

INSPECTION REPORT

**LEEDS AND BROOMFIELD
CHURCH of ENGLAND PRIMARY SCHOOL**

Leeds, Nr Maidstone

LEA area: Kent

Unique reference number: 118264

Headteacher: Mrs Janet Emmott

Reporting inspector: Wendy Simmons
23674

Dates of inspection: 1st – 3rd October 2002

Inspection number: 247931

Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lower Street Leeds Maidstone Kent
Postcode:	ME17 1RL
Telephone number:	01622 861398
Fax number:	01622 863637
Appropriate authority:	The Governing Body
Name of chair of governors:	The Revd. David Brookes
Date of previous inspection:	May 1998

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Wendy Simmons Registered inspector 23674	Areas of learning for children in the Foundation Stage English Religious education Information and communication technology Music Educational inclusion, including race equality	What sort of school is it? The school's results and achievements. How well are pupils taught? How good are the curricular opportunities offered to pupils? What should the school do to improve further?
Susan Cash Lay inspector 9595		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
George Crowther Team inspector 18814	History Art and design Design and technology.	
Ray Morris Team inspector 11982	Mathematics Science Physical education Geography Special Educational Needs	How well does the school care for its pupils? How well is the school led and managed?

The inspection contractor was:

e-Qualitas Limited, Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey. RH8 0RE Tel. 01883 723257

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leeds and Broomfield Church of England Primary School is a much smaller than average school, which is situated in a pleasant village environment. Several parents drive their children here in preference to their closest school. Sixty-four boys and girls, aged between 4 and 11, are taught in three mixed age classes. There are more boys than girls. There are 24 pupils on the school's register of special educational needs, which at 38 per cent, is well above average. Three pupils have statements of special educational need and the school is working with a local special school, to integrate one more on a part-time basis. No pupils speak English as an additional language. Almost all pupils are white British. A high number of pupils leave and join the school other than at the usual times. When children start school in the Reception classes, their attainment is average, but many pupils join classes in other year groups and overall, attainment drops to lower than average in some year groups. Two new teachers recently joined the school and are jointly teaching the mixed year 3 and 4 class. The backgrounds of pupils are generally favourable, but wide ranging. Eight per cent of pupils have free school meals.

HOW GOOD THE SCHOOL IS

Leeds and Broomfield is a good school. It is happy and caring school, which is improving very effectively. The very good leadership and management of the headteacher are significant in making this an effective school. Staff value all pupils equally, and work hard to make sure that they get the best from their time at school, but in aspects of writing and information and communication technology, more able pupils could be further challenged. The excellent relationships and strong community links permeate all aspects of school life. The staff know the children very well and provide much individual support, which gives them the confidence to succeed. As a result of this, pupils are keen to learn and achieve well. Often pupils gain above average standards by Year 6, despite the high number of pupils with special educational needs. The quality of teaching and learning is good overall, although the rate of progress of pupils is variable between Reception, Year 1 and Year 2. There is a strong commitment to improvement. The school gives good value for money.

What the school does well

- The headteacher provides very good leadership, which underpins the very good improvement.
- Pupils' attainment is above average, overall, by the end of Year 6. Pupils achieve well, reflecting the good overall teaching, which is especially effective in Year 5 and 6.
- The provision for pupils with special educational needs is very good overall by Years 5 and 6.
- The very good spiritual, moral, social and cultural education enriches pupils' learning and achievement.
- Links with parents and the community reflect the excellent relationships between pupils, staff and governors.
- The school monitors pupils' progress, personal development, attendance and behaviour very well. This shows strong care for pupils as individuals and impacts on why achievement is good overall.

What could be improved

- Attainment in information and communication technology by Year 6 is lower than average because pupils have only really started to catch up with these skills due to recent updating of resources.
- Opportunities for pupils to draft work and write at greater length are too limited. As a result of this, the school is not achieving many very high level results in this aspect of English.
- Progress and achievement for pupils in the mixed Reception, Year 1 and 2 class is variable. Progress ranges from good, for the youngest, to satisfactory for the oldest. It is not yet consistently good for all ages and abilities.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998, when it was taken out of 'Special Measures'. Since then, there has been further very good improvement. In 1999, the school was recognised by the Department of Education and Science for its improvement. Since then, the school has made very good further progress on the issues identified for improvement. However, recent developments in information and communication technology (ICT) have not yet resulted in average attainment by Year 6 because pupils had much catching up to do. Overall, standards of attainment and achievement show significant progress, especially in mathematics and science. Improvement is good in many subjects and aspects of the school's work. For example: in the curriculum; in pupils' spiritual moral, social and cultural development; and in leadership and management. Improvement in assessment is very good, with only two subjects requiring further attention. The school has the capacity for further good improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Similar schools comparison means the school's results against schools with a similar percentage of pupils who are eligible for free school meals. This is 8 per cent for Leeds and Broomfield.

Performance in:	Leeds and Broomfield compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	C	A	B	B
Mathematics	E	B	A	A
Science	B	B	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

At Leeds and Broomfield, where only a small number of pupils take the tests each year, the result of one pupil counts for a large percentage and can have a marked effect on national comparisons and overall attainment. One pupil is equal to 11 per cent. The results represent good overall achievement for all pupils, as it was only one pupil who did not attain an average standard out of the nine taking the tests. Trends since 1998 show considerable improvement in mathematics and science results. For example, only one pupil did not attain an average result in 2002 in Year 6. In Year 2, in 2002, the school successfully achieved 100 per cent of pupils achieving average result in all tests.

Attainment on entry to the school is average in the Reception class, but this fluctuates from year to year and is lowered when new special needs pupils join. Pupils achieve well for their ability, reflecting the good teaching and learning. Sometimes, achievement is very good for those with special educational needs and is satisfactory overall for more able pupils. In the Foundation Stage, children make good progress. However, due to the current organisation, management and wide-ranging abilities progress slows to satisfactory by Year 2, which is a weaker aspect of achievement. The organisation and use of time, for the older pupils in this mixed class, does not always allow them to be consistently challenged in their learning. They are sometimes distracted by other pupils and staff have to spread their time thinly between groups.

In the current Year 2, attainment is broadly average, with several strengths and in Year 6, it is above average, reflecting the very good teaching and learning in Years 5/6. Strengths, by Year 6, include:

the attainment of pupils with special educational needs; attainment in reading, mathematics, science, history, geography and religious education. However, attainment in information and communication technology is lower than expected nationally and skills are not used across all subjects of the curriculum. Furthermore, achievement in this subject was too slow in the past, due to limitations in resources and teachers' skills. However, there has been recent very rapid progress in the last year, which reflects good staff training and significant improvement in the range and number of resources. More complex writing skills are not yet developing well enough. This is because insufficient time is allocated to extending writing. Physical education skills are average, but the hall is too small for gymnastics. The school has set challenging targets for the percentage attaining average and above average results for the 2003 national tests. Weaker elements of ICT and writing have already been correctly identified for improvement by the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school. They listen well and contribute their ideas, often showing good concentration. This provides a very good basis for learning.
Behaviour, in and out of classrooms	Good. Pupils know what is expected of them and this helps them to make good progress in lessons. They are polite and helpful to others and have a very good understanding of how their actions affect others. There have been no exclusions.
Personal development and relationships	Very good. Excellent relationships support pupils' learning. Pupils work and play well together. They enjoy showing their initiative and taking responsibility.
Attendance	Satisfactory and close to the national average, with no unauthorised absences and rigorous procedures in place to improve attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The school provides good quality teaching and learning in most subjects including: English, mathematics, and, science. Significant strengths in learning include the excellent relationships and pupils' positive attitudes to learning. Improvement since the last inspection is very good, reflecting the very good leadership of the headteacher and strong team ethos. The quality of teaching and learning is best in the mixed Year 5/6 class, where the overall quality is very good, with some excellent features. Teaching and learning for pupils with special educational needs is very good and well supported by assistants. Good overall strategies for literacy and numeracy underpin pupils' progress in the learning of basic skills. Teaching and learning for more able pupils is satisfactory and sometimes good, with strengths in: learning the piano; some drawing and painting activities; reading; mathematics; and, science investigations. Children in the Foundation Stage get off to a good start because basic skills and social skills are taught well overall. Across the school as a whole there are missed opportunities to organise time to develop pupil' writing skills, such as drafting and extending writing. The use of a wide range of information and control technology is only just developing, due to newness of the computer

suite. Hence, there are missed opportunities to use ICT across all subjects. There is a huge range of ages and abilities in Class 1. Although teaching is satisfactory, and sometimes good, there has not been enough review of how to use and manage time to ensure the best organisation of pupils to promote consistently high challenges in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned for the mixed aged classes. There are strengths in mathematics, science, history and religious education. Learning is enriched through visits, extra curricular activities and excellent links with the community and very good links with other educational organisations. Provision for able pupils is satisfactory. Numeracy is good. Within literacy, reading is good and writing is satisfactory.
Provision for pupils with special educational needs	Very good overall, reflecting the strong support for pupils as individuals. Work is well adapted for pupils, especially in the mixed Year 5/6 class often enabling them to often achieve average standards in their work. Pupils are very well supported by assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, supporting pupils' positive attitudes, good achievement and respect and care for others. Cultural experiences are wide, including multicultural activities, reflecting the richness of British society. Spirituality is very good, underpinned by the strong links with the church. The school treats each child as an individual, developing their self-esteem.
How well the school cares for its pupils	Children are well looked after and helped to make very good progress in their personal development. Their work is carefully assessed, with very good assessments in mathematics and English. There are good procedures for health and safety and clear and appropriate procedures for child protection. Regular assessments of risk to children are carried out and teachers are familiar with these. However, during the inspection, too much gymnastics equipment was not set out for the limited hall space and procedures for the late arrival of school lunches are inconsistent. Monitoring of progress and attendance are very good.

