

INSPECTION REPORT

HAMPTON PRIMARY SCHOOL

Herne Bay

LEA area: Kent

Unique reference number: 118360

Headteacher: Mr D Hayward

Lead inspector: Brenda Spencer

Dates of inspection: 20th – 22nd September 2004

Inspection number: 269477

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 536

School address: Fitzgerald Avenue
Herne Bay
Kent
Postcode: CT6 8NB

Telephone number: (01227) 372 159
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Appropriate authority: The governing body
Name of chair of governors: Mrs Jill Clowes

Date of previous inspection: 27th March 2000

CHARACTERISTICS OF THE SCHOOL

Hampton is a large primary school in Herne Bay for pupils aged four to 11 years. The school includes a specialist unit for pupils with hearing impairment, and is also designated by the LEA for pupils with physical difficulties. The building is very well adapted for the needs of both sets of pupils. Both attainment on entry to school and socio-economic background are below average. There are 510 pupils attending full-time and 26 part-time; 291 boys and 245 girls. Thirteen pupils left and 24 pupils joined the school last year outside the normal times of transfer. The overwhelming majority of pupils are White. There is one pupil at an early stage of learning English. Ten pupils have statements of special educational needs. This is above the national average. Sixteen per cent of all pupils have special educational needs. This is below the national average. These needs are predominantly related to physical disability, hearing impairment, autism and speech and communication difficulties. Broadly in line with the national average, fifteen percent of pupils are eligible for free school meals. The school has useful links with Herne Bay High School as well as other local primary schools and pre-school settings. It is used well by the local community. In 2004, the school gained the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20451	Brenda Spencer	Lead inspector	Science Art and design English as an additional language
9537	Caroline Marden	Lay inspector	
27629	Peter Brooks	Team inspector	Mathematics Design and technology History Special educational needs
18035	Roy Earnshaw	Team inspector	The work of the unit for pupils with hearing impairment and those with physical difficulties
22967	Muriel Griffiths	Team inspector	Information and communication technology Geography Personal, social and health education Religious education
31566	Lynne Palmer	Team inspector	Foundation Stage
22092	Derek Watts	Team inspector	English Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hampton Primary is a good school with many very good features. Pupils achieve well and enjoy school very much. The quality of teaching and learning is good. Leadership, governance and management are very good overall. The school provides good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- The school shows a very good commitment to improvement.
- The leadership of the headteacher and quality of governance are very good.
- The ethos is very good and all pupils, including those with physical and hearing difficulties, feel part of a family atmosphere.
- The quality of teaching and learning is good and ensures all pupils achieve well.
- Pupils have very positive attitudes to school and take extra responsibility very seriously.
- The pupils' spiritual, moral and social development is very strong.
- The care of pupils is very good. Every individual is valued irrespective of need.
- Integration of pupils with a range of special educational needs into main school classes, including those with physical and hearing difficulties, is very good.
- Assessment data is not consistently analysed to identify strengths and weaknesses in pupils' learning and to inform planning.
- The statutory act of worship is not included in every assembly.

Improvement since the last inspection in 2000 is very good. Recommendations made at that time have been met very well, particularly with regard to the curriculum, improving information and communication technology and raising achievement in mathematics in Year 2. Strengths in provision have been maintained. In addition, the quality of teaching and learning, spiritual development and care are much better.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	D	D
mathematics	C	C	C	C
science	C	C	C	C

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

Achievement is good. It is good in English, reading and writing, mathematics, science, information and communication technology (ICT) and religious education (RE) for pupils in Years 2 and 6. Building from below-average starting points, standards reached are average in all these subjects for pupils in Years 2 and 6, except mathematics in Year 6, where standards are above average. Pupils with special educational needs (SEN), including those with hearing and physical difficulties, achieve well overall. After only two weeks in school, indications are that most children are on track to reach most of the goals for their learning by the end of the

Reception Year. They are likely to exceed them for personal, social and emotional development. This group of children has average starting points.

Comparison with similar schools shows results for 2003 for mathematics and science were average at the end of Year 6 and below average in English. For Year 2, they were average for reading and writing and, following a drive for improvement, were above average for mathematics. The proportion of pupils with special educational needs is much higher in the junior classes than in the infants. Pupils who join the school outside the usual admission times often have SEN. The Year 6 results for 2004 as yet have no national comparisons. In English they are likely to return to average, reflecting the priority given to improving the subject. In mathematics and science they appear to have fallen. However, this cohort had a very high proportion of pupils with statements, some 12 per cent. They made good gains from Year 2 and achieved well. Serious and long-term illness affected teachers in Year 2 in 2003/2004. Despite this, results improved significantly for reading, remained similar for higher attainers in science but dropped for others in science, writing and mathematics.

Pupils are responsible, hardworking and friendly. Their personal, spiritual, moral, social and cultural development is very good overall. Pupils' attitudes to school are very good and they behave well. Attendance is good and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good overall. Most often lessons are very well planned and pupils are enabled to work with a strong sense of purpose. Teaching assistants support learning very well, particularly to the benefit of those with SEN. Behaviour is managed very well and the warmth of relationships ensures a positive atmosphere. Homework contributes well to achievement. While there are good examples, marking does not consistently point out the strengths and weaknesses in learning so that pupils know how to improve.

The breadth of the curriculum is good, with very good links made between subjects. Pupils' health, safety and welfare are looked after very well. Academic guidance is not maximised by rigorous analysis of assessment data to inform planning. The very good integration of pupils with physical and hearing difficulties enriches all pupils' experiences and personal development. Links with parents and with other schools provide many benefits, for example, in sport.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The leadership of the head has been particularly effective in achieving school improvement. Overall, co-ordinators provide good leadership and management. Governance is very good. Governors are supportive of the school; they help shape its future and have useful links with subject co-ordinators. They have dealt well with the budgetary uncertainties raised by the future of the special needs unit, workforce reforms and future numbers of pupils and staff requirements. However, statutory requirements for ensuring there is an act of collective worship at every assembly are not fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold positive views about the school. They prize above all the quality of teaching and the progress made by their children. They value how well their children settle in and the fair way they are treated. They perceive the school to be well led and managed. Some parents have concerns about bullying. The inspection team found the school does all it can to eliminate any problems. Pupils enjoy school, find other pupils to be friendly and are made to feel trustworthy.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Analyse assessment data more rigorously to identify strengths and weaknesses in pupils' learning and use this to inform planning.

and, to meet statutory requirements:

- ensure an act of worship is included in every assembly.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good across the different phases of education and for those pupils with hearing impairment and physical disabilities and other special educational needs. Standards are average at the end of Year 6 and Year 2. The attainment of the current Reception intake is also average.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science, reflecting the priority given to these subjects.
- Pupils with hearing and physical difficulties are very successfully integrated into main school classes and this contributes to their good achievement.
- Children settle in well, building rapidly on their good personal, social and emotional skills because of good induction procedures and understanding relationships.

Commentary

1. Most children enter school with below-average starting points in communication and mathematical skills. The current Reception intake has skills which are average in these areas and advanced personal skills. Given the quality of teaching and learning, evident after only two weeks in school, these children are likely to reach the goals for their learning for all aspects, except in personal, social and emotional development, which they are likely to exceed. Children have settled very well and are showing good independence because of the good classroom organisation and warmth of relationships.

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

Standards in:	School results	National results
reading	15.7 (15.3)	15.7 (15.8)
writing	15.0 (15.3)	14.6 (14.4)
mathematics	17.3 (17.4)	16.3 (16.5)

There were 83 pupils in the year group. Figures in brackets are for the previous year.

