promote curriculum development and enrichment opportunities for pupils.
- Parents offer valuable assistance to the school through the Parent Teacher Association.

Commentary

39. The school's partnership with parents is very good. Responses to parents' questionnaires indicate a high level of support for the school. This is also reflected in the fact that the school is over-subscribed and many parents travel long distances to bring their children to school each day. Parents are very pleased by the high expectations that the staff has of their children. They report that their children like their school and are achieving well. Well over 90 per cent of parents find the school approachable and feel it is well led and managed. The inspection team found substantial evidence to support the parental views.
40. The school is highly successful in establishing effective links with parents. Parents feel welcome and are encouraged to play an important part in their children's learning at home. There is huge parental support for sports days, concerts, plays or other special events. A large number of parents volunteer to help out regularly in the school, which contributes very effectively to pupils' learning.. Some run after-school clubs or undertake coaching; others help in the classroom with group work; listen to pupils read or help out on trips. The parent, teacher and friends association is run by an active group of parents who organise a large number of successful social and fund-raising activities each year, which raises substantial funds to purchase equipment or subsidise different activities. Parents appreciate that they can approach individual teachers or the headteacher and any issues or concerns are generally resolved promptly with care and consideration.
41. Although a few parents did not feel they were kept well informed, the school does provide a good range of information. The web-site and regular newsletters provide details of forthcoming activities and events. Information about the curriculum is shared with parents so they can see what is going on. Parents' views are sought via biennial surveys, there are regular formal and informal meetings and they have been consulted about issues such as the healthy schools initiative and the new behaviour policy. The annual reports inform parents about their children's academic performance and personal development. However, whilst they broadly state what pupils have been doing, they would be more helpful for parents if they indicated the levels their children have reached.
42. The school has fostered very strong links with the wider community, the church and local businesses. The school is at the heart of the village and a focal point for village activities. Community groups use the school's facilities and the school helps organise the annual 'fun run' and the village fete. Visitors and visits to places in the local area are linked to curriculum areas and participation in local festivals help to enrich pupils' learning opportunities. Local shops help to sponsor events and the Kent business partnerships subsidises project work in the school. The school has built very close partnerships with others schools through the 'Sandwich Primary Consortium' and 'Deal Cluster' groupings. This helps to promote joint staff development activities, school development planning and opportunities for enrichment activities, including music and sporting events for pupils. The partnerships with linked secondary schools and colleges are carefully fostered to enhance curriculum activities. This has been particularly strong in promoting opportunities for pupils to learn both French and German. Although pupils transfer to many different secondary schools, the transition arrangements are sensitively organised to ensure that the move to their next stage of education is as smooth as possible.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good and parents, staff and governors praise it. The management of the school is good. The governance of the school is very good, critical, supportive and helpful.

Main strengths and weaknesses

- The leadership of the school is very good.
- Communication is very good within the school and with the local community.
- The work of the school is managed well.
- The governors fulfil their roles well.
- The financial controls are good.

Commentary

43. A very high proportion of the parents who responded to the Ofsted questionnaire agreed that the school is well run. The headteacher's management of the school is good. He manages his staff very well and, with his deputy, has set in place a thorough system of performance management. He has led the school to an Investor in People award – recently renewed in recognition of the good management systems in the school. His monitoring systems for the school are both formal and informal. They are effective. There is a regular programme of lesson observations with feedback and target-setting. All members of staff are involved in the monitoring either of lessons or of pupils' work within their subject area. In addition, the headteacher is a constant presence around the building, observing and helping in many classes, as well as supervising playground activities. He knows the staff and children very well and he is very aware of the quality of the work that they are doing. He is supported very well by the other members of the senior team, who have had a long association with the school, and together they have complementary skills. In their hard work, their care for people young and old and their general presence around the school, they are excellent role models for all the adults who work within it. There is evidence from tracking records that underperformance from some of the older pupils has not been picked up and rectified, but tighter controls are now in place.
44. The headteacher leads the school very well. He has supported his senior team in their very successful work to raise standards in the national tests. He has significantly broadened the range of activities and experiences that the pupils enjoy. This is true in class, with a rich curriculum that includes good provision for art, music, sport and history, and which often goes beyond the minimum requirements of the National Curriculum. In addition, at lunchtime and after school, he has put in place a wide and varied programme of activities to appeal to the interests of all children. It is an important aim of the school that every pupil will succeed at something and the degree of individual and team success, especially in music and sport, is remarkable. Subject co-ordinators have been trained in their role. They are effective and committed, managing and leading their areas well. Most monitoring has concentrated on the core subjects of English, mathematics, science and ICT in recent years, but this is being extended to cover the rest of the curriculum.
45. All governors visit regularly to monitor and support the school and their commitment to it is particularly high. Many of them have considerable professional expertise outside education that they bring to their role for the benefit of the school. They are involved in setting and monitoring the budget and in school development planning. They fulfil their role well and have a good understanding of the school's strengths and weaknesses. The school improvement plans are detailed and have been implemented effectively. The priorities for improvement are appropriate and there is clear evidence that progress is being made.
46. Provision for pupils with learning difficulties and disabilities is well managed and led by the special educational needs co-ordinator (SENCo), who offers advice and training to all staff on inclusive practice throughout the school. The SENCo has a good overview of the provision across the school, and a clear vision for developing special educational needs provision in the future. A good special educational needs policy is in place and is reviewed each year. This clearly identifies roles and responsibilities and outlines how the school will ensure curriculum access and inclusion. The SEN governor is well-informed and involved, regularly attending courses with the SENCo. The provision for pupils whose first language is not English is also managed well.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	613,927	Balance from previous year	27,141
Total expenditure	605,533	Balance carried forward to the next	35,535
Expenditure per pupil	2,790		