The excellent partnership between parents and the school enriches pupils' learning and school development. The curriculum meets statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and management overall. The headteacher provides very good leadership and vision for future developments. She has led the successful drive to improve standards and is ably supported by a strong, close working team of staff.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities to a good standard and have actively worked to improve the school. They have a strong working relationship with the staff, parents and pupils. They are well organised and fulfil their statutory responsibilities effectively. Most have a good appreciation of the strengths of the school and areas for development.
The school's evaluation of	Arrangements for monitoring and evaluating the school's performance are good

its performance	and have been used well to improve standards and pupils' learning.
The strategic use of resources	Good financial planning and the judicious use of grants benefit the pupils and allow for further school improvement. The school endeavour to provide best value in its work by consulting with parents and pupils and in ensuring that money is spent efficiently.

There are sufficient staff that are very well qualified. The school's accommodation and resources for learning are generally satisfactory with some significant strengths in, for example, the newly created computer room. The two external classrooms are just adequate. There are weaknesses in the accommodation, in that the hall space is too small for gymnastics and there is no disabled lavatory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Based on the information from the meeting with parents and an analysis of the questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils make good progress and like coming to school. There is strong emphasis on developing the individual. • The good teaching and communication, resulting in a very happy partnership between home and school. • Homework supports learning. • Pupils show good behaviour and care for each other, helping them to become mature and responsible. • The special achievement assemblies. • The strong leadership, especially by the headteacher. 	<ul style="list-style-type: none"> • The results were very positive. However, a few were anxious about the quality of the job share arrangement for the mixed Year 3 and 4 class.

Just under 50 per cent of parents returned the questionnaire, which was a very high response. The results showed extremely positive results. The inspection findings agree with these many positive comments and find the job share, in the mixed Year 3 and 4, class to be working successfully.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Attainment

- This is what the pupils know, understand and can do at a particular point in time. For example, by the end of Year 2 and Year 6. This is often compared with national test results and also against schools with a similar percentage of pupils who are eligible for free school meals.
- It is very important to note, that in a small school, such as this, where only a small group of pupils is tested, the result of one pupil counts for a large percentage and can have a marked effect on national comparisons and overall attainment within a year group.

Achievement

- This is the progress that pupils make as they move through the school and is measured against their initial attainment, when starting the school.
1. At this school, only a few children join the Reception group each year. Their attainment as they start school is broadly average. However, pupils often start the school once the Reception Year is well underway. Many of those who join the school have special educational needs, or significant social and emotional problems. Thus, the profile of the intake alters from broadly average to below average in some year groups. The school has a much higher number of boys than girls.
 2. In Year 2, out of the nine pupils on roll, five have special educational needs and two of these have very significant needs. In year 6, seven pupils are on roll, four of which have special educational needs and again, two have statements. Provision for these pupils is very good overall by Year 6, reflecting in the strong commitment to pupils as individuals, whatever their ability. Furthermore, they often attain average standards because of the overall good progress from Reception to Year 4 and the very good progress in Years 5/6, where teaching is of a very high standard. The results of this school are very high when comparing them against Kent schools, with the same proportion of pupils with special educational needs.
 3. Overall, pupils' achievements reflect the good quality of teaching and learning and very strong leadership from the headteacher, who is actively monitoring pupils' progress and helps in the setting of targets for pupils' further development. Other contributory factors, such as: the breadth of the curriculum; the very strong provision for extra curricular activities; and, the strong working partnership with parents, play a significant part in enabling pupils to achieve well. Additionally, there has been very good progress in improving assessment procedures in English, mathematics and recent improvements in science assessment. As a result of this, individual targets for improvement are set for pupils and these are monitored very carefully to ensure that pupils make progress and achieve well for their ability. High quality care and very good spiritual, moral, social and cultural development supports pupils' all round development.
 4. Achievement is good in the Foundation Stage, where children are supported in developing good basic speaking, listening and reading skills, mathematical understanding and a growing knowledge of the world around them. Further to this, personal and social development is good, with opportunities for older pupils to inspire and guide younger ones. Consequently, firm foundations are laid within the Foundation Stage, which helps them to get off to a good start. Nevertheless, standards in writing and creative development, although satisfactory, are not as strong as other areas of learning.

5. Progress and achievement for pupils in the mixed Reception, Year 1 and 2 class is variable. Progress ranges from good, for the youngest, to satisfactory for the oldest. It is not yet consistently good for all ages and abilities. Best achievement is in reading, mathematical and science development. Further challenges, to lift pupils' knowledge to a higher than average standard, are sometimes missed, because of the wider demands of the class as a whole. There are several reasons for this. Firstly, three age groups are clustered together in Class 1 forming both the Foundation Stage and Key Stage 1. Although this is a small class, with 18 pupils, the range of abilities and needs are immense. Indeed, in other parts of the school there are wide ranging abilities, but they are most obvious here.
6. Variation in the rate of achievement between the Foundation Stage and Year 2 is recognised by the headteacher, who has informal plans to help with the teaching from the beginning of the spring term. It is important to note, that this is the first time in recent years that Year 2 pupils have been mixed with the younger ones. However, due to class sizes, it has not been possible to continue with the Year2/3 mix.
7. The current Years 3 and 4 pupils are mixed together in one class. This works well, showing good overall achievement, again reflecting the good quality teaching and learning from the two teachers who share responsibility for this class. Skills and knowledge are developing, building on the foundations set last year.
8. The best achievement is in the mixed Year 5/6 class, where progress is often rapid. Here, achievement is lifted because pupils make significant progress with this teacher. Despite the fact that over 50 per cent of these pupils have special educational needs, many are attaining average standards. Thus, the proportion of pupils, who are working at an average level is often better than average.
9. In the 2002 national assessments for pupils at the end of Year 2 show a great success, in that all pupils managed to attain an average results. With results in reading and mathematics also showing some higher than average levels, at Level 3. However, in writing, no pupil achieved a higher than average result. From the sample of work seen, the school is not yet developing enough higher level writing skills for the most able pupils. Nevertheless, these results represent good achievement for the majority of pupils.
10. In English, the 2002 national tests results show that the last group of, Year 6 pupils (all boys), attained higher than average results in English. Reading was stronger than writing because more boys attained very high results in reading than they did in writing. Also, some just missed getting an average result in writing. In mathematics boys' attainment was well above average overall. In science, the results were average. Compared with other Kent schools, with the same percentage of pupils with special educational needs, this school performed in the top five for English and mathematics in the national test results for 2002.
11. The standard of work seen during this inspection is broadly better than average by Year 6, despite the high number of pupils with special educational needs. This reflects the good overall teaching and very good teaching in Years 5 and 6. As a consequence of this, the proportion attaining average results across almost all subjects is high. Attainment for the current Year 2 is broadly average. This reflects the satisfactory quality of teaching and learning and lower attainment of some special needs pupils.
12. By Year 6, strengths include the attainment of pupils with special educational needs, attainment in reading, mathematics, science, history, geography and religious education. Attainment in information and communication technology (ICT) is lower than average and is not used to support learning in all subjects, but pupils have made rapid recent progress from their very low starting point.
13. Variation in the attainment of boys and girls is monitored carefully. In some year groups girls do much better than boys. This is because there are more boys and within this group many have special

educational needs. Whereas, it is often the girls that are achieving higher standards. Trends over time show a better balance and greater similarity between girls and boys. The school has worked effectively to enrich boys' enjoyment of reading and writing.

14. The school knows which pupils are their most able, talented and gifted; they are few in number overall. Progress is satisfactory, with strengths in art, aspects of music and mathematics, reading and science. The school aims to meet the needs of individuals, and overall, it is successful in providing for almost all of its pupils. However, overall it is stronger in providing for pupils with special educational needs than more able pupils. For example, in information and control technology and aspects of writing.

15. Since the last inspection, pupils' achievements have improved and this has been reflected in the improving trend in the results gained by pupils. There has been very good overall progress in improving standards for such a small school. For example, the number attaining average results and in all round attainment in mathematics and science work. In the 2002 results for year 2, 100 per cent of pupils also attained an average result in reading, writing and mathematics and science. This addressed the key, issue from the 1998 inspection, which identified the need to improve attainment. In other subjects attainment has improved. The school has a good capacity to raise standards still further.

Pupils' attitudes, values and personal development

16. Pupils show positive attitudes, reflecting the school's very good spiritual, moral, social and cultural education. This is because, pupils are helped to learn sensitivity and show very good respect for others. Furthermore, they grow in confidence, developing high self-esteem, and wide understanding of the cultural richness of the world around them. Pupils are keen to learn, answer questions and share their ideas. For example, pupils in the top class competently used a calculator and overhead projector to demonstrate sums to the class. If the sum did not work out as they thought, they were happy to think again and come back later to demonstrate further. They are enthusiastic about the extra-curricular activities offered and proud of their achievements, for instance when they start riding a pony or when winning local competitions.

17. Relationships throughout the school are excellent. Adults provide very positive role models in the way they speak to and take an interest in pupils and each other. Pupils play together co-operatively and the older pupils are good at looking after the younger ones. Pupils and their parents comment on the friendly, 'family' atmosphere within the school. They are confident that there is very little bullying and that incidents are dealt with quickly and effectively. There have been no exclusions for some time. The high standards achieved show the impact of very good social and moral education.