2. By the end of Year 2, pupils reached standards in the 2003 national tests that were in line with the national and similar school averages in reading and writing, and above-average standards in mathematics. The proportion of pupils reaching the expected level in science, judged by teacher assessment, was below average. The proportion of those reaching higher levels in science was in line with the average. The trend in the school's results was above the national trend. Results for 2004, for which there are presently no national and similar school comparisons, show performance is much improved in reading, has dipped in writing and, while a similar proportion of pupils reach the average standard in mathematics, that fewer pupils have reached the higher levels. Standards have improved from the last inspection.

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3. Pupils in the current Year 2 reach standards that are average in reading, writing, mathematics, science and information and communication technology. They meet requirements for religious education.

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

Standards in:	School results	National results
English	26.3 (27.0)	26.8 (27.0)
mathematics	26.9 (27.1)	26.8 (26.7)
science	28.5 (28.2)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

4. By the end of Year 6, pupils reached standards in the 2003 national tests that were below the national average in English and were average in mathematics and science. Compared to schools with similar results at the end of Year 2, the progress made was average in mathematics and science and was below average in English. The trend in the school's results was below the national trend and standards have fallen since the last inspection. However, this trend has a baseline of results beginning in 1999. These were unusually high because of the very low number of pupils that year with special educational needs. Results for 2004, for which there are presently no national and similar school comparisons, indicate performance is around the average in English, but has lowered in mathematics and science. The above-average number of pupils with special educational needs, including seven out of 59 in the year group with statements, depresses these results significantly.
5. Pupils in the current Year 6 reach standards that are average in English, science and information and communication technology, and meet requirements for religious education. Standards are above average in mathematics. This group has a well-above-average level of special needs and entered school with below-average attainment in communication and mathematics, and have therefore achieved well.
6. Girls consistently perform better than the boys in both reading and writing tests in Year 2. This is in keeping with results nationally. This has been reversed in recent years for mathematics. In the 2003 tests at the end of Year 6, the boys did better than the girls and this is against the national trend. The school has a number of male teachers in the junior years who are good role models for boys. Teachers provide a range of learning activities which are equally appealing to both boys and girls.
7. Standards indicated by the work sample from last academic year for Years 2 and 6 suggest standards are in line with expectations in art and design, geography and history. The vast majority of pupils are able to swim 25 metres by the end of Year 6. No overall judgement could be made on design and technology, music and physical education. There was insufficient evidence and these subjects were not a main focus of the inspection. Pupils' skills in literacy, numeracy and ICT are sufficient and are generally used well to support learning in other subjects.
8. Pupils' achievement is good overall. This reflects the good quality of teaching across all the subjects. Achievement is good in English, including reading and writing, in mathematics, science, information and communication technology and religious education. The work scrutiny, however, reveals some inconsistency in this generally good picture. This occurs when recorded work is not matched to the range of abilities and when expectations for higher attainers in Key Stage 1 are too low. For example, in science, higher attainers are often expected only to be descriptive rather than explanatory about their findings. Where standards and achievement have significantly improved from a below-average base, this reflects drives in school improvement. Notably, significant

efforts were made to improve the below-average mathematics standards and achievement in Key Stage 1 at the time of the last inspection. The proportion of Year 2 pupils reaching the expected level in reading was too low in 2003. Reading was designated a priority in performance management for all staff. In 2004, the percentage of pupils reaching the expected level rose from 65 to 78.

9. Children achieve well in personal, social and emotional development in Reception classes. It is too early in the academic year to make secure judgments on achievement in other areas. However, the inconsistency in provision between classes affects the outcomes for children. For example, the display in two classes does much to promote literacy skills and interest in learning. This is not the case in the third class. Only one child is identified as being at an early stage of learning English. The good provision in Reception is helping this child build confidence in communication skills.
10. The school provides for a wide range of special educational needs. Pupils are identified at an early stage and provided with good, detailed individual education plans. These give access to well-targeted support by knowledgeable teaching assistants. As a result, pupils with special educational needs achieve well. The requirements of pupils with statements of special educational needs and those at different stages of intervention are being effectively met. Pupils with hearing difficulties are fully integrated into main school classes through the very good support provided by the teacher-in-charge of the Hearing Impaired Unit and her teaching assistant. Pupils with physical difficulties receive very good support from class teachers and teaching assistants to make sure that they are always fully involved. This very good level of provision enables pupils to be confident in their learning and to achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is good and they are very punctual in the mornings. They have very good attitudes to school and behave well. Overall, pupils' personal, spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils are very enthusiastic about school and enjoy lessons.
- Pupils' personal, spiritual, moral, social development is very good and their cultural development is good.
- There are very good relationships throughout the school community.
- Pupils behave very well in lessons because of teachers' high expectations.
- Staff show commitment to dealing effectively with all allegations of bullying.
- The current anti bullying policy does not require teachers to have follow up meetings.

Commentary

11. The strengths in attendance, behaviour and attitudes to learning that were reported in the last inspection have been maintained. Strengths have also been maintained in pupils' social and moral development. Spiritual development is much improved and cultural development remains similar.

Attendance

12. The school's effective procedures for monitoring attendance and following up unexplained absences contribute to the good attendance of pupils. In addition, the school's stringent

recording of lateness and the pupils' enthusiasm for school mean that pupils are only rarely late for lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6%	School data	0
National data	None available	National data	None available

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

13. Pupils enjoy school and come bursting into the playground at the start of the day, rightly anticipating that most of their lessons will be fun. In lessons, they are keen to answer questions and take part in the activities. Pupils have the confidence to offer answers even when they are not sure if they are correct and this is due to the very good relationships between staff and pupils. The work set by teachers successfully engages pupils who work hard even when an adult is not directly supervising them. Relationships between pupils are also very good and this contributes well to their learning as they help each other and work well together. Pupils with hearing and physical difficulties are supported discretely, which encourages their independence. They work in an atmosphere of friendship and co-operation which is mutually beneficial.

14. Moving around school and in lessons, pupils behave very well; they are friendly and helpful to visitors. Their positive behaviour in lessons contributes to their good achievement. In the playground, behaviour is mainly good but there are a few incidents of boisterous behaviour that are quickly checked by the supervising adults. A few parents and pupils are concerned about bullying in the school. The school accepts that there is always a possibility of bullying and has good procedures to deal with it. Records show that the school rigorously investigates all allegations of bullying. It takes appropriate action, to support the victim and to help the perpetrator change his/her behaviour. Although most teachers do check subsequently that the bullying has stopped, it is not a requirement in the current anti-bullying policy. The inspection team found the school to be a happy caring school with a culture that clearly does not tolerate bullying and does all it can to eliminate it. When pupils raised the issue through a questionnaire two years ago, the school invested in training for teachers so they could develop class discussion time (circle time) to give pupils the opportunity to discuss this and other sensitive issues.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	410	6	1
White – any other White background	7	0	0
Black or Black British - African	1	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	16	0	0

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

15. Spiritual awareness is developed very well across the curriculum. There was very good evidence of pupils being enthralled and amazed in science, for example, when looking at veins. Some assemblies provide good opportunities for prayer and spiritual reflection. In

the Foundation Stage, children showed wonder at water pouring through a plant pot and this was enhanced and promoted by the skilful interaction of adults.