47. The management of the school's finances is good. All the necessary controls are in place, and the school has received a favourable audit report. Governors' expertise and the efficient work of the finance assistant ensure that the school makes very good use of its resources. Special educational needs funding is spent appropriately. The principles of best value are applied well. Income and expenditure per pupil are close to the national average. Pupils achieve well in terms of academic development and very well in their personal development, and the school is providing very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is very good, as it was at the time of the last inspection. Attainment on entry is slightly above average and children achieve well in all areas of learning, and are expected to achieve the early learning goals in all six areas of learning by the end of the Reception year, because of very good teaching and the careful balance between adult-led activities and opportunities for children to learn through play. The adults place great emphasis on speaking and listening skills and provide very good role models in the use of language, introducing new vocabulary as appropriate across all the areas of learning and using questioning very well to help children to develop their speaking and thinking skills.

The leadership and management of the Foundation Stage are very good. Parents appreciate the very positive experience that their children have in starting school. Assessments of children's learning are recorded and used to help to plan appropriate work for each child. However, during the inspection, observations of children's achievements were not made while children were engrossed in their learning, which means that opportunities for capturing the essence of that learning can be missed. The accommodation, which is safe and secure, is similar to most Foundation Stage settings. The new improvements to the outdoor play area extend the range of opportunities for the children's knowledge and understanding across all six areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Teaching is very good and leads to children's good achievement.
- Children achieve very well and make good progress, especially in developing independence and self-confidence.
- Good routines are in place so that children feel safe and secure. They know the difference between right and wrong.

Commentary

48. The children are very happy. They love coming to school. The very good relationships and high priority given to personal and emotional development ensures that children achieve well and make good progress. This reflects not only the trusting relationships that the school has with its parents, but also the skilful teaching of the staff. A very good range of opportunities and activities is provided for children to develop their independence and confidence. Adults also constantly encourage them to feel proud of their achievements. As a result, children achieve well and almost all will reach the early learning goals by the end of the Reception year.
49. Teaching is very good. Standards are above average. Children know what is expected of them and respond very well to the good organisation in the classroom. Daily routines are made clear and expectations with regard to behaviour are consistent. Therefore children are polite and behave well. They are taught the difference between right and wrong very effectively. They have learnt to take turns, and share with others, to listen and interact with adults and with other children. For example, when a group of children were playing in the construction area, where they were making model spacemen, they were able to work harmoniously. They shared the pieces, making constructive suggestions to one another and then, as they developed their imaginative space adventure, they negotiated the story-line for a sustained period of time. They make good progress in developing their independence and confidence as they make their choices, organise themselves, follow instructions and clear

away sensibly and tidily. They can change their clothes for physical activities and can manage their personal hygiene.

50. The classroom and outdoor area have designated areas to support the opportunities for child-initiated learning through a broad range of activities. The resources are plentiful but in some cases quite worn. They are clearly labelled and easily accessible. This supports the progress of all children and encourages independence by enabling children to choose.

COMMUNICATION LANGUAGE AND LITERACY

The provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching is very good and this helps children to achieve well.
- All adults capitalise on every opportunity as it presents itself to develop the acquisition, understanding and use of language.
- There is a good range of planned independent activities for extending children's vocabulary through role-play and talk.

Commentary

51. Overall, children's attainment when they start school is average. Teaching and learning are very good, with the result that overall achievement is good and in some cases very good. Standards are above average. Speaking and listening are promoted constantly. The staff engage children in conversation in small groups and also individually. They listen carefully to what the children have to say. As a result, the children very quickly learn new vocabulary and different ways of expressing themselves. Almost all children will achieve the early learning goals by the end of the Reception year.
52. The children's early reading skills are developed well through regular story sessions both during the planned literacy sessions and at story time. They understand the role of characters in stories, and develop their vocabulary as they are introduced to unfamiliar words. They are able to recall stories in the correct sequence. They can recognise simple words and make a very good attempt at unfamiliar words, using their previous knowledge and phonological awareness. Children achieve well across the ability range.
53. Handwriting skills are developed well. From an early start children are taught to shape their letters correctly. Many children can write their own names. The very well resourced writing corner provides a very good variety of materials for children to practice their writing skills in their own play by making lists, invitations, postcards and other communications, for example. All children are encouraged to use their phonic skills to help them to write.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and leads to children's good achievement.
- Mathematical language is taught and developed well.
- Children can successfully count to twenty.
- Activities are planned for the development of thinking and problem-solving.
- Adults use songs, rhymes, stories and games to good effect.