18. Pupils behave well in lessons and very well in Years 5 and 6, even though a significant minority find this difficult. They respond positively to the school's high moral code and incentive of 'Golden Time' and understand the consequences of unacceptable behaviour. Pupils are well aware of the standard of behaviour expected from them and have a very good understanding of how their words and actions can affect others. They move quietly to and from assembly and are polite and sociable at lunchtime. Throughout the school, pupils assume responsibility with increasing confidence, which is a good improvement since the last inspection. The youngest help by taking the register to the office, while the oldest pupils participate in the school council. Pupils show a high degree of respect for each other and for adults. For example when a visitor came to talk about the Second World War. Pupils with different special needs are included in playtime games and sports and their achievements are celebrated by the whole school.

19. Levels of attendance are broadly similar to those found nationally, having improved last year. In a small school, one or two pupils who are absent for a long time make a considerable difference to the

statistics. Many families take their holidays in term-time. There is no unauthorised absence. Pupils generally arrive punctually.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning is good across the school as a whole, but it is inconsistent between year groups. Teaching is good for children in the Foundation Stage and satisfactory for those in Years 1 and 2. Provision in Years 3 and 4 is good, showing a successful partnership between the very new part time teachers, who share the teaching of the class. The best teaching is evident in the mixed year 5/6 class. Here, teaching and learning is of a very high standard.

21. There has been very good improvement in teaching and learning since 1998. The headteacher and school governors have worked very effectively to recruit skilled, enthusiastic teachers, despite difficulties with teacher turnover, illness and maternity leave. Teachers are now employing a good range of strategies and methods to capture pupils' interests. Furthermore, learning is usually interesting and rooted in investigation. The wonderful investigation into apple tree growth, at the lower end of the school, is a good example of this. There is now less emphasis on copying and use of worksheets. Marking of pupils work is often good; however, insufficient time is allocated, to pupils, for them to respond to the helpful comments and challenges made by teachers.

22. During the inspection, 23 lessons or part lessons were observed. Of these, 14 were good or even better. Nine lessons were satisfactory. There was no unsatisfactory teaching or learning. Overall, teaching and learning is stronger in Years 3,4,5 and 6 where teachers have less wide ranging ages and abilities in their classes. Teaching and learning, in Years 1 and 2, is satisfactory with strengths in the teaching of reading, speaking, listening, mathematics and science. Expectations, management and organisation of pupils are better overall from Year 3 onwards. This difference is largely due to the Class 1 teacher having to spread herself thinly to meet the enormous range of needs in the combined Reception, Year 1 and 2 class. Planning shows that, in Class 1, they are trying to fit too many short slots of learning into a short space of time, rather than spreading lessons out more efficiently. As a consequence of this, pupils do not have the chance to become engrossed in learning because they are sometimes rushed. For example, there were missed opportunities to evaluate and modify plans for puppet making, in the rush to get on with a lesson on the history of farming, all within just over an hour during one afternoon.

23. The quality of teaching and learning for children in the Foundation Stage, in the mixed Class 1 is good. There are excellent relationships and opportunities for younger ones to work alongside older ones, who often show more advanced skills. The good teaching of basic skills and widening children's knowledge of the world around them are strengths of provision. Furthermore, there is high quality support for personal and social development. As a result of these factors; firm foundations are laid for learning as children move through the school. Planning is good overall, reflecting the considerable range of needs in this class as a whole. Mostly everyone is clear about what they have to do, but on occasions teachers and other adults do not focus consistently on their particular group. As a result of this, some children lose focus and do not try more challenging learning.

24. In Years 3,4,5 and 6, the quality of teaching and learning is solidly good, with very good teaching and learning in Years 5 and 6. As seen in the very good English lesson in which a child wore a bright orange wig and played Matilda, developing her points of view about Miss Trunchball, while others in the class asked lively and though provoking questions. This acted as a very good opportunity for pupils to rehearse ideas for their imaginative writing, although time to actually write, was rather rushed. This was also evident in Years 3 and 4 when pupils were writing a space story entitled 'Blue Misty Monsters'. Very good teaching and learning, at the upper end of the school, is due to several combining factors. The teacher has very high expectations and teaching is inspiring. Furthermore, the

teacher uses high quality demonstrations of skills and constant praise for pupils. “Go on, go for it, you can do it” is often heard in this class. Furthermore, the use of exciting resources and clarification of points, results in a fast pace of working and perseverance.

25. Particular strengths in teaching and learning include the very strong team ethos and excellent relationships. Links with parents are also very strong. For example, parents have been involved in planning the new homework policy and have helped to develop and improve the library, computer suite and outside play area. Teachers praise pupils’ efforts and know how to help them to learn at their own rate. As a consequence of this, pupils feel confident and grow in self-esteem. Pupils demonstrate very good attitudes to learning. The very good range of extra curricular activities enhances learning. Assistants give good help in group activities, allowing pupils to achieve well. Teachers’ planning is good, balancing factual learning, as well as opportunities to think and learn through investigation, as seen when pupils compared the brightness of one or more bulbs when using only one battery.

26. The teaching of pupils with special educational needs is a significant strength of the school, showing high quality support for individual pupils. They are encouraged to work alongside pupils of all abilities in their class and grow in confidence as their efforts are praised. Targets on pupils’ individual education plans are expressed clearly and provide challenging, but realistic targets for development. The pupils are well supported by the learning support assistants. They know their pupils well and contribute much to their improving concentration, understanding new ideas and developing basic skills.

27. The few more able pupils in the school are usually, well challenged and work is often suitably planned to meet their needs. However, learning of advanced writing skills is underdeveloped and they are not yet always working on more complex information and control technology skills. Overall, the provision for gifted, and talented pupils is satisfactory, with strengths in music and drawing in particular.

28. The quality of literacy teaching and learning is good for reading and satisfactory for writing. Pupils read regularly in class in groups and as a whole class. The high quality discussion about texts helps pupils to improve their comprehension and vocabulary. For example, in Years 3/4 pupils were helped to understand the use of similes as the teacher talked about striking images such as being “Bent like a question mark” in the ‘Grandpa’ poem. Pupils write for a range of purposes, but do not do enough sustained extended writing.

29. The quality of numeracy teaching and learning is good. Basic skills are well explained so that pupils learn how to apply skills to solve problems. The first part of the numeracy lesson is used well to improve pupils’ mental agility and is built up using good group work and a helpful conclusion. The use of the information and control technology is developing, as seen in Year 4, when pupils used a computer program to add pyramid numbers to 1000. Imaginative use of resources helps pupils to visualise and understand new things, such as, conversion of fractions to decimals and percentages.

30. Plans to further enhance teaching and learning are developing. For example, the headteacher has already identified the need for additional teaching help for Class 1, so that higher quality provision can be maintained for Year 2 and for more able pupils.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

31. The school provides a good range of curricular opportunities even though there are few staff to plan and organise subjects and activities. The curriculum includes all subjects of the National Curriculum, together with religious education and these meet all statutory requirements. Overall, the

curriculum is particularly strong in Years 3,4,5 and 6, due to opportunities to learn German, French and the piano. A very good range of extra curricular activities widens learning. For example, the headteacher takes pupils to local stables for riding lessons and they enjoy 'sleeping over' at the science museum. The aims of the school show a strong commitment to equality by valuing pupils individually, whatever their ability or background. They are especially strong, is the provision for pupils with special educational needs and monitoring of differences in girls' and boys' attainment. Provision for the gifted and talented pupils is satisfactory, but variable between subjects. There is satisfactory provision for more able pupils, but in information and communication technology (ICT) and aspects of writing, opportunities for these pupils are limited. The school has correctly identified ICT and writing as an area for improvement in the school's improvement plan.

32. Planning is good and provides for coverage of all National Curriculum programmes of study. The school has worked to improve this well in the last two years. This ensures that topics are organised well into a two or three year rolling programme, thus avoiding repetition. Furthermore, the curriculum is now well monitored, which was a weakness in 1998. The National Literacy and Numeracy Strategies have been implemented to a good standard, which has positively impacted on pupils' achievements, especially in reading and mental calculations. In art, there is an imbalance in work due to a heavy reliance on painting and drawing, with limited fabric and three-dimensional work. In music, composing is less well developed.

33. The school makes very good provision for all aspects of pupils' personal development because it pervades the curriculum. Parents value the Christian ethos of the school and they and their children say it is a very friendly and caring place. It is rightly known as 'the little school with the big heart'. Pupils learn about how to be healthy by take part in 'The Healthy Schools' initiative. Personal development is enriched by strong links to spiritual, moral, social and cultural education.

34. The quality and range of learning opportunities for children in the Foundation Stage are satisfactory, showing satisfactory improvement since the 1998 inspection. Planning is based on the areas of learning for younger children and the teacher has planned well for these few pupils within the mixed Reception/Year 1 and 2 class. Planned provision for indoor and outdoor imaginative play has developed significantly, showing good use of assistants to promote these opportunities. Children benefit from being with older pupils, especially for their social development. Overall, considering the wide age ranges in Class 1, the curriculum is satisfactory, with suitable opportunities for first had learning and a suitable balance between free and structured play as well as more formal teaching and learning.