16. Social and moral development is very well managed. Pupils are encouraged to work collaboratively. There is a strong emphasis throughout the school on sharing and caring for others and staff are very good role models, treating everyone with respect and courtesy. Pupils are very willing to take on responsibilities such as charity fund-raising during 'Out of Africa' week. They are keen to represent all pupils on the school council where decisions are made about, for example, playground provision. The 'Golden Rules' and class circle times where issues are discussed support pupils in knowing what is right and wrong. The 'red bibs' and 'yellow cap' system provides very good opportunities for pupils to take responsibility for others in the playground and supports all pupils in feeling part of a community.
17. Cultural development is good. The school gives the arts a high profile. The quality of display is good and enhances learning well. Multi-cultural provision is satisfactory. There is evidence in displays and planning of art and music from, for example Africa. Pupils have access to some multi-cultural resources linked to religious education and when pupils arrive from overseas they are encouraged to share their culture. Following some staff training the school is aiming to further promote multi-cultural provision across the curriculum.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The curriculum is good and meets statutory requirements. Teaching and learning are good overall. Pupils are cared for very well. Links with parents and with other schools are good.

Teaching and learning

The overall quality of teaching and learning is good in the Foundation Stage and in Key Stages 1 and 2. It has many very good features, especially in Key Stage 2. Assessment procedures are satisfactory overall. However, the analysis of the data is not rigorous enough to consistently identify strengths and weaknesses in pupils' learning to inform planning of provision to maximum benefit.

Main strengths and weaknesses

- The most effective lessons are very well planned and have clear learning objectives which enable pupils to work with a strong sense of purpose.
- Pupils' behaviour is very positively managed, resulting in very good attitudes to learning.
- Children in the Foundation Stage settle in well because of clear routines, warm relationships and well-organised classrooms.
- Questions are used well, particularly in Key Stage 2, to probe pupils' understanding and to challenge their thinking.
- Classroom assistants are used very well, including to support pupils with special educational needs.
- Marking does not consistently identify how pupils can improve or their specific strengths.
- Recorded work does not sufficiently often provide different challenges for pupils of different ability.

Commentary

18. Parents justifiably have a high regard for how well their children are taught. Pupils feel they are expected to work hard and are helped when they are stuck. The quality of teaching is much improved on the last inspection. At that time as much as ten per cent was unsatisfactory and only seven per cent very good or better. Nearly 40 per cent of teaching is now very good or better. Teaching in Key Stage 1 was only satisfactory. It is now good.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	19 (33%)	24 (41%)	13 (22%)	1 (2%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

19. The very good teaching, located particularly in Key Stage 2 and in some classes in Reception, had many strengths. The lessons were challenging, motivating, well paced and enabled all pupils to achieve well.
20. Lessons across the school are characterised by clear planning. The main aims of the lesson are explained to pupils so they can work with purpose. In one very good science lesson, pupils in Year 3 were asked to frame the wording of the lesson objective themselves, 'to compare the absorbency of different papers'. This device helped them to fully understand what they were trying to investigate. This was written on the whiteboard and discussed again at the end of the lesson when pupils evaluated their findings.
21. The use of teaching assistants at the last inspection was a key issue. Too often they were passive at the beginnings and ends of lessons. The contribution of teaching assistants is now very good. In Reception classes they are skilled at extending children's conversations, thinking and social competence. This results in children, for example, considering the best way to tackle tasks rather than being told. Pupils with hearing impairment are supported very well to achieve in mainstream lessons. Sensitive judgement is made about when to intervene and when to allow independence. The support and resources of the Hearing Impaired Unit are used flexibly and are geared to the needs of individual pupils and the school. In other lessons, assistants sometimes take notes of pupils' contributions in class discussions which may be used for assessment. Assistants are well briefed.
22. There are some challenging pupils. However, this is rarely evident in the classroom. Praise is used well to reinforce the positive examples of behaviour and work habit. Rules are displayed prominently and the school is a well-ordered community. Staff set a good example in their interactions with one another and with pupils. In Reception, children have settled well because relationships are so supportive and routines are clear. This enables children to exercise independence very quickly. Where an individual pupil's behaviour has been a cause for concern, work partners, seating position and supervision are carefully considered to help that pupil behave according to school expectations. As a consequence, no lessons are spoilt by misbehaviour.
23. Questioning skills are particularly well used in Key Stage 2. Sometimes these reveal that pupils' understanding is not as well developed as expected so lessons are adapted appropriately, for example, when teaching electrical circuits. In English, questions may be used to engage pupils with texts, for example, when exploring and comparing poetic

styles. In mathematics, open-ended questions probed pupils' understanding of three-dimensional shapes.

24. Teaching methods are appropriate to pupils' needs. Transitions between stages are very successfully managed. The transition from Reception and Year 1 is smooth because staff take account of the maturity of the pupils. For example, the afternoon is arranged like Reception with a familiar carousel of activities, allowing pupils some independence. Consequently, pupils are confident. Lessons in Year 3 are challenging but delivered in a way which is sympathetic to still relatively young pupils. For example, a puppet is used to comment on pupils' and teacher's errors and to ask questions. This results in enthusiasm as well as high-level thinking.
25. Pupils with special educational needs receive very good support during their lessons. Teachers and assistants meet regularly to review pupils' individual educational plans. This results in very effective planning that ensures the correct level of challenge and provides full access to the curriculum. This is good practice and, as a result, pupils achieve well. Resources are targeted effectively to support both teaching and learning. This is particularly true for those pupils who are hearing impaired and those with physical disability.
26. On the rare occasions when teaching was less successful in advancing pupils' learning, activities did not fully challenge all the ability groups. This was evident in Key Stage 1. In Reception in satisfactory lessons, the pace was slow and opportunities were missed to allow pupils to initiate or extend activities. The work scrutiny shows that tasks are not always matched to pupils' capabilities. For example, in science, higher-attaining pupils are capable of explaining their findings in Key Stage 1. In mathematics, higher attainers may complete more work rather than work at a different level.
27. Overall, the school's assessment procedures are satisfactory. Assessment is good in the Foundation Stage. Children's development in the different areas of learning is effectively assessed and this information is used well to guide future planning and teaching. In Years 1 to 6, the school is developing a range of assessment systems for each subject. In the main, assessment procedures are better in English and mathematics than in the other subjects. The school recognises that assessment requires further development and the relatively new co-ordinator has clear plans to accomplish this.
28. The school is increasingly using a computer program to record and track pupils' attainment in English and mathematics, and this data is used satisfactorily to set individual learning targets for pupils. Senior staff analyse national test results in January and subject co-ordinators produce reports of pupils' performance. The school's results are effectively compared with national, county and similar-school results. Differences between boys' and girls' performance are also analysed. However, the detailed analysis of national test papers and other assessments in order to identify the strengths and weaknesses in pupils' learning is not consistent and established practice. As a result, the school does not always have the necessary information to guide and modify future planning and teaching accordingly.
29. The day-to-day marking of pupils' work is good in English. Comments of praise and encouragement are provided for good work and guidance is given on how work could be improved. In some cases, marking indicates to what extent the pupil has reached the lesson's learning objective. However, marking is not consistently good in all subjects, particularly mathematics, where it is not sufficiently diagnostic or developmental.

The curriculum

The curriculum is good overall. It is broad and balanced and covers national requirements and ensures all groups of pupils have the opportunity to learn and to make progress. The range of extra-curricular activities, including visits and visitors and after-school clubs, is good. The number of adults, including teachers and teaching assistants, is very good. The quality of resources and accommodation is good.

Main strengths and weaknesses

- The curriculum is well planned for children in Reception.
- The curriculum for Year 1 to Year 6 pupils is well balanced, broad and stimulating.
- The school is developing the curriculum very well by making appropriate links between subjects.
- Provision for pupils with special educational needs is good.
- Extra-curricular activities extend pupils' social, physical and artistic skills well.
- The curriculum for personal, social and health education is good.
- Teaching and non-teaching staff meet the needs of the curriculum very well.
- The quality of resources and accommodation is good.