Commentary

54. Children's attainment when they start school is average, overall. Teaching and learning are very good with the result that, overall, children achieve well and some very well. Standards are above average.
55. Mathematical development is promoted very well through the many planned activities and resources that encourage mathematical thinking. There are opportunities for children to gain knowledge and understanding of capacity, money, weight and measure from practical activities in, for example, the class café, the building block play outside, the sand and water trays and also the construction area. Children can match, sort and count everyday objects. They know the basic shapes and enjoy simple puzzles. In one lesson the whole class were counting backwards and forwards to twenty and some to thirty. They can take part in simple problem-solving involving using such terms as 'one more than' and 'one less than'. The teacher very skilfully linked this concept with the previous learning when combining two numbers. Most children were able to combine two sets of numbers when counting strawberries and bananas to add up to a fixed sum of four, five and then seven pieces of fruit in a cake.
56. Teaching is consistently very good. The staff's relationship with the children is very strong and so the children work hard, respond well and make good progress. The use of mathematical language is promoted across all six areas of learning. Staff use songs, rhymes, stories and games effectively to reinforce mathematical language and understanding. Almost all children have learned to make simple recordings of their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Children are offered a good range of experiences to develop their knowledge of investigation.
- The outdoor environment with its new garden area provides good opportunities for extending learning.
- Many have very good computer skills for their age.

Commentary

57. Very good teaching helps children to achieve well and standards are above average. Children understand the importance of looking after themselves by eating healthily and living safely. They have a lively interest in the world about them. The new garden area offers good opportunities for children to learn about the environment. They understand the concept of journeys and enjoyed planning and drawing their route in chalk on a large diagram outside. They have good ICT skills. One boy used the 'mouse' effectively to draw and print patterns and pictures, even checking that the paper had been properly loaded after his first attempt failed.
58. Children understand the relationship that they have with their family members and with special people in their lives. During class lessons and school assemblies children begin to learn some of the important stories of the Christian faith. The school as a whole celebrates important religious festivals from around the world so children from an early age begin to learn about other world faiths.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and so children achieve well.
- There are good imaginative learning environments established out of doors.
- There is a good range of carefully planned indoor and outdoor activities and many opportunities for child-initiated play.

Commentary

59. Activities and opportunities are very well planned. Achievement is good, overall, and most children will reach or exceed the early learning goals by the end of the Reception year.
60. The facilities both indoors and outside offer ample space to promote and ensure children's physical development. The outdoor areas are easily accessible and safe. A member of staff is always on hand to provide support and encouragement in a calm, sensitive and safe manner in order that children feel confident but do not over-reach themselves.
61. In indoor lessons in the hall, children learn to be aware of space and develop co-ordination and control in movement. They learn to work in pairs, batting a ball to each other, for example, or throwing and catching. Fine motor skills are developed well. Most children can hold and use pencils, paint-brushes, scissors and other tools effectively. In the main, children can manage their own clothing when they change from one activity to another.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- The classroom has been set up well to promote a creative and imaginative learning experience.
- There are very good planned opportunities for children to express themselves creatively.

Commentary

62. Standards are above average and children achieve well, because of the adults' high expectations and the wide range of creative activities they provide for the children. The majority of children are expected to reach the early learning goals by the end of the Reception year and many will exceed them. Both teaching and learning are planned very well. Time is allowed for children to explore for themselves, experimenting with a variety of materials. They are taught to observe the detail of objects when drawing, with the result that the finished pictures are drawn well, both in their books and in the classroom displays. The children are encouraged to create different effects using primary colours in their paintings.
63. The role-play areas provide opportunities for children to use language both creatively and imaginatively. Staff value the children's own ideas when they play alongside them, extending their learning and modelling clear and accurate language. Children enjoy listening to music, moving and clapping and playing instruments to the rhythm of the beat. They sing their favourite songs with great enthusiasm

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Pupils make good progress and standards in English are high across the school.
- Literacy is promoted well across the school.
- Leadership and management are very good.
- Teaching and learning are good.
- The use of assessment to help pupils to improve is inconsistent between classes.
- Boys do not do as well as girls, as staff have recognised.