35. Curricular provision for pupils with special educational needs is particularly effective in the school as a whole and by Years 5 and 6, it is very good, due to the high quality teaching and learning. Provision for these pupils is very good overall, reflecting the school's care and commitment to individual pupils. Planning is good. Small groups have been formed for extra help in literacy and numeracy, and these are well taught. Pupils are well supported by learning support assistants in the majority of lessons. The targets set in individual education plans help to focus pupils' development and they make good progress towards them. The needs of pupils who have statements of special educational need are very well met. The requirements of the new Code of Practice for special educational needs have been fully implemented and a designated governor for special needs regularly visits the school to check on provision and progress. The school encourages pupils to be involved in their own evaluation of needs. These are shared with parents.

36. Links with the community are excellent. This, significant strength of the school results in helping pupils to learn a great deal about the outside world. For example, pupils learn about the work of many different charities, such as Macmillan. Many local resident help pupils to learn about gardening and times gone by. Opportunities to take part in competitions and charitable activities are exceptionally good. Pupils often win prizes and have the opportunity to share in special local presentations. For

example, they designed a sensory garden for 'Maidstone in Bloom' and won the first prize of £250. The school works very closely with the Probation Service on a Community Project to improve the school environment. Links with other educational establishments are very good.

37. The school's provision for pupils' moral and social cultural and social development is very good and a significant strength of the school. All areas showing further good improvement since the last inspection. Social development is strong. Older pupils look after younger ones and pupils are expected to work together co-operatively in lessons. Year 6 pupils are members of the school council and are learning about leadership and taking responsibility. Visits, social events and opportunities to take part in performances, enhance social skills. They join with other small schools locally for sporting and other events and learn "that it is not the winning that counts, but the taking part". Pupils take harvest flowers to senior citizens and are involved in numerous community events. This provides very good opportunities for pupils to develop their social skills and learn to become good citizens. Opportunities for independent learning have improved since 1998.

38. Pupils' spiritual development is very good. It is fostered mainly through carefully planned assemblies, which include high quality times of prayer and reflection. Furthermore, assemblies help pupils to develop a sense of belonging to a whole school community. Each week, together, the whole community celebrates the contributions and achievements of others. This really enhances spirituality. Sometimes spiritual moments arise in lessons, for example when Year 3 and 4 pupils listened in hushed silence to a poem entitled 'My Grandpa' and then talked about their feelings and emotions. The school works exceptionally hard to raise the self-esteem of all pupils, which enables them to learn and achieve well.

39. Moral development is very good. There is a very strong moral framework within which pupils are helped to make moral choices. For example, through stories told in assemblies, in religious education, by listening to visiting speakers as well as through discussion during 'circle time'. The clear code of behaviour is consistently and fairly implemented. Pupils are encouraged to be concerned about those less fortunate than themselves, such as young carers helping Barnado's. Topics such as bullying and being a good friend are discussed and help pupils to become mature and responsible.

40. Cultural development is very good, showing significant awareness of multicultural life in Britain. The school is aware that it needs to work very hard to introduce pupils to a range of cultural experiences. Major world faiths are studied and pupils visit a Gurdwara to learn at first hand about Sikhism. A visiting African artist recently introduced pupils to African mask making and African dance. Aspects of art and music explore different western composers and artists. History and English support cultural learning well. Pupils have a very good grounding in Western culture, using local resources such as Leeds Castle, the village church and opportunities to learn some words in two foreign languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has good procedures for ensuring pupils' health and safety and makes very good provision for their personal support and development. The views expressed by parents strongly support the school's achievement in this aspect of its work. The school demonstrates philosophy in which all pupils are equally valued. This is explicitly expressed in the school's mission statement, is adopted by staff and governors alike, and permeates all aspects of school life. Pupils feel valued, safe and know they are well taught. The school is working successfully with Bower Grove School to transfer pupils from 'special school' to mainstream education. The school does not have a wide racial mix, but

actively promotes learning and tolerance about different beliefs and cultures. Their race equality policy is of a very good standard

42. The headteacher and governors take their responsibility for health and safety seriously. There are termly checks carried out by the headteacher and a governor in line with the school's policy and appropriate risk assessments carried out for all activities, including activities off the premises. A particularly helpful aspect of the policy is an annual inspection of an external consultant to audit health and safety standards and provision. Two concerns were raised during the inspection. Firstly, too much apparatus was set out for gymnastics for the very small size of the hall. Secondly, procedures for the late arrival of school lunches are variable. They are best when the vehicle parks outside the school gates rather than when driving across the playground when pupils are sometimes already out for their playtime.

43. Child protection procedures are very well established. All staff are reminded annually of their individual roles in child protection and appropriate procedures are in place to deal with any concerns should they arise. A member of staff has the required qualifications for First Aid in school and is active in teaching the basic skills to children. Good procedures exist to deal with injury or sickness. Parents are immediately informed of any injuries, especially to the head, and the first aider has been trained in emergency treatment. For example, they know how to treat pupils with severe nut allergies. The school has a very good Internet safety policy, which is very well displayed right next to computers.

44. Procedures for monitoring pupils' academic performance and personal development are very good. Teachers systematically record progress pupils make in their work. The headteacher has established a rigorous system for tracking individuals' progress through the school and setting challenging targets for improvement in English and mathematics and for their personal and social development.

45. The school has very good systems for monitoring and promoting attendance. Absences are quickly followed up. The head teacher regularly reviews each pupil's attendance and punctuality, and the education welfare service is involved if necessary. Certificates are awarded for good attendance.

46. Staff are very effective in promoting good behaviour. Policies for dealing with bullying and oppressive behaviour are in place and established in daily routines. Classes agree their own 'Golden Rules' and appropriate rewards and sanctions are employed, including those given by midday supervisors, to maintain the good behaviour and positive attitudes observed around the school during the inspection. Children commented that there is no bullying and were clear about how it would be dealt with if it did occur. Regular achievement assemblies celebrate good behaviour.

47. Assessment procedures are very good overall, showing strong development since 1998. Only a few subjects do not have assessment systems, because these have correctly not been priorities for development to date. The school has very good procedures to assess pupils' attainment and progress and makes good use of the information gained to guide curricular planning, particularly in mathematics and English and more recently, in science. Good use is made by the headteacher of information from assessment information when children start in the Reception class. Data is analysed, targets for development are set and progress is monitored. This is supported by very good use of computers to manage data. Staff have compared samples pupils' writing with colleagues in other schools in order to build a portfolio of levelled writing to guide their own assessments. A similar portfolio of work in information and communication technology has also just started. Older pupils in particular are provided with very good support to help them understand the relative level of their achievement and, more importantly, the precise steps needed to improve. For example, pupils in Year 5 were not only

knowledgeable about their exact level of achievement but also knew some of the skills they needed to acquire to progress to the next. The progress of pupils is closely monitored.

48. Pupils' personal development is carefully planned and is very effective as a result. The school makes good use of circle time, is committed to the Healthy Schools Initiative and pupils are encouraged to review their own personal development and achievements as an integral part of this. In Years 5 and 6 there was a strong emphasis on encouraging pupils to think about how successful they had been in the lesson so that they could develop more effective strategies for 'learning how to learn'.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has an excellent relationship with parents, who have a very high degree of confidence in the school. This aspect of the school's work was not reported on at the time of the last inspection in 1998, but since the 1996 inspection, there has been a significant improvement in the partnership with parents.

50. Parents say that they find it very easy indeed to approach all members of staff and feel that they are fully consulted. For example, through the termly meetings of the parents in a partnership committee. Each class has two representatives on this committee and they discuss a wide range of issues, such as the behaviour policy, sex education policy, homework and the format of their children's annual reports. There are many, varied opportunities for parents to visit the school and see the work their children are doing. They are invited to Celebration Assembly every week, to open days and formal consultations with teachers, to sports days and plays. Many parents, and members of the local community help. For example with reading or transporting pupils to events, or with practical projects to improve the school environment. A high proportion of parents help their children to read regularly and keep in touch through the reading record and home/school contact book. There is widespread support for the Friends of Leeds School Association, which raises considerable sums of money to provide extra facilities for the pupils. This partnership makes a very valuable contribution to the standards pupils attain and also to their personal development.

51. Written information for parents is very good. They receive a lively and detailed newsletter about once a month, as well as numerous other communications. At the beginning of each term, parents receive a copy of the curriculum plans for the term so that they can support their children's learning. Annual reports are variable. The best give very good information about what each child can do in each subject and then give targets for improvement. Some lack information about what each child can do in the foundation subjects, merely repeating what the whole class has been taught. Two very good features are the pupil's own assessment their progress and the targets set for further improvement. Furthermore, parents often give very detailed written response to their child's report.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Leeds and Broomfield is well led and managed. Parents clearly value this with 97 per cent expressing positive or very positive views about the leadership and management in their questionnaire responses. The headteacher provides very good leadership and is a major strength in the school, and this has led to improved attainment and achievement by the pupils. There is clear vision for development and changes have been managed successfully. She is ably supported by her staff and subject co-ordinators and together, they work well as a strong team. Management is good and enhanced by the good support from administrative staff. Very good communication is a particular strength of management. Staff effectively monitor pupils' progress, the quality of teaching and, the implementation of the subject policies. This was a key issue at the last inspection and has now been addressed. The co-ordination of subjects is often good, but a few subjects show satisfactory leadership and management, because staff have a heavy load of responsibilities. The school has rightly prioritised certain subjects for development and is wise not to impose too heavy a workload on teachers to compensate for recent staff changes.