Commentary

30. The planning and balance of the curriculum are much improved since the last inspection. The school provides a broad range of worthwhile curricular opportunities by having a curriculum that meets statutory requirements and those of the locally agreed syllabus for religious education. The Reception classes make good use of the Foundation Stage curriculum to plan stimulating activities for the children in all six areas of learning.
31. The quality and the range of learning opportunities provided for Years 1 to Year 6 pupils are good. The school ensures that pupils are provided with an interesting and varied curriculum which enhances their learning. The school has developed the curriculum further by considering ways to make more links between different subjects. For example, pupils receive good opportunities to practise their literacy skills in other subjects, such as when Year 1 pupils in a geography lesson write postcards about somewhere they visited on holiday. There are also opportunities to practise mathematical skills, as when Year 3 pupils look for grid references on maps in geography.
32. The good range of visits and visitors makes a significant contribution to the success of the whole curriculum. Numerous external visits support the curriculum well and include visits to museums, the Rare Breeds Centre and Canterbury Cathedral; Year 6 pupils experience an enjoyable and personally enriching residential visit to the Isle of Wight. The local environment is also used well through visits to the beach and to the town. Visitors to the school include theatre groups, visiting artists, professional musicians, sports coaches and the 'Life Education Centre'. There is a wide range of after-school activities including cricket, tag rugby, table tennis, computer club and dance. These activities offer both infant and junior pupils good experiences in sport and the arts and other areas of the curriculum.
33. The school's programme for developing pupils' personal, social, health and citizenship education, including sex and relationships and drugs awareness, is good. There are many opportunities for pupils to develop a sense of citizenship, including participation in

the School Council. The quality of the curriculum prepares pupils well, both personally and academically, for the next stages in their education.

34. The school has a strong commitment to the success of its pupils with special educational needs and provision is good. Good leadership is provided by a knowledgeable and enthusiastic special needs co-ordinator who holds regular discussions with teachers to plan for pupils' individual needs. This results in pupils having well focused targets and is directly linked to good achievement. Pupils, including those with hearing and physical difficulties, have access to the full range of the curriculum and take part in all related activities. Pupils with statements of special educational needs have the requirements of their statements fully met.
35. The school has a very good number of teaching and support staff to meet the needs of the curriculum. The accommodation is good and is enhanced well by displays of pictures, artefacts and pupils' work. The stimulating environment adds positively to pupils' desire to learn. The quality of resources is good, effectively supporting the full curriculum.

Care, guidance and support

The school takes very good care of its pupils. It provides them with good support and guidance and involves them well in the life of the school.

Main strengths and weaknesses

- The school provides very good pastoral care.
- Pupils have a very trusting relationship with adults in the school.
- Procedures for health and safety are very good.

Commentary

36. The level of care has improved since the last inspection and is now very good. Comprehensive procedures ensure the health and safety of both pupils and staff in the school. Risk assessments are diligently carried out for activities on the school site and for outside visits. Child protection procedures are securely in place and staff know what they should do if they have any concerns. There is a very high number of trained first aiders in the school and, in addition, a pupil welfare co-ordinator gives extra support to those pupils with physical disabilities. Procedures for the storage and administration of medicines are good. The level of supervision at playtimes is very good. Pupils with physical disabilities are fully involved in activities during lunchtime break and benefit from a very good level of supervision.
37. The school provides a very high level of pastoral care for all pupils in the school. Teachers know their pupils very well. The very good relationships between staff and pupils result in pupils having absolute confidence in saying they would go to an adult if they had a problem. The school endeavours to provide extra support to those pupils who need it. They have funded a trained counsellor who supports pupils with emotional problems well.
38. Academic guidance is satisfactory overall. Recently introduced information systems to track pupils' performance are beginning to inform target setting. Analysis of assessment data is not routinely and fully exploited to identify strengths and weaknesses in performance. This would give very specific information about where strengths and weaknesses in learning lie to inform academic guidance. Pupils' personal development is monitored carefully and the pupils have

many opportunities to be responsible and socially aware. A review is carried out of able pupils across the curriculum to ensure they can be high achievers.

39. The school has good induction procedures that help young children to settle quickly into school. Pupils who join the school in later years find it easy to make friends and become part of the school community. There is good support to help pupils transfer smoothly to secondary school, with visits from teachers of the receiving schools. The school also invites parents to individual interviews to help them make an informed choice about the appropriate secondary school for their children.
40. Staff value pupils' views and respond positively to their ideas. The school council meets regularly and organises fund-raising events. It has also considered how to improve the playground environment. Pupils with special educational needs also have the opportunity to record their views on their individual education plans. They are involved in reviews of their achievements and are asked to sign their individual educational plans. This is a good feature and gives pupils ownership of their learning targets.

Partnership with parents, other schools and the community

The links with parents, other schools and the community are good.

Main strengths and weaknesses

- There is good information for parents.
- The school consults parents and acts on their views.
- Links with other schools contribute to teachers' professional development and extend opportunities for pupils.

Commentary

41. The school continues to have a good relationship with parents and has improved its links with local schools. The school values parents as partners in their children's education. To develop this partnership they send home termly year group letters (except for Reception classes where information is given out more frequently); these outline what pupils will be studying that term so that parents can support their children's learning at home. A few parents do not feel well informed or consulted by the school. Inspectors judged otherwise. The annual reports provide parents with good information about what their children know and can do in each subject. For English, mathematics and science there is also an achievement grade that gives some indication of whether the pupil is achieving at the expected level. Most reports clearly state the degree of progress pupils have made but there are a few where it is implicit. Parents' views were canvassed through a questionnaire two years ago and the result of this led to more after-school clubs for infant-aged pupils and a review of the homework policy.
42. Parents are encouraged to help in school and there are some who regularly help by hearing pupils read. Grandparents and other members of the community also help in school, with older members of the community telling pupils what it was like to be a child in the 1930s and giving their memories of World War Two in Herne Bay. The parents' association works very hard to provide the school with extra resources and to support events such as visiting theatre companies.
43. The school has developed its links with other schools through the relatively new cluster group and with a local sports specialist college. These good links have provided additional opportunities for staff professional development and extend the range of sporting activities for the pupils. The school has used a local Beacon School to access training for teachers and assistants in the area of multi-sensory provision. Links with pre-school providers have

improved since the last inspection. The school attributes the very good success in settling the Reception class partly to the effectiveness of these links. The Hearing Impaired Unit's teaching assistant provides useful extension language work following programmes set by the visiting speech and language therapist. A teacher from a Beacon status special school provides effective outreach support for a pupil with a physical disability.

44. The school uses the local community appropriately to support the curriculum with visits to local areas and visitors, for example, the local vicar coming into school. Local groups make good use of the school's facilities, with children's and adult activities taking place out of school hours.

LEADERSHIP AND MANAGEMENT

The leadership by the headteacher is very good. Leadership by other key staff is good. Governance is very good and management is very effective. The collective act of worship does not happen at every assembly. This is a breach of statutory requirements.

Main strengths and weaknesses

- The headteacher provides very good leadership which is particularly effective in ensuring continuous improvement.
- The governing body is very well involved in strategic planning.
- There is very good use of performance management to raise achievement.
- The provision for pupils with hearing and physical difficulties ensures they are fully integrated into school life.
- There is good leadership by key staff.

Commentary

45. Leadership, management and governance have improved since the last inspection. The very good leadership of the headteacher ensures that there is an ambitious vision for the future development of the school that is rooted in high achievement for all pupils. The very effective senior management team ably supports him. Very clear definition of roles and responsibilities for staff contributes well to the school's sense of purpose. The school's commitment to self-evaluation and improvement is shown in the new monitoring policy. This covers a wide range of indicators of the school's performance, from the incidents recorded in the lunchtime book through to the number of house points awarded and the quality of teaching and pupils' progress. The commitment to improvement is also reflected in the school improvement plan and the very good advances made since the last inspection.
46. Provision for pupils with special educational needs is well led and managed, resulting in good achievement by these pupils. Unit staff have worked flexibly within the school to ensure that the uncertainty about the future of the Unit has not become a barrier to achievement. Their input has in fact been used positively by the school as an opportunity for better integration.
47. Leadership by other staff is good overall. They have contributed much to the many improvements made since the last inspection. Pupils' performance data is well used to identify broad areas of weakness which the school then tackles with enthusiasm. For example, its recent focus on reading has improved pupils' performance in this area. However, whilst performance data is reviewed, there is no routine, specific analysis of strengths and weaknesses in pupils' performance to identify quickly enough areas for

improvement. Overall, subject improvement plans are good. However, they lack success criteria which focus sufficiently on the impact actions taken should have on pupils and standards. This hampers evaluation by co-ordinators of the effect of their many laudable efforts to improve provision.

48. Governors serve the school very well. There is a lively mix of very loyal, longstanding and recently appointed members, all eager to make their contribution. Governors are fully involved in strategic planning. When recruiting staff they look for teachers who have the skills to drive prioritised developments forward. The links between subject co-ordinators and their linked governor are particularly strong. This system results in governors having a very good understanding of the strengths and weaknesses in their linked subjects as well as giving them the opportunity to challenge current practice. However, governors do not ensure the school meets statutory requirements for the collective act of worship at every assembly.
49. Management is very good; the school's policies and paperwork are very well organised to support the work of the school. Performance management and professional development have been particularly effective in driving up standards. There is a whole-school target that is set for all staff, including the headteacher, and this is reflected in the school improvement plan. In recent years these targets have focused on improving English standards and this clearly has had an impact on pupils' achievement in reading and writing.
50. The school's financial management procedures are strong, with best value principles being used appropriately. However, forward planning is hampered by some uncertainty about the future. There may be a need for some extra capacity as there is a large amount of new housing being built in the area. Meanwhile, the school has accrued a certain amount of government-devolved capital money, identified for possible future building needs. This is included in the balances shown below. The future role and funding of the hearing impaired unit are also unclear. At present, the school's reserves from its main income are high but they are rapidly being drawn on to maintain the current staffing level. The school community wants to maintain single-age classes if possible but is drafting alternatives in case it is not.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,671,760	Balance from previous year	177,164
Total expenditure	1,499,620	Balance carried forward to the next year	172,130
Expenditure per pupil	2,912		

51. The school is very well placed to build on its already considerable strengths because of the very good leadership of the headteacher, the very high commitment of all in the school community to continuing school improvement, the quality of teaching and learning and the very effective teamwork of the staff.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is good. In some classes provision is very good but there is inconsistent practice across this stage of learning. Standards and provision in the Foundation Stage were not reported on in the last inspection. The quality of teaching remains good. During this inspection the children had only been in school for two weeks. They are making good gains in learning in lessons; however, it is not possible to make an overall judgement on achievement. The overall good quality of teaching across all the areas of learning indicates that children should achieve well.

The attainment of children joining Reception is usually below average. The overall attainment of the current cohort is average in communication, language and literacy, in mathematical development and in knowledge and understanding of the world, creativity and physical development. It is above average in personal, social and emotional development.

The curriculum offered is broad and balanced. Staff plan well together to make sure that most of the children have the same good experiences and learn through play. Most staff understand the needs of these very young children well and flexibly use the outside area to meet these needs. As a result, there is a lively buzz of activity in most classes. A particular strength is the very good working partnership between teachers and their assistants, who play an important role in maintaining the smooth organisation of the classes. The very good relationships established between adults and children and the good role models set by staff result in all children being fully included in lessons. Staff are sensitive to the needs of children joining school with little English and support them well.

Leadership and management of the Foundation Stage are good. The co-ordinator has a clear vision for development. Assessment informs planning very well and gives clear information on children's progress and achievement in end-of-year reports to parents. There are good arrangements for visits to the school before children start and this has helped children settle so well. There is a good home-school relationship and home-school reading partnership. There is now improved liaison between the school and the pre-school setting.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good; children have a very positive attitude to learning and have settled into school very calmly and quickly.
- Staff understand how children learn and provide very good opportunities for children to develop their skills.

Commentary

52. The quality of teaching and learning is very good. This cohort of children has entered the school with very good personal and social skills and has settled quickly. The quality of the curriculum and the staff's very good knowledge of the needs of young children ensure success in developing the children's interest in their activities and their ability to sustain

concentration. Children already are co-operative and are developing very good independent skills, for example, selecting their name badge on arrival and beginning activities straight away.

53. Children understand how to behave in different circumstances in response to the positive management of behaviour and very good role models of the staff. They are very keen to respond to adults and, where the class organisation is very good, are encouraged to select resources for themselves. They are already developing very good independence skills. These children should attain above what is expected by the end of the Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good questioning and response to children develop speaking and listening skills well.
- Good opportunities for writing and reading are provided by the organisation of classrooms.
- The quality of provision is not consistent between classes.

Commentary

54. The quality of teaching and learning is good and most children are expected to reach the goals for their learning by the end of the Reception Year. Good opportunities are given for children to extend their language and to ask questions; for example, one class teacher modelled how to tell news. Good use of materials such as name cards, pictures and puppets helps children to develop their speaking and listening skills well. Most children speak in simple sentences and some are beginning to express themselves well, for example, 'they are all wrinkly and tinkly'. Most classrooms provide stimulating environments with lively and bright displays, which support children in their learning very well. This is not the case for all classrooms.
55. At this stage in the term most of the older children can identify the letter starting their name and higher-attaining children recognise many letter names and sounds. Most children understand the difference between written words and pictures and understand that print conveys meaning. They confidently handle books and can talk about and guess words from pictures. Some higher-attaining children can read familiar words. Children take books home to share with their parents and this effectively enhances children's love for books and develops their early reading skills.
56. Children have good opportunities to practise their writing skills and most make good attempts at writing their names unaided. Most children make marks to represent writing and are very keen to write. Higher-attaining children are forming their letters well. Children are very aware of the purpose of writing and are stimulated in most classes by the well-presented print in labelling and displays in the classrooms.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The very motivating and lively teaching and stimulating learning environment in most classes support children's mathematical development well.
- Singing rhymes and practical activities support learning well.
- There are some missed opportunities to develop number recognition through lack of appropriate questioning.

Commentary

57. Through the mostly good and very good teaching, children are already confidently counting to 10 and beyond using imaginative number line displays. Very good teaching in most classes motivates children well, for example, the use of a puppet to identify 2D shapes. Most older children can represent numbers from one to four and recognise numbers one to five with above average children counting and recognising one to ten and beyond. All children have opportunities to recognise numbers through number action rhymes such as 'Five little speckled frogs'. However, some types of questioning, for example, 'is this a three?' limited children's opportunities to explore the concept of number and develop a deeper understanding. Children have good opportunities to explore mathematical concepts both indoors and outdoors, for example, filling and pouring sand and water. Very good quality displays in most classes support children's number and shape recognition and children are beginning to use mathematical language such as 'bigger' and 'small' when describing shapes. Overall, standards are in line with expectations for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Effective planning provides practical experiences and good use of resources supports learning well, particularly in the outside area.
- Children display good levels of enquiry skills.

Commentary

58. Overall, the quality of teaching and learning is good. Most children at this early stage of the year already are able to select appropriate materials and tools, for example, watering cans and trowels when planting seeds in pots outside. Some children are able to explain how the seeds need water and light to make them grow. Adults stimulate children's thinking and speaking skills through good quality questioning, for example, when children were observing fruit and vegetables through magnifying glasses. Children have good access to computers in the classroom and explore a variety of programmes. Visits extend children's understanding of the world beyond where they live and they gain a sense of the past, for example, through exploring photographs of their teacher as a baby through to adulthood. These children are likely to meet the standards expected for their age.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have access to a good range of tools to improve hand-eye co-ordination.
- Teaching is good and children learn to move with control and confidence.

Commentary

59. Through good teaching and learning, children have good opportunities to climb, run, balance and control wheeled toys outside. They are confident and challenged as they are encouraged to explore and are taught to use space safely. In the hall, children are able to find a space and move and control their movements well. Many can run, hop and make shapes with their bodies, for example, moving like birds and elephants.
60. Children have good access to a range of tools. Most confidently use paintbrushes, pencils and felt-tips to make marks. They are beginning to use scissors skilfully and can independently tear off tape from a dispenser, for example, when making masks. Most confidently control the computer mouse. Children are developing their manipulative skills well, making models with small construction toys and rolling and modelling with playdough. Most children will reach the required standards by the end of the Reception Year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Singing is used effectively to promote children's creative development.
- Stimulating learning environments support this area of development well.
- There is inconsistent quality of learning environments to develop creative skills.

Commentary

61. Children's work meets expectations as they are offered the opportunities to use and work with a wide range of materials, such as collage, mixing paint colours and painting on different textures. Role-play areas in most classrooms and in the outside area encourage dramatic play well. However, in one classroom the opportunity for children to develop creatively was limited by the presentation of resources and lack of stimulation in display, for example, in the role-play area. Good teaching, such as singing to introduce the 'mystery box' and the days of the week, supports children's developing creative skills well. Children are welcomed into one classroom by music playing and they skilfully follow adults' movements to the music. In the outside area, children have good opportunities to use musical instruments and develop their skills of rhythm through clapping their names. Children confidently use computer programs to create patterns and pictures. Children are on track to attain the early learning goals in this area of the curriculum.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.

- Pupils develop and apply language and writing skills well in other subjects.
- Leadership and management are good.
- Test results and other assessments are not sufficiently well analysed.

Commentary

62. Standards in Year 2 and Year 6 are broadly average in speaking and listening, reading and writing. Most pupils, including higher attainers and those with special educational needs, are achieving well because of their positive attitudes to learning and the good teaching they receive. Pupils in Year 2 are achieving well from their below-average attainment on entry to the school. The current Year 6 are achieving well from their below-average prior attainment in Year 2. Since the last inspection, standards in reading have improved in Year 2 from below average to average. Standards in English by Year 6 are similar to those at the time of the last inspection. However, the school now has a higher proportion of pupils with special educational needs, particularly in Years 3 to 6.
63. Pupils' speaking and listening skills are developing well because they are provided with good opportunities to acquire and apply these skills. In a good Year 2 lesson, pupils chose and discussed the clothing worn by the grandmother characters, 'Grannie Island' and 'Grannie Mainland'. Most pupils used simple adjectives well in describing items of clothing. Higher-attaining pupils used interesting and unusual adjectives in their discussions. For example, 'Grannie Mainland has a feathery hat' and 'She has elegant gloves'. In a very good Year 5 lesson, the teacher was a very good role model for pupils as he effectively described why he liked the poem 'Silver' by Walter de la Mare. Pupils then worked collaboratively in groups discussing different poems. Most pupils justified why they liked or disliked aspects of a poem. Higher-attaining pupils talked confidently about the style of a poem and expressed opinions.
64. In reading, pupils are achieving well. Teachers are good role models for pupils and motivate them by reading with enthusiasm and expression. Teachers use a good range of strategies to develop pupils' reading. For example, in a good Year 2 reading lesson, pupils had been effectively assessed and organised into groups of similar ability. The teacher focused on one reading group, giving pupils good opportunities to read, make predictions and discuss the text. A support teacher provided good guidance for a higher-attaining group. Another group worked independently using a tape recorder and sets of headphones. Pupils made good gains in their reading. In a good Year 6 lesson, pupils read poems accurately and showed a clear understanding of them. They identified similes in James Reeves' poem 'Fireworks' such as 'Catherine wheels change to flowers like whirling marigolds'. Higher-attaining pupils recognised and discussed metaphors in the poem such as 'Rockets and Roman candles make an orchard in the sky'. The school has a good range of fiction and non-fiction books and these help to inspire pupils to read.
65. Writing has been a focus for improvement in the school's planning and the school provides a good range of writing opportunities which appeal to both boys and girls. As a result, by Year 6 the boys perform as well as the girls. By the end of Year 2, most pupils' ideas are developed into sentences with capital letters and full stops. Higher-attaining pupils' writing is imaginative and clear and they use a range of punctuation including speech marks correctly. Handwriting in the school is good because of good teaching. By the end of Year 2, most pupils' writing shows accurate form and letter size. Average and higher-attaining Year 2 pupils' writing is fluent, legible and joined. Spelling has also been a development area and in a good Year 2 lesson, the teacher used interesting games to promote pupils' spelling. By Year 6, most pupils write competently in a variety of styles. Punctuation and spelling are usually accurate. Higher-attaining pupils structure simple and complex sentences into paragraphs. Words are chosen imaginatively and used with precision. While there are some good examples of pupils using ICT to enhance their writing, in the main, word processing is not sufficiently used to develop pupils' drafting and editing skills.

66. The quality of teaching and learning is good overall, with a number of very good examples in Years 3 to 6. Teaching has improved since the last inspection because there is now a higher proportion of good and very good teaching. Lessons are very well planned and take good account of pupils' previous learning. Clear learning objectives are identified and these are effectively shared with the class so that pupils know what they are to learn. Teachers' instructions and explanations are clear and informative. Teachers use demonstrations on the whiteboard well to promote pupils' writing skills. For example, they effectively show pupils how to create interesting sentences or form and join letters correctly. Pupils are attentive, interested and follow teachers' instructions and demonstrations well. Teachers use questioning very well to challenge pupils' thinking and check their understanding. Pupils respond very well to questioning and show a clear understanding of the work. In most lessons, interesting tasks are well matched to pupils' different abilities and needs. As a result, all pupils are motivated and appropriately challenged. Teaching assistants are well deployed and contribute significantly to pupils' learning particularly those with special educational needs. The ends of lesson are used well for pupils to share their learning with the class and for the teacher to reinforce the main teaching points. The marking of pupils' work is good; it is thorough and constructive. Positive comments are made about why a piece of work is good and there is often clear guidance on how pupils can improve. In some classes, marking also indicates to what extent the pupil has reached the learning objective for the lesson.
67. The subject is well led and managed by an enthusiastic co-ordinator. Through class observations and the study of pupils' work, the co-ordinator has a clear overview of standards and provision across the school. Effective improvement planning and action in reading and writing have contributed to pupils' good achievement. While national test results are analysed and compared with county, national and similar schools, the analysis of pupils' answers in assessment papers in order to identify common strengths and weaknesses in pupils' learning is not sufficiently rigorous. The school therefore does not always have the information to guide and modify future planning and teaching. Overall, the school has made good improvement since the last inspection.

Language and literacy across the curriculum

68. Pupils develop language and literacy skills well in other subjects. In a range of lessons, pupils have good opportunities to discuss their work in pairs or small groups. In science, mathematics and information and communication technology, the acquisition and correct use of subject vocabulary are effectively promoted. Pupils in a Year 6 class listened to a talk about life during World War Two from a local visitor. Afterwards they discussed in groups their new knowledge and presented their findings orally to the class with the help of visual aids. Writing across the curriculum is a clear strength at Hampton Primary. For example, last year's Year 2 pupils in history produced interesting and imaginative eyewitness accounts of The Great Fire of London. They also wrote letters home from Scutari Hospital in the role of Florence Nightingale. In Year 6, pupils in science produce clear and detailed reports about the work of Isaac Newton.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good throughout the school.
- Pupils have good attitudes to their work and behaviour is good.
- Leadership and management are good.
- The standard of work seen in Key Stage 2 is above average.

- Teaching assistants are used well to support learning.
- Assessment is not always used effectively in response to pupils' learning.
- Marking of pupils' work is inconsistent.

Commentary

69. In the 2003 national tests taken at the end of Year 2, pupils' standards in mathematics were found to be well above average. Results in 2004 are similar to those of 2003. Work seen during inspection shows that pupils' standards are similar to those expected nationally. Pupils' achievement is good as they develop their confidence and ability in working with numbers. They also show a good understanding of three-dimensional shapes, describing faces and developing a good understanding of nets.
70. Results of the national tests taken at the end of Year 6 in 2003 were similar to those found nationally. In 2004, the school results were well below their own published targets and are likely to be below those found nationally. It is clear that, when setting these targets, too little account was taken of the pupils with special educational needs who had entered the school other than at the normal time of entry. Because of the high number of pupils, and the nature of their special educational needs, the targets set were unrealistic. The school has taken these disappointing results very seriously, instigating a full analysis of the pupils' papers and reacting positively to the issues raised. Standards of work seen during the inspection were above average. The achievement of all pupils is also good. They are developing a good understanding of equivalent fractions and are using their understanding to order fractions and solve number problems. They apply their skills well and are involved in a good range of mathematical challenges and investigations.
71. Those pupils with special educational needs are well supported by knowledgeable and very effective teaching assistants and, as a result, they achieve well.
72. The quality of teaching at Key Stage 1 is good. Teachers provide a wide range of stimulating activities when encouraging pupils to investigate number patterns and simple calculations. This results in all pupils being actively involved in their learning and showing very positive attitudes to their work. Teaching assistants are used well. Often working with small groups of pupils, they make an effective contribution to pupils' learning.
73. At Key Stage 2, teaching is good, with examples of very good teaching in evidence. In Year 3 pupils were investigating how to arrange digits to make the largest possible numbers, while in Year 6 they were engaged in looking for patterns in fractions. In both of these very good lessons, the work was challenging for all pupils, with teachers having very good knowledge of their subject and of how pupils learn. Their enthusiasm and teaching methods resulted in a high level of achievement for all pupils, who showed a real enjoyment for the subject. As a result of good teaching, pupils co-operate very well, with good attitudes and good behaviour evident at all times.
74. End-of-year assessments are used well throughout the school and there has been a recent investment in software to support the pupil target-setting process. However, there are issues relating to teachers' day-to-day assessment and marking. There are examples of good practice where teachers are using assessment during lessons to modify plans, ensuring that all pupils are being challenged effectively. Similarly, there are examples of marking which both support and develop pupils' learning. However, these examples are rare. There is a need for consistency in both of these areas.

75. Good leadership and management of mathematics are provided by a knowledgeable and experienced co-ordinator. She has taken the lead in identifying the issues relating to the 2004 end of Key Stage 2 results and has a strong commitment to facing what needs to be done to bring about improvement. This is outlined in a very good subject action plan, which has linked the raising of attainment to the performance management targets for all staff. Resources for mathematics are good and are used well to support learning.
76. At the time of the previous inspection Key Stage 1 results were well below those found in similar schools. The school has fully addressed the issues raised and as result there has been a significant improvement in results and the standards of work.

Mathematics across the curriculum

77. There are well-planned opportunities for skills in mathematics to be used in other subjects, for example, the good use made of ICT in the area of spreadsheets to produce and analyse data. There are planned links with geography, using mapping and directions, and in history, particularly in the area of time lines, while pupils in Year 1 were observed using sorting diagrams in their lesson relating to manmade and natural materials. However, the range of graphical presentation of scientific results used and interpreted by pupils is too limited at the end of Key Stage 2.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Overall, pupils achieve well; pupils with impaired hearing do well.
- The subject is well led and managed and appropriate priorities are set to improve provision.
- Marking does not consistently identify how pupils might improve or the strengths in learning.

Commentary

78. In 2003, results in national tests at the end of Year 6 were in line with both the national average and that for similar schools. Results for 2004, for which there are no national comparisons, appear to have fallen. However, this particular cohort had a very high level of pupils with statements compared to the national average, seven out of 59 pupils. Notably, pupils with profound hearing impairment reached the expected level in the science test and achieved well in common with their peers. The standards of the current Year 6 are average and pupils achieve well.
79. In 2003, the proportion of pupils in Year 2 reaching the expected levels was below average. This proportion was average for the higher levels. The proportion of pupils reaching the average levels dropped in 2004 but the proportion of higher attainers remained similar. This possibly reflects the high level of long-term sickness among staff in that year. Pupils in the current Year 2 reach average standards. Overall, pupils in Year 2 achieve well from below-average starting points. However, more are capable of reaching above-average levels in science than currently do so. Throughout the school, pupils with special educational needs do well because of careful planning for their needs and well-targeted support from teaching assistants.
80. The quality of teaching and learning is good. It has many very good features in Key Stage 2. The very positive relationships across the school encourage pupils to work hard and to co-operate well when they work in pairs and groups during experiments and investigations. Pupils with a range of special educational needs are fully integrated and this positively affects all pupils' social development. The use of questions to probe pupils' understanding is a very good feature in Key Stage 2. Pupils' vocabulary is relatively limited; consequently, teaching places great emphasis on developing scientific vocabulary and pupils are praised for using it correctly. This helps them articulate their findings more accurately. Resources are used well, including appropriate video material, and, together with enthusiastic delivery of lessons, do much to promote positive attitudes to the subject. In Key Stage 1, follow-up work sometimes misses opportunities to further understanding through practical experience in favour of filling in worksheets. Higher attaining pupils are not encouraged often enough to give reasons for their findings, which could help them achieve above-average standards. In the best teaching younger pupils' thinking is challenged, for example, by considering the function of parts of the body, such as eyelids and eyelashes, rather than merely knowing the names and being able to label them on diagrams. There are good examples of marking across the school which point out why work is good, for example, because of the conclusions drawn or predictions made. This is not consistently the case.

81. The subject is well led and managed. The curriculum has improved since the last inspection, with more emphasis given to investigation. However, this approach is almost exclusively focused on physical processes rather than across all the areas of scientific study in Key Stage 2. At present the range of mathematical presentation of data is too limited for older pupils. The co-ordinator carries out an accurate analysis of provision to inform the priorities for subject development. These are clearly evident in lessons, for example, developing pupils' scientific vocabulary and the proportion of time spent on investigation. This analysis of provision is stronger in Key Stage 2 than in Key Stage 1. Success criteria for evaluating the impact of developments, however, do not focus strongly enough on specific achievements of pupils. The subject is well resourced.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good** and has improved substantially since the last inspection.

Main strengths and weaknesses

- Significant improvement has been made since the last inspection as the school now has adequate resources.
- Improvement in teachers' subject knowledge means that teaching has improved and as a result, pupils achieve well and are making good progress.
- Leadership in the subject is good.
- Cross-curricular links are very good.
- Assessment procedures need further development.

Commentary

82. Pupils, including those with special educational needs, are now achieving well in ICT. Standards have improved since the previous inspection now that pupils have more access to better equipment and more informed teaching. Pupils achieve the expected levels in standards by the end of Years 2 and 6 and very good use is made of ICT across the curriculum. There are significant improvements in the overall provision. By the end of Year 2, pupils enter, save and retrieve previously saved work and are beginning to know how to edit text and use a CD-Rom. They make the Roamer move in different directions. By the end of Year 6, pupils handle data confidently; they use ICT to present information and know how to make it interesting for their audience by using photographs and different fonts and colours. They use spreadsheets and exchange e-mails and they know how to program and control the Roamer.
83. Teachers have benefited from training in ICT, which has improved their skills and the overall quality of teaching and learning. As a result of improved teaching in the subject, pupils of all ages display confidence in their use of computers. Teaching and learning are good overall. When teaching is good or very good, lessons are well planned with very good explanations by teachers, pace is lively and less able pupils are well supported by an adult. Clear explanations from the teacher meant that pupils in Year 4 who were learning to 'cut and paste' made good progress in the lesson when they were sorting out text in jumbled up nursery rhymes. Good pace in the lesson meant that pupils in Year 1 were attentive and therefore keen to learn how to 'dress Teddy' and knew that the mouse was controlling what they did on screen. When there were weaknesses in teaching,

pupils were not well supported and their learning was limited because time was wasted when they did not know what to do.

84. The leadership and management of the subject are good. A scheme of work has been introduced that provides a good framework for the teaching of ICT and ensures that all aspects are covered. Considerable software has been purchased which has been built into the planning of the teaching programme. The appointment of a computer technician means that pupils and teachers are well supported when using the suite. However, although each class has a weekly lesson in the computer suite, often cross-curricular, computers in classrooms are not yet regularly used. Assessment procedures need to be reviewed in order for teachers to have a clearer view of pupils' experiences and progress.

HUMANITIES

One lesson was observed in history and geography. There is insufficient evidence to judge overall provision in these subjects, which were not the focus of the inspection.

85. Scrutiny of pupils' work and teachers' planning for **geography** indicates that standards are broadly in line with national expectations at the end of Years 2 and 6. Curriculum planning ensures that pupils are taught the required geographical skills. Work is planned in units providing an appropriate range of knowledge about the local environment and contrasting environments, such as in Year 6 when pupils compare Herne Bay with Ikengeza in Tanzania. Good opportunities are planned to make links with other subjects. For example, pupils in Year 1 conducted a traffic survey and analysed the data that they had collected using a computer program, and older pupils in Year 2 learning about Florence Nightingale furthered their skills in map work by drawing a map to show the journey from London to Scutari in the Crimea.
86. From the **history** lesson and a scrutiny of planning and pupils' past work, it is clear that the school's provision meets statutory requirements. During the previous school year, pupils in Year 6 completed a study on Britain since World War Two. In Year 2, pupils were involved in work related to Florence Nightingale, Guy Fawkes and The Great Fire of London. There is evidence of good curriculum coverage with an appropriate level of challenge. Standards are broadly in line with those found nationally. No judgement on standards was made at the time of the previous inspection.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching of religious education helps pupils to learn respect for the beliefs of the main religions of the world.
- Pupils are encouraged to reflect on common aspects of religious and moral teaching and consider their relevance to their own lives.
- Leadership of the subject is good.
- Assessment procedures still need further development.

Commentary

87. Standards are in line with expectations of the locally agreed syllabus by the end of Years 2 and 6. By Year 2, pupils have acquired satisfactory knowledge about stories from the Bible and also Judaism and Hinduism. By Year 6, pupils have satisfactory knowledge about major world faiths and understand that there are similarities between them, such as having 'holy books' or 'special places of worship'. Provision in this subject was not reported on in the previous inspection so it is not possible to report on improvement.
88. Teaching and learning are good overall and result in good achievement for all pupils. Teachers have secure subject knowledge and through well-led discussions and suitable questions provide plenty of opportunities to extend pupils' knowledge and understanding. In a very good lesson with Year 6, the teacher led a useful discussion on whether Moses was a 'super hero' or a 'super villain'. Through this discussion, pupils were developing a good understanding of how opinions about people can differ and learnt to put forward their own reasons to support what they thought. Pupils in Year 5 learning about 'The Five Pillars of Islam' were helped by the teacher's very well phrased questions to make a link with the need for school rules.

89. Opportunities are used well to encourage pupils to consider the relevance of what they are learning to their own lives. Pupils in Year 3, listening to the story of 'The Feeding of the Five Thousand', began to think about the characters in the story and how they felt because of the well-led discussion by the teacher. Year 2 pupils considered the feeling of jealousy after they listened to the story of Joseph and his coloured coat. There are good links with other subjects such as personal, social and health education.
90. Leadership and management of the subject are good. The subject co-ordinator has recently reviewed the scheme of work which has resulted in an improved curriculum. Assessment procedures need to be reconsidered in order for teachers to have a clearer view of pupils' experiences and progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology. Two lessons were observed in art and design, music and physical education. There is insufficient evidence to judge provision in these subjects, which were not the focus of the inspection.

91. The time allocated to **art and design** is appropriate. The curriculum is marked by beneficial cross-curricular links, for example, linking history and art and design in studying Tudor portraits, or science when drawing personal portraits. The pupils' experiences are enriched very well in annual theme weeks such as 'The Sea', with opportunities to work at length and in depth enabling pupils, for example, to produce ceramic mosaics. Standards appear to be in line with expectations.
92. **Design and technology** was not a focus area for this inspection and, because of the school's timetable, no lessons could be observed. However, a review of work from the previous school year shows that the required Programme of Study is covered. There are well-planned links to other subjects. During a Year 6 study of World War Two, pupils were involved in designing and making an Anderson shelter. In Year 2, pupils completed work relating to moving toys, before testing them to see how far they would travel. They then used their knowledge of ICT to complete a graph of their results.
93. The school provides a good **music** curriculum based on national guidance and a commercial scheme. During the inspection a good lesson was seen in Year 4 and a very good lesson in Year 5. The teachers demonstrated good subject knowledge and pupils were given good opportunities to sing, appraise music and to compose using percussion instruments. The school offers a recorder club, and choirs for Key Stage 1 and Key Stage 2. The choirs have good opportunities to perform in the local community and with other Herne Bay primary schools. A small proportion of pupils receives specialist instrumental tuition in brass and woodwind instruments. Other visiting musicians, such as the Welsh Brass Trio and those from the Yamaha Music School, enhance pupils' musical experience.
94. **Physical education** was sampled. In the Year 1 and the Year 2 lessons seen in dance, teaching and learning were good. Themes for dance were well linked with other areas of the curriculum such as art and science. The planning of the curriculum has improved since the last inspection and more time and attention are given to the subject. The school is working towards gaining an 'Active Mark' award. Most pupils attain the expected standards in swimming by the end of Year 6. A good range of clubs is provided to support the physical education programme. These include country dancing, football, netball, tag rugby, table tennis, tennis and rounders. The school participates well in

interschool competitions and in 2004 achieved particular success in cricket, table tennis and tag rugby. The co-ordinator is keen and enthusiastic and has made a good contribution to improvements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this subject. No overall judgement can be made about provision.

95. The school has a good programme for developing pupils' PSHE and citizenship. As well as being taught as a separate subject, good links are made with all National Curriculum subjects. Regular sessions are planned carefully to support the needs of pupils. Direct teaching of citizenship also takes place during class discussions when pupils consider issues and reflect on the impact their actions have on others. The school's very good ethos contributes positively to pupils' development as effective citizens as well as to their personal and social education. Pupils throughout the school have responsibilities, such as those wearing red bibs in Year 6 at playtime who ensure that all pupils have someone to play with if they wish. The provision for developing a healthy lifestyle is good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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