Commentary

64. Over the past few years standards in English, by the end of Years 2 and 6 have been generally high in comparison with all schools and progress has been good. Last year, standards were well above average by the end of Year 6. This year, pupils are still achieving well but standards, although above average, are not as high as last year because there are more pupils with learning difficulties and disabilities. Standards at the end of Year 2 are still above average. The school has recognised that girls do better than boys and has started to tackle this and plans to do more next year. One of the reasons is that small but significant numbers of boys have poor skills of concentration so are easily distracted from their work. However, most boys do well.
65. Skills of speaking and listening are well above average by the end of Year 6, because of the many opportunities that are given to discuss issues with adults or within groups. This area has been a focus of the school's work and teachers have been successful. Standards of reading are also high and pupils in Years 1 and 2 read with enjoyment. Many were eager to talk about *The Lighthouse Keeper's Lunch* and had the confidence to discuss the character. By the end of Year 6, most pupils are fluent readers and choose books thoughtfully. They discuss the characters and plot with authority and are skilled at predicting what might happen. Many also refer to the text to give weight to their opinions. The teaching of reading is currently under review to raise standards further. Standards of writing are above average; more able pupils write extensively and have a good awareness of their audience and most pupils have a good sense of structure. ICT is not always used for drafting; mainly it is used for writing the final piece. For pupils who write extensively, this is laborious as they have to copy out one or two pages, which can lead to more errors. Pupils from the range of minority ethnic groups in the school achieve as well as others as the school takes great pains to ensure that all pupils do as well as they can.
66. Teaching is good across the school and many lessons have very good features. One of the strengths is the planning, which is highly detailed and ensures that pupils progress in their learning. Planning also ensures that work is appropriately challenging for all groups of pupils, including the most and least able. Pupils learned very well when they discussed features of the lesson with a partner or in a group, which is the practice in most classes. Teaching assistants plan with the class teacher so they are very well prepared for each lesson. This is one of the reasons why pupils with learning difficulties and disabilities do well. Teachers are skilled at fostering independence, so pupils willingly seek out dictionaries and thesauri and when working in groups, act with maturity. Year 6 pupils, working on media presentations to promote the biscuits they had created, quickly got on with their work, collaborating exceptionally well and producing work of a very high quality. Records of reading, kept by the pupils, support reading skills, particularly when guidance is given as to how pupils can write a review, focusing on a specific feature of the author's language.

67. The tracking of the progress that pupils make is very good and provides a great deal of information. This is now being used to set targets for pupils. This is working very well as targets are reviewed regularly, marking is focused on the target and new ones set. The quality of marking varies; much gives pupils very good guidance as to how the work can be improved. Other marking gives encouraging comments only.
68. The leadership and management of English are very good. The subject leader regularly monitors the provision along with other senior staff. She is very well aware of the strengths of the subject and what needs developing and uses the analysis very well to identify priorities for development. The next focus, the achievement of boys, is well chosen. There has been good improvement since the last inspection, as progress is now good across the school and standards of writing in the older classes have risen.

Language and literacy across the curriculum

69. Although the current Year 6 contains a higher proportion than is usual for the school of pupils with literacy problems, overall literacy standards are well above average in the school. Literacy is promoted well across the curriculum throughout the school. Pupils apply and develop their skills well. In personal, health and social education, there are many excellent opportunities to extend skills of literacy, one example being to state and justify an opinion. In religious education, pupils write biographies and also develop skills in persuasive writing. In history, science and religious education, pupils research areas of interest and present their findings well. Projects, such as the one in Year 5 to build a bridge, extend pupils' skills in literacy very well.

French

70. French is taught from Year 2 to Year 6 by a specialist teacher in the school and by staff from an initial teacher training college who also teach German. The pupils develop an understanding of French life and many have good accents because of the model set them by the teachers. They have good listening skills and remember phrases well. Most enjoy learning the languages.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils' achievement is good and standards are above average.
- Teaching is good and enables pupils to learn very effectively.
- The mathematics co-ordinator gives very good leadership of the subject.
- Very good deployment of teaching assistants enables pupils with learning difficulties and disabilities to achieve well.

Commentary

71. Standards in mathematics are above average both at the end of Year 2 and at the end of Year 6. The school has made very good improvement in the provision of mathematics since the last inspection. All pupils achieve well, with boys achieving as well as girls. Pupils with learning difficulties and disabilities achieve well because the good planning matches tasks and activities to meet their individual needs and abilities, and because of excellent, focused support from knowledgeable and sensitive teaching assistants.
72. Teaching is good, overall, with some that is very good and no teaching less than good. Teachers' planning is very good, follows the three-part lesson framework, and includes instructions for teaching assistants to use to support individuals and small groups. Pupils

enjoy mathematics because of the interesting range of activities planned by their teachers. In one very good lesson in Year 4, the teacher used a 'number loop' around the class to consolidate understanding of addition, subtraction, multiplication, and division and to develop mathematical language. Pupils were challenged to complete the loop against the clock, ensuring a rapid pace and involvement by all. In all lessons, teachers made very effective use of time, with lessons having a good pace that kept more able pupils challenged, but not so fast as to exclude pupils with learning difficulties. At the start of each lesson 'WALT' (What are we going to learn today) objectives are shared with the class and revisited at the end of the lesson. This gives all pupils a focus for the lesson and ensures that understanding is consolidated at the end.

73. Pupils have positive attitudes towards their work. One boy commented, "I love maths. You find out new things every day." Mathematical investigations and other practical activities enable pupils to use and extend their mathematical knowledge and understanding. A small group of higher-attaining pupils in Years 4, 5 and 6 meets each week to give the children additional challenge through extension activities. This is helping these pupils to achieve well and raise their attainment. The use of 'pair mentors' encourages pupils to support each other, and pupils show understanding of how to help their peers through comments such as, "You don't give them the answer, you help them when they're stuck."
74. Electronic whiteboards are used very effectively in most classes to demonstrate methods, and they also help to focus pupils' attention on the work in hand. Computers were not used in all lessons, but where they were used they enhanced learning and supported progress. A group of more able pupils in Year 6 used a program to record and manipulate their findings in an investigation.
75. The management of the subject is very good. The co-ordinator is knowledgeable and is an excellent role model for other staff. She has a clear vision of how to improve standards in mathematics even further. Provision in mathematics is monitored at least once a year, with the co-ordinator regularly observing colleagues' teaching and offering advice. Pupils not making the expected progress are quickly identified and small groups are organised to give extra support. Pupils' progress is tracked well and detailed records are kept, enabling the school to plan the next stages in pupils' learning and to raise standards even further. Pupils' work is marked regularly but the marking is frequently encouraging without giving pupils information as to how to improve their work.