53. The school's commitment to giving pupils equal opportunities is strong and enhanced by its work and relationships with parents and the wider community. As a consequence of this, leadership has generated a shared commitment to produce confident and well-rounded individuals. This ethos is reflected in the school's very good provision for pupils' spiritual, moral, social and cultural

development. There is very good provision for pupils with special educational needs which meets all statutory requirements. It is well organised and makes effective use of external agencies for advice and support.

54. Governors are strongly committed to the school and most are clear about the school's strengths and weaknesses. Many, including the chairman, are frequent visitors and are well known to staff, parents and the children. The governing body is well organised with individual committees responsible for particular aspects of the school's performance. Their knowledge of the school is good and is underpinned by focussed visits by individuals. For example, the literacy governor, to watch teaching and learning in the classrooms and other aspects of the school's work. Following a visit, individual governors produce a short written report for presentation at the next full meeting. Governors are involved in establishing priorities for the school improvement plan and are active in monitoring the progress made. With the staff they set challenging targets for improvement.

55. Governors are conscious of the need for training to help them discharge their responsibilities effectively and they regularly take advantage of training offered by the local authority. Their Annual Report to Parents is comprehensive, but the last report did not include comparative information about the schools test result compared with the national results. Governors are clearly aware of their increasing responsibilities relating to racial equality, having agreed a very good policy. They are also clear about the Disability Discrimination Act and their new accessibility plan will need to consider carefully how they can make adaptations to accommodate future pupils or adults with particular physical needs. For example, there is no disabled lavatory for pupils or visitors. Performance Management, linked to priorities in the school improvement plan, is developing well for most staff but is at an early stage for the headteacher, due to her recent illness.

56. Arrangements for monitoring and evaluating the school's performance, and taking action, are good. Pupils' progress is rigorously monitored by the headteacher and the outcomes analysed for strengths and weaknesses, comparing their performance with that of pupils in similar schools locally and nationally. Good use of the school's computer system is made in collecting and managing the data and thus, the school is very effective in establishing appropriate priorities for development.

57. Educational priorities are well supported through the school's financial planning and the judicious use of specific grants. The headteacher is aware of the principles of Best Value and applies these systematically. For example, she consults with parents about many aspects of the school so that improvements can be made and successfully compares the performance of the school with other schools. A successful bid was made for money from the Rural Revival Fund, which will benefit both the school and the local community through the development of improved facilities for younger children, while the money received for children with special needs is spent well to ensure that children are effectively supported. Spending priorities in the school's comprehensive improvement plan are closely followed and have resulted, for example, in the recent provision of a library and computer room. The recommendations of the most recent local authority audit of financial procedures have been carried out. The school had a significant carry forward in its budget; this is now reducing to an appropriate level.

58. There is good leadership and management of the Foundation Stage. The co-ordinator is experienced and well qualified. Moreover, she knows the strengths and weaknesses of the provision and is keen to make further improvements. For example, by continuing to improve the outside learning area to widen opportunities for investigation and by developing her qualifications.

59. Teaching staff are very well qualified and, with the support staff, continue to enjoy structured training and development to improve their performance. The school's accommodation and resources for learning are generally satisfactory with some significant strengths in, for example, the newly

created computer room and the creative way in which the immediate environment and village resources are used. The curriculum is adequately resourced and sometimes, as with the artefacts provided for religious education and equipment for teaching science, well provided with equipment and materials. However, the two external classrooms are barely adequate, with one having no running water, which is often a very necessary resource in the teaching and learning process of art and science. A significant weakness in accommodation is the limited hall accommodation, which prevents pupils from achieving very well in gymnastics and this, hampers the school's efforts to raise standards in this subject. Facilities for the Foundation Stage are satisfactory.

60. The building is very well maintained. Cleaning is carried out by a commercial company but the upkeep and decoration is substantially provided by volunteer Community Service labour. The headteacher attends school on many weekends to provide access and monitor the work being carried out in this way.

61. Since it was last inspected, leadership and management skills have developed to a good standard. As a consequence of this and the very good leadership of the current headteacher, there has been very good whole school improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. By building on the very good improvements, which the school has already made, the governors, headteacher and staff need to:

- **Continue with the development in information and communication technology to further raise standards by:**

developing the use of the high quality computer suite in all subjects;
providing additional challenges for the most able pupils.

Paragraph numbers: 12, 96, 110, 120-123.

- **Widen the range of writing opportunities for pupils by:**

Organising more time for pupils to extend and sustain pieces of writing;
planning time for pupils to act on the comments made in teachers' marking;
developing the use of the word processor;
teaching pupils drafting and re-drafting skills;
using different forms of writing across the curriculum;
widening opportunities for children in the Foundation Stage to experiment with writing and practise skills very frequently;
enriching the challenges for the most able writers.

Paragraph numbers: 4, 9, 12, 14, 24, 27, 66, 73, 81 to 85, 89, 90, 111, 113, 118, 121, 132.

- **Enhance the rate of achievement in Year 1 and Year 2 so that it matches the good achievement of Reception children by:**

reviewing the organisation and management of the older pupils in the class;
making sure that time is well organised to develop work in depth;
giving additional support to this class as is practical for the number of available staff.

Paragraph numbers: 5, 6, 73, 93 and 129.

In addition to the key issues, the following less important weaknesses should be considered for inclusion in the action plan. Each is followed by a reference to the paragraph(s) in which it is discussed.

- Review how gymnastics equipment is used in lessons within the limited hall space and make procedures for the late arrival of school lunches consistently safe. *Paragraph numbers: 130 and 42*
- Provision for a disabled lavatory. *Paragraph number: 59*
- Develop assessment procedures where they are less well developed in a few subjects. *Paragraph numbers: 122 and 127*
- Broaden aspects of art and music work activities. *Paragraph numbers: 11, 12, 32, 104, 107, and 128.*
- Ensure that the Governors' Annual Report to Parents includes schools test result compared with the national results. *Paragraph number: 55*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	9	9	0	0	0
Percentage	4	18	39	39	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. The total number is substantially less than 100, and care should be taken when interpreting these percentages as each lesson represents more than 4.3 percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	64
Number of full-time pupils known to be eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3 on roll and 1 who visits.
Number of pupils on the school's special educational needs register	24
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.2	School data	0
National comparative data	5.4	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

These tables are omitted, as there were fewer than 10 pupils in these year group
Attainment at the end of Key Stage 1 (Year 2)
Attainment at the end of Key Stage 2 (Year 6)

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	63		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	1		
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	16
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	101

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Financial information

Financial year	2001/02
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	£
Total income	199903
Total expenditure	198987
Expenditure per pupil	2883.80
Balance brought forward from previous year	20480
Balance carried forward to next year	21396

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	42	52	6	0	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	77	23	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	81	19	0	0	0
The school is well led and managed.	81	16	3	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	71	19	10	0	0

Other issues raised by parents

Parents expressed very positive opinions about the school. Commenting about the significant improvement in recent years and general happy and caring school ethos. They noted that their children make good progress and like coming to school. There is strong emphasis on developing the individual. There is good teaching and communication, resulting in a very happy partnership between home and school. Homework supports learning. Pupils show good behaviour and care for each other, helping them to become mature and responsible. They love the special achievement assemblies and feel the school very well led and managed by a caring headteacher. Parents did not make any comments about the need for any improvements. However, a few were anxious about the quality of the job share arrangement for the mixed Year 3 and 4 class.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The provision for children in the Foundation Stage is good overall. This judgement reflects the often good teaching and learning, satisfactory curriculum and good support and assessment of children's needs as individuals. Furthermore, at the time of the inspection only three children were in the Foundation Stage. The teacher responsible for this aspect of the school's work is also responsible for the co-ordination of science and mathematics. Nevertheless, there is good leadership and management for the Foundation Stage.

64. It is difficult to judge the improvement since either the inspection of 1998 or even 1996, because very few comments were made about this significant stage of learning. However, the school has appointed a teacher who is experienced with young children. A very supportive parent has built a fenced play area and castle for imaginative and physical play activities. This has been a priority for improvement, which is good.

65. Children benefit from being in a very happy, calm and caring working environment. Particular strengths include the strong support for children's personal, social and emotional development, which supports the high standards that are achieved for the school as a whole. Children and adults work together very harmoniously, showing excellent relationships. Links between the assistants and teachers are also very good. As a result of these factors, children grow in confidence and so, come to learning with very positive attitudes and high self-esteem. They are not apprehensive about trying new things or taking risks.

66. When children start in the Reception class, they have experienced a mixture of pre-school experiences. They show a broad range of abilities, with average overall attainment, although their writing skills are not as well developed as other language and communication skills. Children make good overall progress, taking all areas of learning into account. Achievement is good, with a better than average proportion attaining the level expected by the end of their Reception Year. Good attainment reflects the good teaching and opportunities to learn alongside older pupils. Good planning shows learning through practical investigations and discussions and a strong emphasis on basic skills. Children enjoy a good start to their learning.

Personal, social and emotional development

67. Children's personal and social development is broadly average when starting school at four years old. They make good progress and achieve well, resulting in almost all attaining or exceeding what is expected as an average for this age. Achievement is very good relating to development in concentration and co-operation, even for children with special educational needs. Teachers keep good records of development. A significant strength, as at the time of the last inspection, is the excellent relationships between adults and children, which help children to show very positive attitudes to learning.

68. The quality of teaching and learning is good, resulting in growing independence. There are satisfactory opportunities for children to plan some of their activities for themselves. Adults encourage the development of children's confidence and curiosity and their smiling faces and gentle voices reassure the children. Moreover, relationships are very good showing trust and care for each other. Children learn to separate themselves from their parents and carers due to the very good links with home. Additionally, they make good progress in dressing and undressing themselves independently. Good routines and encouragement help children to manage their own personal toilet

hygiene to a very good standard. They quickly learn how to take turns, as seen when they played at being the lollipop person.

69. Staff work to make learning engaging. For example, when they went a walk in the churchyard looking at nature in autumn and also, while enjoying the different sounds of musical instruments. Here, children are encouraged to show their natural and impulsive emotions, such as fear, excitement and delight. Opportunities to learn about different cultures and lives are very good. Assembly support development. There is no formal snack time. Nevertheless, lunchtime is a very sociable event, which enrich social skills.

70. Throughout the Foundation Stage, adults give high priority to role-play as part of children's social and emotional development. Staff are suitably skilled in knowing how and when to intervene in children's play, although this is not always for long periods, due to the other demands of the class. Nevertheless, children learn how to play directly with other children, cooperating and negotiating, rather than just playing alongside others. For example, older pupils join in games giving them direction, as seen when they handed out some money and set up a mini market, so that all the princesses and princes could do their shopping. This resulted in lively, spontaneous discussion.

Communication, language and literacy

71. Attainment is average when children start in the Foundation Stage, they make satisfactory progress in writing, but good progress in developing reading, speaking and listening skills. Overall, children achieve well. This includes those with special educational needs and more able children. A higher than average numbers of children attain average standards by the end of the Foundation Stage and thus, attainment is above average. The teachers have effectively introduced the National Literacy Strategy. More able children have the opportunity to work within the first level of the National Curriculum. They learn to interact with others, speaking clearly with confidence. They listen very well and respond to stories and discussions.

72. The quality of teaching and learning in speaking and listening skills is good overall. There is a very strong emphasis on widening children's vocabulary. They make good progress in reading, developing positive attitudes and good links with parents. By the time they leave the Foundation Stage their attainment is better than average. Teaching and learning in Reading is good. Children are quickly introduced to books and become familiar with a wide range of stories and rhymes. For example, they enjoyed a complicated version of 'Cinderella' and were able to explain the meaning of the text in simple language. For example, 'enormous ceremony' was understood as 'a big special party in a special place'. Phonic skills are taught and assessed systematically. During the inspection, pupils demonstrated confidence in using picture clues to make up and tell stories. Teachers make good use of big books in literacy lessons.

73. Children's understanding of how to write is broadly average when starting school, but not quite as strong as reading. By the end of their time in the Reception Year, they have made satisfactory progress and can write some words for themselves, often using accurate letter sounds. More able children write several sentences. Teaching and learning of writing is satisfactory, showing steady development of skills, as evident in the writing about the Queen's Golden Jubilee. However, in some work, such as the recent autumn writing, there was limited challenge for the most able child. There are missed opportunities to practise writing every day, through either formal sessions or in role-play activities. Teachers demonstrate how writing should look but sometimes adults' handwriting is cramped. Good progress is made in pencil control. The provision for writing areas is underdeveloped, but computers are used well to widen writing skills.

Mathematical development

74. Children begin their schooling showing an average understanding of numbers, counting, shapes and measurement. Progress and achievement is good. Children grasp how to do simple addition and subtraction by the end of the Foundation Stage, often working with older children. The quality of teaching and learning is good, with appropriate use of the Numeracy Strategy. Children are developing firm foundations in their use and understanding of numbers to 10. Number rhymes are used to help children with their counting and ordering. For example, children remembered the ‘Ten Current Buns’, while counting. There are suitable opportunities to promote learning through building upon children’s natural curiosity through play as seen in the sorting, ordering and counting of farm animals. Shape and measurement understanding also develops well through informal play and formal teacher directed activities. Overall, planning is good, but in practice, although group work starts off well, it sometimes loses pace and, as seen in the coin recognition activity.

Knowledge and understanding of the world

75. When starting school, children demonstrate average knowledge and understanding of the world. They make good progress due to the interesting learning opportunities and good teaching. As a consequence of this, achievement is also good. Work is planned so that children can develop a growing understanding about their lives, with some good work about the cultures and lifestyles of others. Skills using information and communication technology resources are developing steadily. Including, mouse skills. For example, children produced attractive prints of their own names using a drawing program. Children use construction apparatus with imagination and learn about growth and change, as seen in the work about sunflowers. Here, the works shows good links with vocabulary, as children made their own glossary of words. Furthermore, they had looked closely at changes over the course of days, explaining why roots and leaves grew. Opportunities to explore nature are good, showing strong links with the local farming community. However, there are few displays in the classroom, which invite children to look at nature in close detail, by touching, examining and finding out through observation.

Physical development

76. When starting school, children show average physical skills. They make steady progress in developing small eye and hand control, especially with pencils and crayons. Achievement is satisfactory. Most will attain average standards by the end of the Foundation Stage. The quality of teaching and learning is satisfactory. Hand and eye skills are developed through a suitable range of activities, which allow children to use different tools. Planning is satisfactory, showing opportunities to develop a skills in the outside play areas, including, riding bikes, controlling vehicles and developing balance and agility on climbing apparatus in ‘Joe’s Play Area’ and on apparatus in the hall. Satisfactory teaching of skills, such as seen in physical education lesson, helped children to develop co-ordination and balance by climbing and jumping from different height stools. However, there were missed opportunities to extend this further, to link movements with greater precision. Children learn how to use the limited space effectively, often controlling bikes with precision. Assistants work well and record progress efficiently.

Creative development

77. When starting school, children have broadly average creative skills. By the end of their time in the Foundation Stage progress and achievement are both satisfactory, reflecting the satisfactory quality of teaching and learning. Teachers understand about this area of work to a suitable level. However, in artwork, there is over direction by adults, which limits exploration and the development of children’s imagination. For example, as seen when children did vegetable printing. Painting is broadly satisfactory, however, they do not do this often enough, as a free choice activity. Furthermore, the paints are very thick and ready-made. This does not help pupils to explore colour mixing. Overall, there are too few thin paintbrushes and pupils do not select resources enough for themselves. There is a limited opportunity for large three-dimensional modelling and experimentation with such things as play dough. There are suitable opportunities for cutting and sticking. For example, one made a little ladybird, as

seen on their nature walk, which showed imagination and skill. The children learn about the work of a few different artists, such as Van Gogh. Musical opportunities include singing and games with instruments, but there is no special music area, where children can explore different sounds independently. Role-play is well organised to develop children's imagination and wider language and social skills; this is a strength of creative development.

ENGLISH

78. The findings of this inspection show standards in Year 6 and Year 2 to be average in speaking and listening and writing, but better than average in reading. These results are similar to those found at the time of the 1998 inspection. However, they are not as high as in 2002 national tests, when standards were above average overall. This reflects the very high numbers of pupils with special educational needs. These pupils find it very demanding to master new English skills, with out considerable reinforcement of their learning, particularly relating to writing and reading comprehension. In both Year 6 and year 2, more than 50 per cent of pupils have special educational needs and both groups include two pupils with statements. The school is working successfully to bring pupils up to an average standard, especially in reading and speaking and listening skills. Overall, pupils achieve well for their ability.

79. When pupils enter Year 1, they have better than average English skills overall, although reading tends to be stronger than writing. However, this level of attainment when starting school alters due to high mobility in the school. In some year groups English skills drop to lower than average. However, due to the good teaching and excellent relationships, pupils grow in confidence and achieve well by Year 6. Pupils' progress is often rapid in the mixed Year 5 and 6 class, reflecting the very high quality teaching and learning in that class. The very good achievement of pupils with special educational needs is also linked to firm foundations, laid in other classes and good support from assistants, especially relating to additional literacy skills.

80. There is a strong emphasis on developing speaking and listening skills within teachers' planning, which acts as a firm foundation for learning. By Year 2, pupils discuss matters of immediate interest and are starting to link and extend their ideas using more detail. For example, pupils explained all about the apple harvest, including the life cycle of an apple. Learning and progress is best when teachers organise first hand experiences because pupils explore, think and learn for themselves and this helps them to understand and use new vocabulary accurately. Such as, when the pupils visited the Gudwara. Where it is less successful, teachers do not use sufficient resources or time to enliven the discussion, as seen during the discussion about farming history, with Year 2 pupils. Here, pupils lost interest and become passive because there were no pictures or artefacts to interest them. As pupils move from year 1 to Year 6, role-play is used well to develop speaking and listening skills. Furthermore, there is a strong emphasis on developing technical vocabulary and questioning techniques in different subjects. By Year 6, pupils express themselves well. This is especially good, as many of these pupils have social and emotional difficulties. More able pupils use language well to develop persuasive arguments and take account of different points of view. The school's council provides a good forum in which pupils learn to express themselves more formally.

81. Reading has a high profile in most subjects, which helps pupils to gain good comprehension skills and a love of books. Overall, pupils' reading skills are stronger than writing because of the way they link to other curriculum subjects and because time is used very well to develop and practise skills. Furthermore, the parents help their children with reading more than writing. During the inspection in literacy lessons, greater time was given to reading skills, than writing, in the lessons observed. By Year 2, most pupils can read simple books accurately and fluently, gaining meaning from simple texts. They show confidence in using phonic clues to help them to work out new words and use clues to predict what is coming next. Skills are consolidated by frequent practise using more complicated texts.

82. The good teaching of reading within the literacy hour helps pupils to understand the meanings of new words and the significance of punctuation. As a result of this, they improve their flow and expression when reading. The good use of information books, such as in religious education and history, allows pupils to learn research skills using indexes. Added to this, by Year 6, they know how to extract and summarise information and record it in writing. This shows a significant improvement since the last inspection, when too much work was copied. More able pupils in Year 6, can talk about different characters and use extracts of text to illustrate their points of view. Such as when discussing Lady Haversham's character, pupils found extracts to infer that she was sad, lonely and lost in a time spell. Pupils with special educational needs are very well supported and helped to understand what they are reading, by putting it into their own words. Very good record keeping and target setting ensures that pupils know what to do and how to improve.

83. Writing skills are taught systematically, which leads to a high proportion of pupils achieving the expected average level in national tests. By Year 2, most pupils write clearly using printed script linking their ideas using capital letters and full stops. They try to spell unfamiliar words using letter sounds and know how to spell simple words accurately. The school has recognised that more able pupils need to develop their writing. These pupils have plenty of imagination and the ability to write at length. However, during the inspection, there were limited word banks and dictionaries to support their work, even though pupils have them. Progress is satisfactory overall, but good for pupils with special educational needs. By Year 6, pupils write in a lively and thoughtful way, often sustaining their ideas and using interesting vocabulary in sentences. Girls' attainment, especially in writing, exceeds that of boys because they write using interesting vocabulary at greater length, spelling accurately and show better handwriting.

84. Handwriting is joined and legible by Year 4 and improves by Year 6, although presentation is of variable quality. This was also identified at the time of the last inspection. Overall, handwriting skills do not seem to be practised frequently enough from the sample of work seen. Furthermore, pupils seem to drift between using pens and pencils and many of the pencils have not been sharpened to make writing neat and precise. Punctuation and spelling skills are broadly average for pupils of average or more able ability, but for many pupils with special educational needs they often need considerable help. Spellings are practised regularly and corrected in books, but pupils are not encouraged to learn words for different subjects.

85. There are weaknesses in writing, which prevent some average and more able pupils. from working consistently at a higher level. This is because the school is not planning enough time for pupils to draft and redraft work. Furthermore, there is very little extended writing. More able pupils in Year 2 are not often linking their ideas and sentences, using a growing wide range of vocabulary. In Years 5/6, opportunities to use paragraphs, chapters and develop characterisation and plot, are limited. Closely related to this, is the limited use of word processing skills to support drafting and re-drafting. Nevertheless, the school recognises this and is beginning to successfully improve learning. For example, by training staff about developing 'powerful sentences'. Teachers are working hard to give helpful comments to pupils when marking their work, but often, pupils do not follow these up sufficiently well. The best work is evident in the homework club. While writing is used well across the whole curriculum to record factual information, there are not enough opportunities for pupils try different styles. For example, in history, by writing the account of Christopher Columbus in diary form, a newspaper article, or as poetry, rather than just as a list of facts.

86. The quality of teaching and learning in English is good overall. Significant strengths include the good use of assessment information to identify what pupils can do and what they need to do next in order to improve. Teaching is satisfactory in Years 1 and 2 and consistently good in Years 3, 4,5, and 6. Overall, planning is good, showing teachers good subject knowledge. As a consequence of this, pupils make good progress in their knowledge, understanding and skills. There are several reasons why

the quality of teaching and learning is stronger in classes 2 and 3, than in class 1. Classes 2 and 3, only have two year groups in them. Whereas, class 1 has three year groups. Moreover, the needs of Reception children are significantly different to those in Year 2. Thus, although planning for English is satisfactory, currently, the Year 2 children are not sufficiently well organised to use all of their time to best advantage. For example, there are many activities going on in the class and pupils sometimes get distracted by watching the younger ones at play and adults do not address this firmly enough. Sometimes, pupils with very significant special educational needs interrupt the flow of teaching and learning of other pupils. This is handled quickly and sensitively, but nevertheless, makes additional demands on the teacher.

87. In Years 3 and 4, teaching and learning is good. Lessons are well planned to meet the different needs of the pupils. Assistants make a very valuable contribution to learning, which ensure a good pace and progress of pupils with special educational needs. During the inspection, there was a tendency for the first part of the lessons, when teachers introduce topics, to go on for too long. As a result, pupils do not have sufficient time to get into their writing, showing prolonged concentration.

88. Very high quality is evident in Years 5/6. As a consequence of this, many pupils make rapid progress in working towards average or above average attainment. In this class learning is fun, slick and very focused. Pupils are helped to understand what they are learning about in an energetic style, which motivates the pupils and keeps them on task, as seen in the work developing different points of view about story characters, such as in 'Matilda'. Relationships are excellent and all pupils are keen to please the teacher, showing delight when their efforts are rewarded with a smile and praise from the teacher. However, while they are glowing in their success, the teacher quickly slips in an additional challenge, which shows high expectations and skilful management.

89. The curriculum is organised to a good standard overall, including the provision for literacy. However, time for extended writing is too limited. The subject contributes very well to pupils' spiritual, moral, social and cultural development. For example, pupils enjoy a special book week, which helps them to learn about different authors. Additionally, they write manifestos to encourage others to vote for them to be on the school's council. Information and control technology is not yet supporting learning to best effect. Pupils are confident in basic word processing skills, but do not edit and re-draft their work enough.

90. The subject is very well led and managed by the headteacher. She is very clear about the strengths and areas for development. Monitoring is very good, the school is very aware of the different needs of boys and girls. The school has made good use of external advisors to develop the quality of its work. Progress since the last inspection is good, showing improvement in reading, assessment procedures, target setting and the development of a very attractive library. In writing, progress is good in terms of getting almost all pupils to an average standard, but less successful in achieving higher results.

MATHEMATICS

91. Pupils in Year 6 attain standards that are above average overall. Pupils with special educational needs make at least good progress, but in Years 5 and 6, this is very good, reflecting the high quality teaching and learning and school's commitment to treating pupils as individuals. The findings of this inspection are not quite as high as in the 2002 national tests. This is largely because of difference in the pupils taking the tests, where the overall effect of one pupil can alter the results significantly. Overall, in the current Year 6, girls achieve better than boys, because there are very few of them and it happens, that they are able learners. Over time there has been no significant difference in the performance of boys and girls. There has been good improvement in standards in mathematics since

the last inspection. Achievement is good in Years 3 and 4, and very good in Years 5 and 6 where teaching and learning is of a consistently very high standard.

92. Last year's results in the national tests at the end of Year 2 show a very positive picture showing a significant improvement on the last inspection. All the pupils achieved the expected national standard, with nearly half achieving the higher Level 3. Overall, standards seen during the inspection show pupils to be achieving above national expectations in Year 2.

93. Pupils have good mathematical skills and, as a result, are confident in their approach to their work. Those with special educational needs achieve well because of the good support, which is provided for them. Their progress is carefully monitored and the teachers have high expectations of all children. The mixed age range in Class 1 presents a considerable challenge to the class teacher who has to manage children at different stages of development with varying needs. However, pupils' work shows satisfactory progress and, when suitably grouped by ability and working with the teacher, teaching was good and the children made good progress. Pupils respond with enthusiasm to the high level of challenge. For example, Year 2 pupils were asked to solve shopping problems, which involved two stages of calculation to find a missing price. They used both written and mental methods, confidently discussing what they were doing, with no stigma attached to a wrong answer. Teachers plan lessons to cover work in number, including fractions, shape, space and measurement. For example, solving problems using cups of water to find the capacity of a larger vessel. Opportunities are provided for using mathematics in other subjects when, for example, data is collected as part of a geography survey on traffic and presented in block and pie charts using a simple computer program. Pupils take some responsibility for their own learning and from Year 2 have simple termly targets, which are regularly monitored and ticked off by the teacher when met.

94. In Years 3 and 4 pupils make good progress. They develop their skills in numeracy, adding and subtracting two and three digit numbers, and using multiplication facts to divide large numbers. They have a fair knowledge of metric units for measuring length and recognise that 8m 42cm is equivalent to 842cm. They recognise and sort quadrilaterals and other polygons by their attributes using a Carroll diagram and identify and draw shapes with bi-lateral symmetry. The most able pupils read and write numbers up to a million, calculate simple percentages and calculate the area of a regular quadrilateral. Pupils make very good progress in Years 5 and 6 where there is a significant focus on their own understanding of how they learn. They have a secure understanding of number; can relate percentages to simple decimal and vulgar fractions, made predictions based on an emerging understanding of probability and the more able use simple formula for finding the area of a triangle. Computers are used effectively to provide additional challenges and this helps contribute to the excellent attitude and behaviour of pupils in lessons.

95. Overall, teaching is good and is of a particularly high standard in Years 5 and 6. Teaching is most effective when pupils' attention is drawn, at the beginning of the lesson, to what they are expected to know and be able to do at the end of it. Good teaching in all classes was characterised by high expectations, a brisk pace and the emphasis placed on pupils' thinking and the way they reached their answers. The best teaching was particularly effective in involving and celebrating the achievement of children with special educational needs. Where teaching was less successful it was due to too long being spent on individual activities at the expense of learning under the direct control of the teacher. Pupils co-operate and work together well, usually using the correct mathematical vocabulary, as introduced by the teacher. Clear targets for pupils development are now a very good feature of learning, as illustrated by a Year 5 boy who was able to talk about the particular skills he needed to acquire to move from Level 4C to 4B. The quality of teachers' marking is variable. Most provides simple congratulations on the work done but the best gives a clear indication of what needs to be done for the pupil to improve. Where it is most effective the pupil is expected, and given time, to respond

and act on the advice given. In one book a teacher's comment "What went wrong in no.2?" received a boy's response "Didn't look at the question carefully. I know where I went wrong now".

96. Information and communication technology supports learning to a good overall standard, but as yet the new computer suite is underused in numeracy sessions. Computers are used for assembling information and pupils can present data in a variety of forms including, pie and bar charts, line graphs and tables. Good use is made of calculators.

97. The subject co-ordinator shows good leadership, understanding the strengths and weaknesses in the subject and a strong vision for further development. Management is good. For example, by the monitoring of teachers' planning and observing teaching on a regular basis. Together with the headteacher and other staff she analyses pupils' achievements, identifies areas where action is needed and has addressed weaknesses identified at the previous inspection. She ensures appropriate resources are properly stored and available and has made a significant contribution to improvements in the subject. The National Numeracy Strategy is making an effective contribution to enhancing attainment and achievement of pupils. The subject makes a good contribution to pupils' social, moral, spiritual and cultural development, especially as pupils become more curious about numbers and patterns in their work.

SCIENCE

98. The findings of this inspection show attainment by Year 6 to be above average. This shows good achievement for pupils and some very good achievement for pupils with special educational needs, as many are supported in class to achieve average standards. Moreover, more able pupils are working at a suitably high level, showing good overall challenge for their ability. The current Year 6 pupils have benefited from learning with the same very skilled teacher since Year 5. As a result of this, the proportion of pupils who are achieving better than average results is increasing. This reflects a better overall picture than was evident in the 2002 results. Overall, the school has been successful in raising attainment, both in Year 6 and in Year 2, amply addressing a key issue from the last inspection. Emphasis on practical investigation is maintained throughout Years 3 to 6, which, together with a broad curriculum, provides pupils with good opportunities to consolidate and apply their learning. Overtime, girls achieve similarly to boys.

99. There are no national tests for pupils in Year 2 but in last year's teacher assessments their attainment was good. During the inspection one lesson was observed and work in pupils' books was looked at. On this basis attainment is judged to be above national expectations. Pupils study a wide range of scientific topics with a particular emphasis on practical investigation and these assessments represent a good improvement on the previous inspection and good achievement

100. The teaching of science is good overall, but is currently stronger in the lessons seen in Years 3,4,5 and 6. Teaching and learning is often very good at the upper end of the school. Good planning and the use of assessment information ensures that work is well matched to pupils' abilities and those with special needs are well supported so that they are fully included in lessons. Mixed age classes provide an additional challenge for teachers in meeting the needs of all the children. Although overall the teaching in the youngest class was satisfactory the three year age range of the pupils provides the school with a substantial organisational challenge.

101. The best teaching was characterised by a brisk pace and regular reminders for the pupils of the task in hand and the time available for it. In a Year 3 and 4 lesson about insulation, the teacher talked to each group of children to confirm they were doing what was expected, to check their understanding and to ensure the task would be completed on time. The good support for pupils with special needs in the class ensured they achieved the object of the lesson and predicted what they

thought would happen in their experiment and why this was. The reasons for their prediction were based on observations they had made in a previous lesson, indicating that learning had been good. In the Year 5 and 6 lesson, conducted at an equally brisk pace, the teacher's high expectation and encouragement of the pupils, particularly those with special needs, was a significant factor in the very good teaching and learning observed. The teacher constantly challenged pupils' thinking and, as a result, many were able to predict what would happen if a bulb was placed after a motor in an electrical circuit. Eventually, when one group's circuit overloaded, so that it didn't work, the pupils methodically re-assembled it, after first reflecting on the reasons for the breakdown, and their hypothesis proved correct. More opportunities to challenge pupils even further are sometimes missed. For example, teachers do not always emphasise the need to evaluate the accuracy of their results and suggest improvements to their methods.

102. Work in books is generally neat and well presented. In Year 1 pupils of average and below average ability achieve well with the help of an adult to scribe their results. As pupils progress through the school good use is made of information technology to record results in tables and graphs and to research information from CD ROMS and the Internet, although opportunities for controlling or monitoring events are underdeveloped. For example temperature changes, with computers. A good feature of work seen at all levels is the opportunities provided for children to write their accounts of investigations, although following a standard structure, in their own words. In Year 1, for example, pupils explain what the best material is for a farmer's coat. Year 4 pupils explain why changes in water temperature take place during the course of the day, while the more able in the class can give a coherent explanation of how salt can change from a solid to solution and back to a solid. Marking is not always consistent and is frequently restricted to praise without giving clear pointers for improvement. Evidence in the older pupils' books suggests that good use is made of homework to research factual information, while the more challenging practical aspects are taught in school.

103. The subject is well led and managed and this is a significant factor in the recent improvements. There is a coherent curriculum plan for the whole school, which means knowledge, and skills are taught progressively from year to year. The subject is well resourced and very good use is made of the local environment and visits further a field to enrich pupils' learning. The co-ordinator is active in monitoring developments, leading staff meetings and establishing appropriate priorities in the school improvement plan. Assessment procedures are developing appropriately and are used well to guide teachers in their planning. Furthermore, good analysis of results and help to guide the staff in how to plan for further developments.

ART AND DESIGN

104. Pupils' achievements are satisfactory overall, and best for the oldest pupils. By the end of Year 2 and Year 6, pupils' attainment is close to national expectations. Some aspects of attainment in Year 6, such as in drawing and painting, are above national expectations but, throughout the school, there is much less work with fabrics, printing and in three-dimensions, and standards in these aspects are close to national expectations. Pupils with special educational needs are given plenty of encouragement, as seen when one was helped to research about cave painting in Spain, using a laptop computer, within a class lesson. He grew in confidence and knowledge, as he shared his findings with the whole class.

105. Pupils in Year 2 grew sunflowers as part of their science work and then sketched and painted them, having looked at the work of Van Gogh. The results are typical for pupils' ages, but the use of acrylic paint to explore the texture of the flower head added challenge to the task and quality to some of the finished paintings. Clay masks, made by Year 2 and 3 pupils as part of an African arts' project, are of good quality, with skilful use of a range of techniques to mould the clay and add features to the face. A large scarecrow, made for a local competition, is a good example of pupils combining their

efforts, including exploration of pattern on the individual feathers used to make the wings. Year 3 and 4 pupils are currently using 'dreams' as their theme and have drawn abstract faces in the style of Paul Klee, which are of the standard expected for their ages. In Year 5 and 6, there is a wider variety and higher quality of artwork. Rural landscapes in watercolour show good skills with paint and a growing appreciation of how to create depth. Striking pastel drawings of flowers, surrealist collage after observing the work of Magrit, and vivid tie-dye show that all these pupils have skills in many aspects of art that are at least as good as those expected.

106. In the two lessons seen, the quality of teaching was very good in one and satisfactory in the other. Where teaching was very good, a well-chosen task required pupils to explore the drawing and painting of human figures in the style of cave paintings. The teacher showed great flair in demonstrating various techniques, which promoted the development of pupils' skills and creativity very effectively. The teacher communicated very high expectations of what the pupils could achieve and, as a result, they were highly motivated and worked very hard to produce their best work. Where teaching was satisfactory, the task of drawing vegetables using charcoal was appropriate, but the teacher did not demonstrate the skills effectively enough, or provide further challenge for the higher-attaining pupils.

107. The breadth of the curriculum is satisfactory, but there is too much emphasis on drawing and painting at the expense of other techniques. Good use is made of art to support work in other subjects, and special events such as the African arts' project have stimulated a wider variety and higher quality of work. However, pupils do not use sketchbooks to explore ideas, and they rarely develop the same idea through a variety of media. Pupils are introduced to the work of a variety of artists, which makes a sound contribution to their cultural development. Organisation of the subject across the school is satisfactory, but the co-ordinator has only recently taken up the post and seeking improvements in standards is not yet a high priority. For example, monitoring of teaching and learning is underdeveloped. Improvement is satisfactory since the last inspection.

DESIGN AND TECHNOLOGY

108. Only one lesson was observed, in Years 1 and 2 and, as the inspection took place near the beginning of the school year, there was little pupils' work to examine. However, based on the work seen (including photographic evidence), a scrutiny of teachers' planning and discussion with the co-ordinator, pupils' achievements are satisfactory. By the end of Year 2 and Year 6, attainment is close to the standards expected nationally. Pupils with special education needs are encouraged to be involved in all aspects of the work. More able pupils are some times given further challenges. For example, they designed a bus shelter.

109. Year 2 pupils made a tasty sandwich. They carried out a survey of different types of bread and filling, drew a range of good quality designs and wrote clear instructions for making. Their current project making a puppet has included evaluation of a range of puppets, practical tasks joining various materials and good designs, which include the materials needed. However, in the satisfactory lessons seen in Year 2, there were limited opportunities for evaluation and modification of puppets because of the way in which time is organised in this class. In Years 3 and 4, pupils studied winding mechanisms and then made attractive models depicting the story of 'Incy Wincy Spider', with a sun hinged to a cloud so that it could appear at the appropriate moment. Photographic evidence shows these models to be of good quality. Currently, these pupils are making a bag for a special purpose and learning how to join fabric in a variety of ways. In Year 5 and 6, pupils have made torches, linking this project to science work on circuits. Products are extremely varied, use a wide range of materials effectively, are finished to a high standard, and show a good attention to fitness for purpose. