

INSPECTION REPORT

ST MARK'S CHURCH OF ENGLAND PRIMARY SCHOOL

Eccles, Aylesford

LEA area: Kent

Unique reference number: 118618

Acting headteacher: Mrs K Spencer

Lead inspector: Mr L Lewin

Dates of inspection: 11th – 13th October 2004

Inspection number: 269297

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 120

School address: Eccles Row
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Aylesford
Kent
Postcode: ME20 7HS

Telephone number: 01622 717337
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Appropriate authority: The governing body
Name of chair of governors: Mr M Mitchell

Date of previous February 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

St Mark's Church of England Voluntary Controlled Primary School is situated in a rural setting in the village of Eccles, near Aylesford. It caters for children between the ages of 4 to 11 years and is smaller than most other primary schools nationally, having 120 pupils currently on roll, nearly all of whom come from White British backgrounds. The school roll has increased significantly over the last few years, as a result of the school expanding from an infant to a primary school, and there are now five classes. Pupils are now accommodated in a new building. Most pupils live in the village in a mixture of private and community housing. Children joining the Foundation Stage class have broadly average attainment, although this varies from year to year. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils with special educational needs is significantly above the national average, and the proportion of pupils with statements of special educational is also above the national average. The school has received the national Healthy Schools Award. The school has had a significant change of staffing in the last few years and is currently led by an acting headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2233 0	Mr L Lewin	<i>Lead inspector</i>	English, science, art, design and technology, music and physical education.
9079	Mrs A Moss	<i>Lay inspector</i>	
2175 0	Mrs S Hall	<i>Team inspector</i>	Foundation Stage, mathematics, information and communication technology, history and geography.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school with some good and very good features. Good teaching for older pupils in the school helps them to reach high standards in national tests at Year 6. However, pupils underachieve by the end of Year 2. Leadership and management are satisfactory and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good teaching overall in Years 4 to 6, and consistently very good teaching for the oldest pupils results in them achieving very well by the end of Year 6.
- Year 2 pupils reach below average standards in reading, writing, mathematics, science and information and communication technology (ICT).
- Occasionally, higher attaining pupils in the Foundation Stage and in Years 1 and 2 are not sufficiently extended by the work they are given.
- Subject co-ordinators do not have a clear enough overview of the quality of teaching or the standards of work across the school.
- Methods of checking how well individuals are progressing are not well enough developed to give teachers a clear picture of the strengths and weaknesses in pupils' work.
- The accommodation is very good.
- The attention given to their moral and social development means that pupils have good attitudes and behave well.

The school is improving at a satisfactory rate overall. A major improvement is the provision of a new building. Year 6 national test results are improving at a good rate, but Year 2 results are still declining. Pupils' attitudes and behaviour have improved. However, some areas, such as the roles of the subject co-ordinators and procedures for assessing how well pupils are doing, which were highlighted as in need of improvement during the last inspection, still show weaknesses.

STANDARDS ACHIEVED

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

Key: A* - indicates pupils performing in the highest five per cent of schools nationally; 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.

Notes: Caution is needed in interpreting data for schools such as this that have low numbers of pupils in each year group. **National data for 2004 is yet to be fully validated.

Overall, pupils achieve **well**, with very good achievement for the oldest pupils in the school. Children's attainment when they start school is average, although it varies from year to year. Results in the 2004 Year 2 national tests showed that pupils have been under-achieving, reaching well below average standards in reading, writing and mathematics. However,

improved teaching in the younger age group classes is now making a positive impact on standards. As a result of overall good teaching in Years 4, 5 and 6 and, in particular, the very good teaching in the Year 5/6 class, pupils achieve very well and reach high standards in English, mathematics and science in national tests. The current cohort of Year 6 pupils is also achieving very well. Although a significant minority of them have special educational needs (SEN), overall, standards are above average,

and some pupils are on course to achieve well above-average standards in English, mathematics and science by the end of the year. Pupils currently reach above average standards in ICT in Year 6, but below average standards in Year 2. In all other subjects, too little evidence was gathered to enable judgements to be made about standards.

As a result of the attention given to their spiritual, moral, social and cultural development pupils usually demonstrate **good behaviour and positive attitudes**. Pupils' attendance at school is satisfactory and they are punctual to school and to lessons.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. Teaching and learning are **satisfactory**. Teaching is satisfactory for the Foundation Stage and for pupils in Years 1, 2 and 3. For this age range, the teachers are good at helping individuals develop a confident approach to their work, but the work they set is not always sufficiently challenging and does not always extend the higher-attaining pupils. As a result of very lively and interesting teaching in Years 4, 5 and 6, pupils are motivated learn. Particularly skilled teaching in the Year 5/6 class instils a strong degree of self-motivation in the pupils. The school has sound curriculum provision, good arrangements for ensuring pupils' welfare, health and safety, satisfactory links with the parents and good links with the community. Systems for assessing and checking how well pupils are progressing are unsatisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. Governors work effectively and ensure that all statutory requirements are met. The very good, new school buildings are a credit to the hard work of the governors and to the vision and energy of the recently retired headteacher. The new acting headteacher has worked very effectively during her short time in post to gain a clear overview of the current quality of the school's provision and to begin the process of formulating the next school improvement plan. The leadership and management of subject areas are currently unsatisfactory, and teachers with subject responsibilities have not had enough chance to develop their roles. Governors visit the school regularly but do not have a formalised monitoring system to help them gain a full and clear overview of the school's performance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have a high regard for the school, though a significant minority of them feel they do not receive enough information about what their children are taught. The inspection team agrees with this view and feels that there is much scope for improvement in this area. The pre-inspection questionnaires completed by pupils and discussions with them show that they like their school and feel they are well supported by staff.

IMPROVEMENTS NEEDED

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

- Raise standards in reading, writing, mathematics, science and ICT by the end of Year 2.
- Ensure that all children in the Foundation Stage and in Year 1 and Year 2 are consistently given work that fully extends and challenges them.
- Develop fully systems in all subjects to check pupils' attainment and progress.
- Develop fully the roles of subject co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve very well by the time they leave the school and reach high standards in national tests. They underachieve in the younger age-group classes and reach below-average standards by the end of Year 2. Standards in Year 2 are not as good as they were at the time of the last inspection.

Main strengths and weaknesses

- Pupils reach well above-average standards in English, mathematics, science and ICT in the Year 6 national tests.
- Standards in reading, writing, mathematics, science and ICT are below average in Year 2.
- Higher-attaining pupils are not always challenged sufficiently by the work they are given to do in the Foundation Stage and Years 1, 2 and 3.
- Pupils with SEN make good progress.

Commentary

1. Children show average attainment on entry to school at age four, although this varies from year to year. Their achievement is currently satisfactory overall and they are on course to attain the expected levels in five out of the six areas of learning by the end of the Foundation Stage. Too little information was collected to make judgements about children's knowledge and understanding of the world.

Standards in Year 2

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

Standards in:	School results	National results
reading	14.7 (15.1)	16.0 (15.7)
writing	12.5 (14.2)	14.8 (14.6)
mathematics	12.8 (15.6)	16.4 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. Year 2 national test results for pupils in Year 2 show a pattern of declining standards in reading, writing and mathematics over the last few years. The well below-average standards registered in the 2004 national tests show that pupils have been underachieving. Actions have been taken to improve teaching in this part of the school, and the fall in standards is now being reversed, so that the current cohort of Year 2 pupils is now on course to attain below-average standards. However, the legacy of underachievement remains and the school is acutely aware of the need to continue raising the expectations of what pupils will achieve by the end of Year 2. In too many of the lessons seen, higher-attaining pupils are not extended by the work they are given to do and this, in particular, is restricting the school's ability to raise standards. The standard of pupils' work is also below average in science and ICT. In all other subjects, not enough evidence was collected to judge pupils' attainment and progress.

Standards in Year 6

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

Standards in:	School results	National results
English	28.6 (30.0)	27.0 (26.8)
mathematics	30.2 (31.0)	27.2 (26.8)
science	30.2 (31.0)	28.9 (28.6)

There were 6 pupils in the year group. Figures in brackets are for the previous year.

3. Year 3 pupils achieve satisfactorily in response to the sound teaching they receive. However, in the Year 4/5 and Year 5/6 classes, pupils' progress is accelerated as a result of good teaching and, in particular, because of the very good teaching in the Year 5/6 class. This has helped pupils to achieve very well and reach high standards in English, mathematics and science in the national tests, when compared with both schools nationally and other similar schools. This picture of very good achievement is being sustained in the current academic year where, despite the presence of a significant proportion of pupils with SEN, most are set to achieve above-average standards, with a significant minority of them on course to attain well above-average standards in English, mathematics and science. The work seen in English, for example, shows a sophisticated development of extended, imaginative writing projects that reflect an excitement and flair for writing. The good-quality work of older pupils in English, mathematics and science is apparent through the comprehensive coverage of different topics, detailed recording and wide ranging experiences that extend their knowledge, skills and understanding. Many of the higher-attaining pupils demonstrate their self-motivation when following up tasks given by the teacher. For example, a suggestion by the teacher that pupils present their science work in the form of a television programme inspired the pupils to the extent that they arrived in school the following day with a range of props and costumes to support a lively and well presented performance. Based on this approach, it is unlikely that these pupils will ever forget the structure and function of the inner ear that they presented.

4. By Year 6, pupils have a good command of ICT skills and use computers well to support different areas of their work. In all other subjects, not enough evidence was collected to enable judgements about standards to be made.

5. The school has recently upgraded its provision for supporting pupils with SEN. The very good support given to individuals in small-group sessions and the good support from teaching assistants and teachers in lessons mean that these pupils usually achieve well. The particularly effective support they are given in the Year 4/5 and Year 5/6 classes enables them to achieve very well – often coping effectively with the same work as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Overall, their spiritual, moral, social and cultural development is also good. Pupils' attendance is satisfactory and they arrive punctually at school. These areas have improved since the last inspection.

Main strengths and weaknesses

- The good relationships between pupils and between pupils and staff are the result of the caring ethos of the school and the good example set by staff.
- Pupils do not have enough opportunities to be made more aware of the cultural and ethnic diversity of British society.
- Pupils are becoming confident members of the school because they are given an increasing number of opportunities to take responsibility.

Commentary

6. Pupils have good attitudes to their work and collaborate well with other children. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This happens particularly in lessons for pupils in Years 4, 5 and 6, where attitudes are very good because teachers have planned well so that pupils find the work interesting.

7. Standards of behaviour are good in classrooms and around the school, particularly in assemblies. All pupils discuss and agree class rules. They are fully aware of the high standards expected and insisted upon by all staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Pupils are very proud when they are rewarded for doing something worthwhile. Generally, they play harmoniously together at playtimes. No signs of aggressive behaviour were seen, although sometimes a very small minority of pupils becomes over-excited and boisterous. Both parents and pupils spoken to during the inspection period confirmed that bullying rarely occurs. They also confirmed that any instances of inappropriate behaviour are dealt with quickly and efficiently.

8. Pupils are increasingly encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These range from acting as monitors, helping to look after the younger children and being members of the newly-formed school council. Pupils take their responsibilities of living in a community seriously and achieve well in this respect, developing increasingly good levels of maturity as they move through the school.

9. Pupils work well in pairs and in groups. They show respect for the feelings of others and enjoy the activities they engage in. Staff give a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity, as well as acting as good role models.

10. Provision for pupils' spiritual, moral, social and cultural development is good overall and is found in lessons such as personal, social, health and citizenship education, and in many others. Attention is given to the development of pupils' spiritual awareness. Many opportunities are provided for pupils to reflect on the world around them. In a Year 6 poetry lesson, for example, pupils were given time for reflection. Participation in school trips, including a residential visit for Year 5 and Year 6 pupils every other year, makes an effective contribution to their social and moral development. Although the school ensures that pupils experience the traditions of other cultures as well as their own through, for example, the multicultural week, they have limited experiences of the multicultural nature of contemporary Britain.

11. Attendance levels at the school are now satisfactory, having risen recently. This improvement is due mainly to the staff and governors discouraging parents from taking their children out of school in term time for extended holidays. The school makes parents fully aware of the importance of the regular attendance of their children and the detrimental effect that unnecessary absence can have on their attainment. Pupils arrive punctually.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1%
National data	5.4%

Unauthorised absence	
School data	0.2%
National data	0.4%

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
120	1	1

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

12. There have been two exclusions during the past year. The exclusion process has been used as a necessary strategy for the sake of the whole school community, and has been effective.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Satisfactory teaching, sound curriculum provision, satisfactory support and guidance for pupils, satisfactory links with the parents and good links with the community ensure that pupils have an appropriate range of experiences to support their learning.

Teaching and learning

As at the time of the last inspection, teaching and learning are satisfactory overall. Procedures for assessment are unsatisfactory and have not improved significantly since the last inspection.

Main strengths and weaknesses

- Teaching is good in the Year 4/5 class and very good in the Year 5/6 class.
- Pupils with SEN are well taught.
- Teachers do not always provide tasks that extend higher-attaining pupils in the Foundation Stage, Year 1 and Year 2/3 classes.
- Although some basic systems exist to record assessment information – overall whole school procedures are not sufficiently well developed in different subjects.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	5	5	12	0	0	0

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

13. Teaching is satisfactory in the Foundation Stage and in Years 1, 2 and 3. In Years 4, 5 and 6 teaching is good overall, with very good teaching seen in the Year 5/6 class.

14. Discussions with staff, governors, local education authority personnel and the recently retired headteacher show that poor provision in the past for the Foundation Stage and Year 1 pupils has had a detrimental effect on pupils' learning and has made it extremely difficult for the school to raise standards by the end of Year 2. Employing a new teacher for the Foundation Stage, reorganising the classes so that Foundation Stage children and Year 1 pupils are taught separately, along with strong support from the local education authority advisory team, have helped the school to improve the teaching. The impact of these strategies is already apparent in the improved standards noted in Year 2 during this inspection. In the lessons observed, teaching was satisfactory in the Foundation

Stage, Year 1 and Year 2/3 classes. Some features of good practice were noted. As a result of effective planning and preparation, teachers are particularly successful in helping pupils to settle in to class routines and gain confidence in working together or independently; in these classes, teachers and teaching assistants create a happy and interesting classroom atmosphere in which all individuals are keen to get on with the tasks provided. Staff ensure that all pupils, including those with SEN, are fully incorporated in all activities. However, although activities are set to meet the needs of different groups, higher-attaining pupils are not always sufficiently extended by the tasks they are given, and expectations of what pupils can achieve are not always set high enough in lessons. Lesson objectives are not always clear and tend to be a description of what to do rather than a statement of the intended outcomes of the work.

15. In the Year 4/5 and Year 5/6 classes, the teachers transmit their energy and enthusiasm to the pupils so that they are often excited by the work and keen to move ahead with tasks. Teachers use a wide range of strategies, to cater for the different ways in which different pupils learn. A careful blend of very good discussion work, clear and succinct explanations and precise questioning ensures that learning continually moves ahead at a rapid pace. The teachers make very good use of resources to boost pupils' learning. For example, in the Year 4/5 class, the teacher used impressive graphic animations on the interactive whiteboard to help pupils to rapidly gain an understanding of the ideas presented to them. Similarly, in an excellent literacy lesson for Year 5/6 pupils, the teacher made skilful use of a video she had made – projected on to the interactive whiteboard – as a means of triggering pupils' imaginations in creative-writing work. Pupils responded very enthusiastically to this stimulus and were keen to get on and develop their own story-writing ideas. In the older classes, the use of humour helps teachers to develop a strong rapport with the pupils. They work very hard to prepare work that suits the needs of all groups and individuals. The pupils appreciate this, and Year 6 pupils said that they felt their teacher ... 'always tries her hardest to make the lessons as interesting as possible.'

16. Throughout the school, teaching assistants work well to support teachers and pupils. They are fully briefed and have a clear understanding as to their roles in lessons, and often play a vital part in keeping activities running smoothly through the good support and guidance they provide for individuals. They also play a key part in helping pupils with SEN. They are especially good at knowing when to support individual pupils fully and when to withdraw and give them a chance to gain confidence in working independently. The teaching of pupils with SEN, and particularly those experiencing emotional and social difficulties, is good. The help that these pupils receive from the special educational needs co-ordinator (SENCO) and from teaching assistants enables them to learn at a good pace.

17. The school has established basic systems to record and track pupils' attainment and progress in English and mathematics and has carried out some analysis using the data, but this work is at an early stage of development and is not adequate to allow teachers to refine their planning and target individual pupils' needs precisely.

The curriculum

As at the time of the last inspection, the overall quality of the curriculum is satisfactory and meets statutory requirements. The opportunities for enrichment of the curriculum through clubs, visits and special events are good. The school's new accommodation is very good and resources are good overall. The school has a satisfactory level of staffing.

Main strengths and weaknesses

- The school accommodation is very good and supports learning very effectively.
- Opportunities for enriching the curriculum are good, especially for the older pupils.
- Too much of the timetable is taken up by 'child-initiated' activities in Year 1.
- Provision for pupils with SEN is good.

Commentary

18. Overall, curriculum provision is satisfactory, as it was at the time of the previous inspection. Suitable time is allocated to the teaching of the required areas of the curriculum from Year 2 onwards. The school has adopted an innovative strategy of encouraging pupils to initiate their own activities in the Foundation Stage and Year 1. The work in these sessions is particularly successful in promoting pupils' personal and social development and in building their confidence in tackling different activities. However, too much time is taken up by these activities in Year 1, leaving too little time for full literacy and numeracy sessions. This undermines the teachers' ability to focus on the much needed task of raising standards in these subjects.

19. The school provides a varied programme of after-school activities that extend learning experiences, particularly for the older pupils. The school organises creative-arts projects and several visits, including residential ones, which enable pupils to develop their social skills and grow in confidence. There is a good range of sporting activities, which the pupils enjoy, but relatively few additional activities are provided for younger pupils.

20. The provision for pupils with SEN is good. Pupils receive good support from teaching assistants and from the newly appointed SENCO. Records are carefully maintained and the good quality, individual education plans target the needs of the individuals concerned. Currently, pupils are withdrawn from lessons throughout the day to receive extra support from the SENCO. This means that pupils miss areas of work in certain lessons on a regular basis. The co-ordinator intends to change this system in the near future. In all other respects, all groups of pupils throughout the school have full opportunities to participate in all activities.

21. The school has a suitable level of staffing and teaching assistants are well deployed to support pupils and teachers. The school administrative officer works very effectively to help ensure the smooth running of the school, and the caretaker and all other ancillary staff work well to ensure that the building is maintained to a good standard and that all facilities are kept in good condition.

22. The very good, new school accommodation provides a spacious and attractive learning environment. Pupils, parents and staff speak with pleasure about the new building and how it has raised the profile of the school in the local community. The covered verandas alongside most classrooms make possible the outdoor play activities that are particularly valued by staff teaching the younger pupils. The large and attractive school grounds, including organic allotments and a pond dipping area, help pupils with their science work and provide good opportunities for collaborative outdoor activities. Resources for learning, including the school library, are good, but some computers are old and need to be replaced.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is good. The guidance for pupils' personal development is satisfactory. These findings present a broadly similar picture to that of the last inspection.

Main strengths and weaknesses

- Pupils feel secure and well cared for and have good and trusting relationships with all adults in the school.
- The school seeks the views of the pupils and acts on them when appropriate.
- Good procedures exist to ensure that pupils work in a healthy and safe environment.

Commentary

23. The school provides a happy environment that is conducive to learning. Attention is paid to health and safety issues and formal risk assessments take place regularly. Pupils are involved with adults in walking around the school to check for any hazards or problems. Pupils' healthy and safe living is promoted through the personal, social and health education programme and through the Healthy Schools Initiative. The arrangements for tracking their personal development, although informal, are satisfactory. Teachers and support staff know the pupils well and cater sensitively for their needs. The good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Pupils say that the adults are 'very nice and very kind' and parents say that the school cares well for their children.

24. Induction arrangements are satisfactory, as a result of liaison with the local play school, and children settle happily when they enter the reception class. Similarly, pupils are prepared satisfactorily for transfer to secondary school.

25. All pupils are valued and are able to contribute to the life of the school. They make their views known through the newly-formed school council that consists of elected members from each year group. For example, they have recently discussed such varied subjects as school dinners, the playground and the state of the toilets. They meet regularly and understand their role of representing the opinions of their classmates. They are confident that members of staff will listen to their views and act on them whenever possible.

Partnership with parents, other schools and the community

Links with parents and other schools are satisfactory. Links with the community are good. These inspection findings present a similar picture to the findings of the last inspection.

Main strengths and weaknesses

- Most parents are very supportive of the school and appreciate what it provides for their children.
- A number of parents do not feel well informed about what their children are learning at school.

Commentary

26. Parents' believe the school is doing a good job. They particularly like the approachability of staff and their high expectations, and the way that pupils are encouraged to become mature and responsible. They confirm that their children like school, are treated fairly and know that they can turn to an adult if they have any worries. The inspection team agrees with these positive views. However, although parents are informed about the school through the prospectus and frequent correspondence, and they are informed about their children's progress through consultation evenings and annual reports, they are not given enough information about the areas of the curriculum and topics that are to be studied by their children, or any information about the approaches used for teaching in the school. A small minority of parents does not feel that homework is well used across the school. The inspection team, however, found that the homework given is generally satisfactory and appropriate to the age of the pupils.

27. Some parents come into the school to help with, for example, gardening and extra-curricular clubs. The Parent Teacher Association is very active in raising funds to help the pupils in their learning. They have provided, for example, televisions, football posts and books.

28. The school has good links with the community and with the church. The school features in the parish magazine and the community news sheet, and letters from the school to parents give news of the community. Members of the police force, the fire brigade, theatre companies and storytellers visit the school from time to time. The school is also used by the community for adult education

lessons, the youth club and the Children's University. The wider community is also used as an education resource. For example, the pupils have visited Kent Open Air Museum and the White Cliffs Experience.

29. There are sound links with other local schools that help to promote training opportunities for staff. The links with the secondary school ensure that pupils are prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

The leadership and management are satisfactory. Governors ensure that all statutory requirements are met. This is a broadly similar picture to that presented by the last inspection report.

Main strengths and weaknesses

- The acting headteacher has worked very well in her short time in the school.
- Governors provide strong support for the staff.
- No formalised systems exist to help the governors monitor the performance of the school.
- The roles of subject co-ordinators are under-developed.

Commentary

30. The new acting headteacher has worked very effectively during her short time in post. She has rapidly acquired a clear overview of the main strengths and weaknesses of the school and gained a good rapport with all of the staff and pupils. She has made a good start with assembling action plans for the new school improvement plan.

31. Governors carry out their roles effectively. They are well informed, actively involved and provide good support for the acting headteacher and all staff. Over recent years, they have worked energetically and the new school buildings are a particular credit to their hard work and to the vision and energy of the recently retired headteacher. Whilst governors visit the school regularly, they do not have a formalised monitoring system to help them gain a full and clear overview of the school's performance, and the strengths and weaknesses in provision.

32. Leadership and management of subject areas are currently unsatisfactory. Teachers with subject responsibilities have not had enough chance to develop their roles and do not yet have an overview of the quality of teaching or standards of work in their subject across the school. However, discussion with teachers during the inspection indicated that they are all enthusiastic to become fully involved in developing their roles.

33. The school's budget is well managed and the best possible use is made of all available funding. Governors ensure they obtain the best value from all spending decisions. The school had a larger than expected under-spend in its 2003-04 budget, but it is clear that all extra funding has been carefully earmarked for future projects.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	350,498.00	Balance from previous year	28,683.00
Total expenditure	342,648.00	Balance carried forward to the next	36,533.00
Expenditure per pupil	2,855.00		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. As at the time of the last inspection, provision for children in the Foundation Stage is **satisfactory**. Teaching and learning are satisfactory, as they were in the previous inspection. The majority of children achieve satisfactorily. Children enter the school with widely ranging early-learning experiences, and a small but significant proportion has potentially high level skills. Overall attainment on entry is average. Leadership and management of the Foundation Stage are unsatisfactory. The co-ordinator, who teaches older pupils, has few opportunities to undertake rigorous monitoring of the quality of provision.

35. In the last few years, the school identified that children were not making enough progress in the Foundation Stage. Since this time, a new member of staff, who is working towards teaching qualifications, has been appointed and, with the support of the local education authority, the school has completely reformulated its curriculum planning for this part of the school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision and the quality of teaching and learning are **satisfactory**.

Main strengths and weaknesses

- The children have good relationships with adults and each other.
- Role-play activities could be more vibrant and imaginative.

Commentary

36. Children enter school with average social skills for their age. Teaching and learning are satisfactory and have some good features. Most children achieve satisfactorily so that they are on course to reach the expected level by the end of the Foundation Stage. Most children, including those with SEN, particularly enjoy the child-initiated activities and several achieve well in this area in comparison with their previous development. Children quickly settle into routines, such as deciding which activity they want to pursue. Staff are very patient and calm and encourage children to adopt good habits and behaviour. They explain the importance of taking turns and sharing so that children learn to play games in a group. The opportunities for role-play are not as well developed, vibrant or imaginative as they might be, and this does little to encourage social interaction.

COMMUNICATION, LANGUAGE AND LITERACY

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

- Teacher-directed activities provide an appropriate structure for literacy activities.
- Children have many opportunities to talk to each other.
- Early writing activities do not make sufficient demands on high-attaining children.

Commentary

37. Teaching and learning in this area are satisfactory. Children make sound progress overall and are on course to achieve the targets for their age. Teacher-directed activities provide a clear focus for tasks which advance pupils' progress in all aspects of literacy. On admission, children have a wide range of speaking and listening skills, and several have indistinct speech and articulation. However, as children have many opportunities to choose their own activities, they develop satisfactorily their confidence and their skills in communication. Staff ask children lots of questions about what they are doing and what they plan to do next, but do not always demand enough of children's replies.

38. Few opportunities were observed of children sharing books together, listening to stories or visiting the school library. These are clearly planned and records show that children develop average skills in early reading. Several already recognise and name some sounds and identify familiar words. Children have opportunities to practice large-scale writing and drawing movements on a daily basis and to make patterns that lead to letter formation. However, several of the children can already write several words unaided and some of the activities do not demand enough of the higher-attaining children. The classroom environment has mark-making and writing areas, but these are not bold and exciting and do little to interest some children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- Teacher-directed activities help children develop an understanding of numbers.

Commentary

39. Teaching and learning are satisfactory in this area. Children achieve satisfactorily and are on course to attain the targets expected for their age. Staff plan a reasonable range of number-recognition activities and follow-up tasks where children learn to make selected sets of items from modelling materials and match numbers of plastic camels in sequence. Almost all can make repeating patterns of two colours and several can do this with three. Most children recognise numbers to ten and the majority put these in order. Children's knowledge of numbers is currently stronger than their understanding of shapes and other areas of mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

40. Too little evidence was collected to make overall judgements about the quality of provision or standards in this area of learning. Children experience a suitable range of science based activities, learn about magnets and materials and make use of the school grounds to develop their understanding of things that grow. They learn to develop their use of the computer through well-planned and effective short activities where they are supported by the classroom assistant.

PHYSICAL DEVELOPMENT

Provision for physical development is satisfactory.

Main strengths and weaknesses

- The good-quality outdoor area is used well to develop physical skills.

Commentary

41. Teaching and learning are satisfactory and children are on course to achieve the targets for their age. Good use is made of the attractive and spacious outdoor-play area to help children develop physical skills. Children enjoy using scooters and tricycles and climbing on large caterpillar-shaped climbing blocks. However, some of this play lacks a specific aim, such as developing skills by throwing at a target, or extending control by moving around a more complex course of obstacles. Children learn to cut and shape dough into the items they wish. Children do not have enough opportunities to develop fine motor skills by using simple tools for cutting and shaping a range of materials and by threading and attaching items to each other.

CREATIVE DEVELOPMENT

Provision in this area is satisfactory overall.

Main strengths and weaknesses

- Activities sometimes lack scope, flair and imagination.

42. Teaching and learning in this area are broadly satisfactory and the majority of children are on course to achieve the expected level by the end of the Foundation Stage. Children have free opportunities to use the large, wooden play-tower in the centre of the classroom, which encourages social development. Other role-play equipment and materials are often bland and do little to stimulate the children's imagination. Children have regular opportunities to draw and paint but the quality of work produced is of a limited standard and staff do not make best use of such opportunities to specifically teach children how to improve their skills. Too much use is made of adult-drawn templates, with the result that all children produce the same, small-sized and shaped animals covered in the same materials. This does little to develop flair and creativity.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**. Standards have declined at Year 2 since the last inspection but have risen in Year 6 in recent years.

Main strengths and weaknesses

- Pupils reach high standards in Year 6 national tests and work with much enthusiasm.
- Teaching is good for pupils in Years 4, 5 and 6.
- Standards in Year 2 are below average.
- Assessment systems are still at an early stage of development.

- The role of the co-ordinator is underdeveloped.

Commentary

43. National test results show that standards achieved by pupils in Year 2 have been declining for the past 3 years and were well below average in the 2004 tests. Previous poor provision for the Foundation Stage and Year 1 meant that pupils did not progress sufficiently. Changes in the teaching staff and reorganisation of the classes have resulted in improved teaching and better standards, with Year 2 pupils now achieving below (rather than well below) average standards. Most pupils speak clearly, but do not use a very wide-ranging vocabulary. Reading skills and spelling skills are sound overall, but pupils show a limited ability to discuss the books they have read recently. Writing is mainly legible but generally very limited in content. Very few pupils show indications of achieving above the expected level, while a significant number struggle to write coherent short sentences properly.

44. Over the last three years, Year 6 national test results showed pupils consistently reaching high standards. Given the low baseline in Year 2, this represents very good achievement. Although the current Year 6 contains a significant proportion of pupils with SEN, achievement remains very good; most reach above-average standards and a significant minority is likely to achieve well above-average standards. Most pupils talk fluently, confidently, and often in an expressive and enthusiastic manner. Pupils generally read well and enjoy discussing their books. They describe confidently the characters and the underlying meaning in the texts they read. They produce varied and interesting writing, and use words imaginatively to express their views and write stories. Pupils spoken to are very enthusiastic about the story-writing projects they have undertaken, and in much of this work show a sophisticated approach to developing their ideas into extended pieces of writing. The work is often very neatly and attractively presented and some of the pupils expressed an enthusiasm for carrying on with such work at home.

45. Teaching is satisfactory in Years 1, 2 and 3. Teachers prepare lessons carefully and give clear explanations and directions. Along with teaching assistants, they guide and support individuals well and ensure that all pupils feel confident in completing the tasks they are given. However, lesson objectives are not always made clear and tend to be a description of the activity rather than a precise indication of the intended outcome of the work. Also, expectations of what pupils should achieve in tasks are not set high enough, so that there tends to be a lack of urgency about the work in progress. Teaching for Years 4, 5 and 6 is good overall. The teachers show very confident subject knowledge; their explanations are clear and succinct and keep pupils well focused and interested. Tasks are carefully designed to move the learning of all groups of pupils, including those with SEN, at a rapid pace. Teachers use a good range of different strategies to suit different pupils' specific learning styles. This was particularly the case in the Y5/6 class where the teacher succeeded in promoting a very rapid pace of learning through the different approaches she employed.

Example of outstanding practice

Getting Year 5/6 pupils to use a range of literacy devices to enhance and develop text

The teacher presented pupils with an extensive range of opportunities, including, lively class discussions, group discussions and clear presentation on the interactive whiteboard. She also showed pupils a video she had made at home, featuring a 'chase sequence' through her house – complete with the appropriate dramatic music. The combination of these varied strategies promoted pupils' interest and enjoyment and inspired them to use language in an imaginative way and to work intensively with their own ideas for writing.

46. Leadership and management of the subject have been unsatisfactory because too little rigorous monitoring of the quality of work across the school has been undertaken, so that it is difficult for teachers to identify the strengths and weaknesses within the overall provision. The acting headteacher has recently taken over co-ordination of the subject and has rapidly acquired an overview of it across the school. A basic format for assessing and tracking pupils' progress has been established, but it is in the early stages of development and not yet used systematically by teachers to help inform their planning of lessons.

Language and literacy across the curriculum

47. The use of language and literacy across the curriculum is sound in Years 1, 2 and 3. It is good in Years 4, 5 and 6, where pupils often produce extensive pieces of writing within subjects such as science, history and geography. They also make extensive use of ICT to present their work in attractive and interesting ways.

MATHEMATICS

Provision for mathematics is **satisfactory** overall. Standards have declined in Year 2 since the last inspection, but have risen in Year 6 over the last few years.

Main strengths and weaknesses

- Standards in Year 6 are above average.
- Teaching in Years 5 and 6 is very good and develops pupils' skills in solving problems very well.
- Standards in Year 2 are below average.
- Teaching in Years 1 and 2 is reliant upon published materials and does not develop pupils' problem-solving skills well enough.
- The co-ordinator does not have sufficient opportunities to monitor and evaluate the quality of work across the school.

Commentary

48. At the time of the last inspection, standards were average for the age of pupils at seven and eleven. Since that time, attainment at the age of seven has fallen considerably and at eleven has risen notably.

49. Year 2 pupils achieved standards that were well below average in the 2004 national tests and results have been steadily declining over recent years. Action taken by the school to improve teaching in the lower part of the school is now beginning to have an impact, so that pupils this year are on course to achieve below (instead of well below) average standards. Nevertheless, the legacy remains of poor provision in the past in the Foundation Stage and Year 1, so that pupils' achievement by the end of Year 2 is unsatisfactory. In recent years, and as seen during the inspection, most pupils reach the nationally expected standards, but few achieve consistently at the higher levels. Pupils' recent work contains few examples of open-ended problem-solving tasks to develop pupils' confidence and skills

50. As a result of good teaching overall in Years 4, 5 and 6 and very good teaching in the Year 5/6 class, pupils have achieved well above average standards in national tests over the last three years. As the current Year 6 cohort contains a higher proportion of pupils with SEN than in recent years, standards overall are above (rather than well above) average. Their achievement remains very good and a significant minority of them is on course to attain well above-average standards. By the end of Year 6, pupils develop high levels of confidence and skill in their ability to solve complex problems.

51. The quality of teaching and learning is broadly satisfactory in Years 1, 2 and 3. Teaching and learning is good in Years 4 to 6 and is very good for the oldest pupils. In Years 1 to 3 much of the recent work encompasses the use of commercial workbooks and work sheets, some of which do not demand enough of pupils, and especially higher-attaining pupils. This approach, together with the limited provision of extension activities, does little to make mathematics fun and motivate pupils to try really hard. Assessment information is not used well enough to ensure that all tasks provide the highest appropriate level of challenge to pupils on a consistent basis.

52. In Years 4 to 6, teachers have high expectations of what pupils can achieve. They explain concepts skilfully. Their lessons have very precise learning objectives that focus on pupils developing an independent approach towards solving mathematical problems. The teachers set problems in an imaginative manner. For example, in a very good Year 5/6 lesson, pupils were asked to create containers using mathematical nets to protect their 'valuable' Greek artefacts. As a result, pupils worked enthusiastically to resolve the problem. The Year 4/5 and Year 5/6 class teachers make very effective use of the interactive-whiteboards to help clarify concepts and to present ideas in an interesting and sometimes dramatic way. This approach ensures that all pupils stay fully focused and involved in tasks.

53. Leadership and management of the subject are unsatisfactory. The co-ordinator has very high levels of skills in teaching and tremendous potential and enthusiasm to develop her role. However, she has had few opportunities to develop the role beyond the management of resources and none to monitor and evaluate the quality of teaching and learning across the school.

Mathematics across the curriculum

54. In Years 1, 2 and 3, whilst mathematics skills are used in other subjects, this is often in an incidental rather than planned manner. In Years 4 to 6, numeracy skills are reinforced more effectively in science, history and geography.

SCIENCE

Provision in science is **satisfactory**. Standards have declined in Year 2 since the last inspection, but have risen in Year 6 over the last few years.

Main strengths and weaknesses

- Pupils reach above-average standards in Year 6, but below-average standards in Year 2.
- Work set in Years 1, 2 and 3 is not sufficiently challenging for the higher-attaining pupils.
- Assessment procedures are at the early stages of development.
- Leadership and management of the subject are unsatisfactory.

Commentary

55. Pupils currently reach below-average standards in science in Year 2 and their achievement is unsatisfactory. Pupils generally cover an appropriate range of work, for example, studying food groups, healthy diets, growing seeds, basic ideas of electricity and investigating the properties of different materials. However, their work is too often incomplete, and the investigations they do lack depth and are not recorded in sufficient detail.

56. Results in Year 6 national tests for science have improved at a good rate over recent years, rising to well above-average levels in the 2003 and 2004 tests. The current cohort of Year 6 pupils contains a significant proportion of pupils with SEN. Nonetheless, overall standards are likely to be above average by the end of this year, with a significant minority attaining well above-average standards. These pupils achieve very well. All areas of the science curriculum are covered in depth and detail and, in their writing and in discussion, pupils explain scientific concepts well, using the correct vocabulary. They plan experiments in detail, make suitable predictions and give detailed explanations for why things occur as they do. They have a good understanding of applying the principles of a fair test and they record their investigations in detail. They draw up carefully their tables of results, analyse them and draw different types of graphs, including line graphs where appropriate.

57. Teaching is sound in Years 1, 2 and 3 and good in Years 4, 5 and 6. In the Year 1 and Year 2/3 classes, teachers provide an appropriate range of work and, along with the teaching assistants, they give good support and guidance to encourage individuals and keep them focused on the tasks. However, lesson objectives are not always set out clearly enough to give pupils an understanding of the intended outcome of the work. Also, teachers do not make enough use of visual-aid resources to help pupils understand concepts – relying too heavily on diagrams, for example in a Year 2/3 lesson, to explain the structure of the teeth. In addition, the work set does not provide enough challenge for the higher-attaining pupils.

58. Leadership and management of the subject are currently unsatisfactory. The co-ordinator is enthusiastic but has not had sufficient opportunity to monitor the quality of work or teaching across the school and, therefore, has a limited overview of the subject's strengths and weaknesses. A new system has been started in each class to assess pupils' performance at the end of each unit of work. However, assessment overall for science is at an early stage of development and does not yet provide teachers with enough information to help them refine the planning of future lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is broadly **satisfactory**. Standards have declined at Year 2 since the last inspection.

Main strengths and weaknesses

- Standards are above average in Year 6 but below average in Year 2.
- Staff have high expectations of older pupils.
- The role of subject co-ordinator is not well enough developed.

Commentary

59. Standards in Year 2 are below average. The scrutiny of pupils' ICT work shows only a limited use of computers both to develop specific skills and as a cross-curricular learning tool. Achievement is unsatisfactory, as pupils do not develop sufficient depth to their learning in a consistent and progressive manner. The sample of recent work is very sparse and does not cover all aspects of national guidance for the subject. In Year 2, pupils have changed parts of the text of work 'All about me' and some have undertaken tasks to represent work graphically, but little other work was available for scrutiny.

60. In Year 6, standards are above average and pupils achieve very well. Discussions with the older pupils revealed high levels of interest and enthusiasm for the recent work they have done. They took pleasure in showing the multimedia presentations they have made, including the use of text, graphics, sound and hyperlinks. They are familiar with and confident in use of the Internet for research. Good consideration is given to extending pupils' personal development. For example, older pupils produced a computer-based, interactive presentation for younger pupils – to engage them in taking part in simple quiz activities.

61. No lessons were observed in Years 1, 2 and 3 therefore no overall judgement can be made about the quality of teaching and learning. The very sparse sample of recent work indicates that, over time, teaching and learning have not extended pupils' skills sufficiently. Teaching in Years 4 to 6 is good overall and that for the oldest pupils is very good because staff have high expectations of what the pupils can achieve. Pupils are clear that they have learnt a lot in school and have extended their skills particularly in making multimedia presentations. These pupils made very good progress when using a program to select and rotate shapes, changing colour and size and copying and

layering the shapes. Very good and imaginative use is made of interactive whiteboards and digital cameras to support the teaching of the oldest pupils.

62. Leadership and management of the subject are unsatisfactory. The very new co-ordinator has had no opportunities to monitor and evaluate the quality of teaching and learning and is not yet in a position to know whether the progress pupils make is consistent. As yet, she has no means of monitoring whether the computer suite is in maximum use and whether classroom computers are used regularly enough to support learning. Since moving to the new school building, pupils have had the benefit of working in the purpose built computer suite. This is equipped with a reasonable number of computers, but some of these are unreliable and need replacement.

Information and communication technology across the curriculum

63. The use of ICT to support the curriculum varies widely across the school and is recognised by the school as an area for development. Only limited evidence in Years 1, 2 and 3 is available of pupils' ICT work in other curriculum areas. In Years 4 to 6, ICT is used much more widely and the oldest pupils make very good use of computers to support research and learning across the range of subjects.

HUMANITIES

64. There were no opportunities to observe any history and geography lessons during the inspection. Comments are based upon the scrutiny of pupils' work and discussions with subject leaders. A secure judgement is not possible about provision, standards, teaching and learning in these subjects. Pupils' work indicates that an appropriate curriculum is planned, with some very good features noted in the work of the oldest pupils. Computers are used effectively to support the learning and research of older pupils in both subjects. Leadership and management of both subjects is underdeveloped and as such unsatisfactory, as subject leaders have had no opportunity to monitor the quality of teaching and learning across the school.

65. In **history** in Year 2, pupils have found out about famous events and people of the past, including the Great Fire of London and Florence Nightingale. In Year 6, there are examples of very good quality work; for example, pupils researched life in Ancient Greece and were able to identify the features of a Greek Trireme.

66. By Year 2, in **geography**, pupils have found out about how places change over a period of time and have studied life on an island community compared with that on the mainland. They have made a plan of Eccles and identified traffic issues. In Year 6, there are good cross-curricular links to history through studies of the physical and social geography of Greece and aspects of life in Britain in the 1930's.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. No lessons were observed in art, music and design and technology. Only one lesson was observed in physical education. There is therefore not enough evidence to enable judgements to be made about the quality of provision or standards attained by pupils. Discussions with the subject co-ordinators show that they are keen to develop their roles, which are currently unsatisfactory. They have had insufficient opportunities to monitor the quality of work and teaching across the school

68. Teachers make appropriate provision for **art** within their lesson planning, and displays in classrooms and around the school show that pupils have suitable opportunities to develop their skills. Some good quality work had been carried out by pupils in the Year 5/6 class, with attractive and well thought out designs using leaves, and large, well painted pictures of ancient Greek Gods,

showing close attention to detail and correct proportion. Pupils also produce attractive collage work and gain a good knowledge of different techniques through learning to paint in the style of famous artists. Older pupils have appropriate experience in completing **design and technology** projects and have created good-quality moving-picture designs. In these, due attention has been given to using suitable mechanisms and care taken in gluing and fixing items in the best way. Good links are made to other subjects such as science, for example, when one good moving-model was made to show a heart pumping inside the rib cage.

69. Pupils have a suitable range of opportunities to build up their skills in **music** as they progress through the school. Visitors to the school, such as a steel band and a drum workshop expand pupils' breadth of knowledge and understanding. Pupils are given suitable opportunities to learn a musical instrument, if they choose to do so, and are supported by visits from peripatetic music staff. Pupils sing enthusiastically and tunefully in assemblies and further chances for them to build their skills are provided through termly school performances that involve music.

70. Many opportunities are provided for **physical education** across the school. Pupils are involved in a good range of different extra-curricular activities, including football, netball, rugby and dance. They participate in local sports meetings, and school teams compete against other schools on a regular basis. In the one lesson seen for Year 1 pupils, the teacher demonstrated good subject knowledge and worked well with the teaching assistant to help groups and individuals to develop their throwing and catching skills to reach a sound level of performance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. This area was sampled, so no judgement was made of the quality of provision. The school is at a relatively early stage in formalising the arrangements for all areas of this work, including aspects of citizenship throughout the school. The acting headteacher has produced an action plan but, as yet, there is no policy or scheme of work to indicate consistent coverage of appropriate themes. Pupils in Years 3, 4 and 5 consider issues of responsibility in village life and wider society. A school council has been elected. Circle-time discussions are held, but staff training in this area has been limited. Older pupils make a contribution to school life and their own personal development by producing interactive computer presentations for younger ones. However, these activities are often informal and do not form part of a consistent programme of work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out of school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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