Mathematics across the curriculum

76. Good links are made with other subjects, making pupils' learning more relevant and helping to reinforce their skills and understanding. For example, pupils in Year 1 worked on a project in design and technology based on the story of *The Lighthouse Keeper's Lunch*, involving them in using measurements to make their own lighthouses. Pupils in Year 6 worked on an enterprise project, using a multiplication challenge to find the most efficient shape for a box to hold biscuits.

SCIENCE

Provision in science is **very good**.

Main strengths and weakness

- Standards are well above average by Year 6.
- Pupils achieve well as a result of very good teaching.
- The teaching of investigative science has raised pupils' achievement.
- Practical activities are carefully planned throughout the science curriculum.

Commentary

77. Standards at the end of Year 6 are well above average and all pupils, including those with learning difficulties and disabilities, achieve well up to the end of Year 2, and very well up to the end of Year 6, because of the very good teaching and very well planned curriculum. This is an improvement since the last inspection, when standards were broadly in line with the national average.
78. An analysis of pupils' work shows that pupils are taught a systematic approach to planning and conducting an investigation, and their skills are being developed consistently throughout the school. Teachers plan their lessons very carefully and pupils are provided with a very good range of activities to develop their knowledge and understanding of the different strands of the subject. Teachers use skilful questioning and appropriate scientific language to develop scientific thinking skills and to ensure that not only can pupils relate to new concepts a real understanding of the world around them but also they are able to express their new knowledge in scientific terms. In a good Year 1 lesson, children had been following the story of *The Lighthouse Keeper's Lunch*. Not only did they make the lighthouse from cardboard and sticky tape, using their skills in design technology, they also created their own circuits using wires, crocodile clips and batteries. This enabled the pupils to develop a good understanding of how electrical circuits work.
79. This good teaching is developed further as pupils move through the school. For example, in a good Year 4 lesson, pupils responded very well to the good opening discussion which related their past learning about micro-organisms in order to classify them and record their findings using a branching data-base. The teacher used the interactive whiteboard to good advantage not only to motivate and to enthuse the pupils but also to clarify the learning objective and to give an example of how to carry out the task. She very skilfully questioned the pupils, relating to their prior knowledge in order to expand the criteria, giving everyone the opportunity to develop their ideas by using their thinking skills in order to decide how best to find good samples and then how to both classify and also demonstrate their findings as required.
80. Assessment and marking, overall, are satisfactory with some elements of good practice, especially in Years 3 and 4 where the feedback is very positive and draws pupils' attention to the importance of writing conclusions to investigations. However, there is no whole-school tracking of pupils' learning or identification of what they need to do next. The subject leader who has recently taken up the post has a clear vision and provides strong leadership to the subject. She has a good strategic action plan and is aware of the short-comings with regard to tracking progress in science compared with the systems in place for English and mathematics. Enthusiasm for science is very strong in the school, not only because of the very good teaching, but also because of the enthusiasm of the subject leader. Recently she arranged a Science Week for the whole school based on Space and the Planets. One of the highlights was a visit from an astrodome, which was greatly enjoyed by the whole school and which made the learning very memorable indeed.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **very good** and there has been very good improvement since the last inspection.

Main strengths and weaknesses

- Progress and achievement are very good.
- Leadership and management are very good and show commitment to improvement.
- The attitudes and response of pupils are good and often very good.
- Teaching and learning are very good.
- The range of resources is good and helps pupils to progress.

Commentary

81. By the age of seven, pupils are above average. They are familiar with all the basic functions of a computer and can use word processing, paint and mathematics programs confidently. They have above average knowledge and skills. Pupils in Year 6 have well above average competence in ICT. They have learned how to access the network with user names and passwords and to find and save to their own folder. All are confident users of the mouse and keyboards can open programs and type instructions into the computers. In an excellent lesson with Year 4 pupils, the enthusiasm of the teacher and the well-prepared material enabled pupils to develop their word processing and desktop publishing skills very well, as they wrote up their projects on mini-beasts. All the older pupils are able to work independently and collaborate well in pair work.
82. The very good ICT room, with enough computers to enable a whole class to work in pairs, is contributing to these high standards. The scheme of work is well planned and the school has the necessary resources to support pupils' learning. The range of equipment available, including LCD projectors, digital cameras and scanners, is a strength and the pupils benefit from this. They are familiar with the functions of these items of ICT equipment and use them confidently. Skills develop rapidly as pupils move through the school and all pupils, including those with learning difficulties and disabilities, high attainers and both boys and girls, achieve well.
83. Pupils are responding very well to the very good quality of the teaching. There are well-planned lessons in which good individual support is given to pupils and tasks are challenging. Pupils are managed very well and attitudes and behaviour are, consequently, very good. The leadership and management are very good and the co-ordinator has a clear vision of the improvements necessary. There is a good scheme of work. There are plans for new assessment procedures that will identify pupils' strengths and weaknesses more readily. There is good improvement since the last report.

Information and communication technology across the curriculum

84. The use of ICT in other subjects is good. In subjects such as design and technology and art and design, ICT is used well. There is good use of the Internet for research and there are elements of control technology in the scheme of work for design and technology. English makes good use of ICT for word processing, which helps to improve the presentation of their work. ICT skills are used effectively in history, for reference and for downloading information from the Internet. There is a need to develop more opportunities to use ICT to support the development of pupils' musical skills.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Pupils of all ages achieve well in response to good teaching.
- Standards are well above expectations by the end of Year 6.
- Pupils have a positive attitude towards the subject and enjoy using a good range of resources.

Commentary

85. It was not possible during the inspection to observe any geography teaching for younger pupils, but the evidence of work seen shows that standards in Year 2 are above the expectations for pupils in this age group. Pupils explore the locality of the school and develop

well the ability to carry out basic mapping. They can recognise key geographical features, and they can use basic information to complete weather charts. They have very useful orienteering lessons, which they enjoy greatly, and these enhance their geographical skills. They carry out good, detailed comparisons of their own locality with that of Kenya. Pupils of all abilities achieve well.

86. Standards of pupils in Year 6 are well above national expectations, and all achieve well. Pupils develop a sound understanding of how the landscape changes over time through their studies of mountains and rivers, and also a very secure understanding of processes such as the water cycle. They also show good development of research skills, using the Internet to research information about various countries. Their comparative studies are good, with detailed work on St Lucia in Year 4, for example. In Year 6 they make detailed studies of the Torbay area and compare it with their part of Kent, examining the physical landscape and man-made features, such as housing and transport, in depth.
87. The teaching of geography is very good. Teachers have very good knowledge of the subject and use an excellent range of resources to motivate pupils and teach a range of geographical skills, whilst simultaneously helping pupils acquire an appropriate geographical vocabulary. A range of maps is used very effectively to develop map reading skills throughout the school. Teachers' feedback and marking are helpful in showing pupils how well they have done, but the written comments could usefully give them more information as to how they can improve.
88. Leadership of the subject is good. The co-ordinator is enthusiastic, resources are good, there has been good improvement since the last inspection and geography is a successful subject in the school. More work needs to be done now to improve further the systems for assessment.

History

The provision for history is **good** and there has been a good improvement since the last inspection.

Main strengths and weaknesses

- Progress and achievement are good.
- Leadership and management are good and work is monitored effectively.
- The attitudes and response of pupils are very good.
- Teaching and learning are generally very good.
- The range of resources is good and helps pupils to progress.

Commentary

89. Provision in history was sampled by observing one lesson, talking to pupils, by analysing a range of pupils' work and by looking at the displays. However, from the available evidence it would appear that provision in history is at least good, with elements of excellent practice. Pupils in Year 2 are achieving above national expectations and in Year 6, pupils' work is well above average. The scheme of work is well planned and the school has the necessary resources to support pupils' learning well.
90. Pupils' work and school documentation show that pupils study a wide and balanced range of topics. These provide them with opportunities to develop the full range of skills, knowledge and understanding that pupils need to become good historians. They enjoy history and work hard. Some of the projects they have done, such as those on life in Britain during the Second World War, are of a high standard, reflecting the enthusiasm that is generated and their willingness to work independently and give freely of their own time. In the one lesson observed, in which teaching was excellent, the teacher explored the different types of evidence that can be interrogated when researching ancient Greek civilisation in general and the ancient Olympic Games in particular. She used skilful questioning, made excellent use of

the interactive whiteboard and provided very good resources, including a video clip. As a result, pupils were able to collect evidence for a detailed data base which was then used to build up full picture of ancient Greece. They were given opportunities for using their literacy skills for note-taking and for writing a piece about the Olympic Games from the point of view of a character who would have been involved.

91. The subject leader leads and manages the subject well, and there are regular opportunities to monitor work in history. She has a good improvement plan and supports other staff well. Assessment and recording of pupils' work is straightforward but does not provide enough detail yet about individual pupils' strengths and weaknesses.

Religious education

Overall, provision in religious education is **good**.

Main strengths and weaknesses

- Attainment is above average and pupils achieve well.
- Good teaching is leading to effective learning.
- The subject makes a very positive contribution to pupils' personal development.
- There is good coverage of the major world religions.
- There is insufficient use of assessment to help pupils to improve their work.

Commentary

92. Pupils make good progress and standards are above average at the end of Year 2 and Year 6. The many higher attainers in Year 6 reach well above the expected standard for their age. All pupils achieve well.
93. By the end of Year 2, pupils have learnt about the major features of Christianity, Judaism and Hinduism. They have learnt about the main features of the places of worship and their significance. They can identify the font and the altar, for example, in a Christian church and explain how they are used. Some understand the original reason for stained glass in churches. There is substantial, good quality written work and illustrations in many pupils' books. By the time they reach Year 6, pupils have a good understanding of the principles of Christianity, Judaism and Sikhism. They understand what is common to these three religions and what the differences are. They have developed a good understanding of religious concepts and write fluently of the major beliefs of a range of religions and compare them with their own beliefs. They are beginning to have a good understanding of the importance of having a moral code and using it to guide their own conduct.
94. The quality of teaching is good, with much that is very good. The teachers plan their lessons carefully and prepare very well, so that the quality of resources inspires the pupils and helps them to achieve well. To keep their interest, the teachers plan a wide variety of activities. Pupils are managed effectively and generally behave well. Pupils' spiritual, moral, social and cultural development is integrated into all lessons as they learn to understand, respect and appreciate the feelings, beliefs and customs of other people and to recognise injustice, right and wrong. Pupils' work is marked, but as yet the assessment systems do not help pupils to improve their work.
95. Leadership and management are good and there has been good improvement since the last report. The work is monitored regularly. The scheme of work is under review. At present it exceeds the requirements of the locally agreed syllabus, especially for the younger pupils. They learn much, but some are confused and do not retain all that they learn well. The decision to review the amount covered and bring it into line with the requirements of the locally agreed syllabus is a wise one.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. Too little teaching of **art and design** was seen to be able to make a judgment about the overall provision. The work that was seen is of a high quality and shows that many pupils create imaginative pieces using a wide range of materials and techniques. They also learn about the work of well-known artists and have recreated some of their own, using similar techniques. By the end of Year 2, pupils know how they can improve their work. ICT programs are frequently used and the work shows similar originality. An art club enhances the skills of those who take part. High attainers in Year 6 are gifted artists. Overall, standards are above average at the end of Year 2 and Year 6.
97. A new subject leader took over last September who has a specialism in art. She has reviewed the provision and identified where things are going well and what needs to improve. As in the last inspection, not all teachers are confident to teach the subject, which is seen in the inconsistent use of sketch-books across the school. Assessment of art has developed since the last inspection, but more work needs doing as it is patchy across the school. The leader has planned with teachers and new subject guidance has been purchased ready for next September. Improvement since the last inspection has been satisfactory, as standards are higher and ICT is used more frequently.

Design and technology

Provision in design and technology (DT) is **good**.

Main strengths and weaknesses

- Pupils achieve well, reaching above average standards.
- The good range of activities ensures that all pupils are actively involved in their learning.
- Teaching and learning are good.
- The use of assessment to help pupils to improve their work needs to be further developed.

Commentary

98. At the end of Year 6, pupils' performance is above average. Both boys and girls, as well as pupils with learning difficulties and disabilities and those for whom English is an additional language, achieve well. Pupils' work is of a good standard across all aspects of design and technology, including food technology.
99. By the time they reach the end of Year 6 they have knowledge of the essential nutritional value of foods and can cook simple dishes, such as pizzas, producing tasty and wholesome meals. They make sophisticated two-speed, pulley-driven electric cars and evaluate the results well. Pupils have developed skills to cut, shape and join so that they can make a range of articles in different materials, including wood, fabric and card. All pupils are introduced to the techniques of drawing and designing, and they give due consideration to the use to which the articles will be put, as well as the best materials to use in the construction. They attain good standards in their design work. Pupils have good making skills. They work with patience and care, as well as skill. The higher-attaining pupils produce articles of excellent quality, such as detailed models of space rockets and planets. Cross-curricular links are a strength in DT, especially links with the humanities subjects. The older pupils' evaluations of their work are sometimes well-considered. The higher attainers describe the design process well when they write, explaining the reasons for the decisions they made about form and materials. They assess the quality of the finished product, using both self- and peer evaluation, and come up with realistic and perceptive ideas for further development of their designs.

100. By the end of Year 2, pupils are above average. They have wide experience of designing and making, so that they can explore ideas themselves. They make puppets, for example, and prepare healthy snacks. All pupils enjoy the subject and achieve well, throughout the school.
101. The subject is led and managed well, with good guidance for teachers. The special technology weeks and projects are a strong feature. Teaching is good, overall, and often very good. A good lesson was observed in which Year 5 pupils designed and constructed bridges out of paper and tested them under a range of weights. Teachers understand the requirements of the subject well and this is in large part due to the quality of the guidance that they have had. Assessment is an area for further development but, overall, there has been good improvement since the last report.

Music

Provision in music is **good** and provision for singing and learning a musical instrument is **excellent**.

Main strengths and weaknesses

- Pupils make excellent progress in singing and playing musical instruments and standards are well above average.
- All pupils have excellent opportunities to learn to play an instrument and the take-up is very high.
- Teaching and learning are good, so pupils achieve well.
- The school recognises that ICT to support understanding of music, is in need of further development.
- Pupils are given too few opportunities to evaluate their work.

Commentary

102. The quality of singing throughout the school is outstanding. Even the youngest pupils can sustain several parts. Pupils sing tunefully, with great expression and enjoyment. Their skills of listening are very well developed. Pupils of all ages have an excellent knowledge of musical terms and many can sight read music. Most boys do as well as girls and a significant number play an instrument or sing in the choir. The school takes part in many musical activities and is justifiably proud of its reputation for music.
103. Staff have worked hard to draw on a range of resources to allow all who wish to play a musical instrument to do so. Just over 100 pupils play instruments such as recorders, piano, violin and trumpet, amongst others. Several older boys have taken advantage of the opportunity to play a wind instrument and really enjoy playing.
104. Teaching is good, overall, and the teaching of singing and musical instruments is excellent. Teaching skilfully draws on the pupils' expertise of performance so that pupils are challenged appropriately. A few boys are not motivated, because they have poor skills of listening and concentration, and so do not do as well. They can sometimes prevent other pupils from learning. The high expectations of the teacher ensure that most pupils' skill in performance develops to the highest level. Lessons are well planned and the pace brisk but too little time is given for pupils to create and develop their own musical ideas or to evaluate their own work and others'. The assessment of musical performance is good, but assessment of other parts of the National Curriculum is not sufficiently detailed. Pupils are taught about music from a range of cultures. In a very good lesson, Year 5 pupils learned about raga from India. They persevered and concentrated hard and succeeded in playing a 17-beat tune accurately. ICT is not used very much but plans are in place to use it when equipment becomes available.
105. There has been satisfactory improvement since the last inspection. Standards are still high and teaching, learning and progress are good. Learning about music from a range of cultures is now included in the curriculum.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Teaching is very good and leads to good achievement and above average standards.
- Very good behaviour, attitudes and relationships help to create a good ethos for learning.
- There is good accommodation for physical education lessons and the resources are of a good quality.
- There is a need to develop assessment systems to record the progress made by pupils of different abilities and to plan appropriate work.

Commentary

106. Pupils achieve well and standards in Year 6 are above average. They have made good progress, although there are significant numbers with learning difficulties in this year group. Other classes, especially Year 5, are well above average and have achieved very well. Overall, both boys and girls, as well as pupils with special educational needs and those for whom English is an additional language, make good progress in developing their physical skills. The higher attainers often show particular strengths in aspects of the subject – some being very good cricketers, for example. The very good ethos in the school, shown by the good behaviour of the pupils, their willingness to listen and learn and to work as members of a team, helps to raise attainment. Pupils understand and follow the rules of games well. Most have good co-ordination, throwing and catching accurately. Low attainers do not judge well the amount of force they should use when throwing, but are not discouraged and work hard to improve their skills.
107. The quality of teaching is very good. Strong subject knowledge enables teachers to coach pupils confidently and they plan a good variety of activities that motivate and constantly challenge pupils. Relationships are very good. Pupils work well together and are confident enough to make valuable contributions. Teachers demonstrate well and use pupils well to illustrate teaching points. Lessons have a clear focus and proceed at a good pace, so that much is covered and pupils get healthy exercise as well as learning quickly. Very good, well-planned orienteering lessons for all year groups help pupils to become fit and there is very good emphasis on training for running. The school has great success in all inter-school competitions because of very good coaching, the enthusiasm this generates in the pupils and the excellent range of after-school sporting activities.
108. Leadership and management of the subject are very good. There is a shared vision and expertise. Assessment needs further development, however, as does its use. The facilities are good, with a large playing-field, a good hard play area and a large hall. The resources are of a very good quality and this helps pupils to achieve well. There has been very good improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision for citizenship is good.

Main strengths and weaknesses

- The school council gives pupils a voice and influence as to how their school is run.
- Pupils have opportunities to find out about communities and countries in other parts of the UK and across the world.
- Pupils are encouraged to be involved in improving their own school and village environment.
- The school is at the centre of village life.

Commentary

109. Pupils understand their responsibilities towards school and the community in which they live. They take part in the school council and through this are able to be part of decisions about their school. A pair mentor system is used throughout the school that encourages pupils to help each other with work and the social side of school. A 'buddy bench' is used in the playground where children can sit if they want someone to play with. These initiatives encourage children to support and take responsibility for one another.
110. Music groups regularly perform in community events, such as the choir singing at a local care home for elderly people. Recycling bins are located around the school and pupils understand that this is one way they can have a positive impact on the environment. Displays around the school show evidence of pupils learning about their own village community and countries across the world. A display in Year 1 is based on a class visit to the church, and a healthy eating display, featuring baby photographs of the children, links growth to choosing a healthy life style. Fabrics from Kenya and carnival masks from St Lucia show how pupils are given opportunities to learn and think about people in other cultures. Anti-racism posters feature prominently in the entrance hall, reinforcing the inclusive ethos of the school.
111. The school sponsors a well in a village in Zimbabwe. Children write to the children there and receive replies which are displayed for all to share. A weather station has been set up in school to monitor weather patterns and this will be linked to Weather Watch, via the Internet, to help pupils understand climate change around the world. Year 6 are working on a mini-enterprise scheme linking design and technology, ICT, literacy and numeracy, including work on jobs, earning, and saving. Pupils discuss how they would spend the profits from this enterprise, putting forward ideas such as giving to charity or reinvesting back into the business.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
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	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
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	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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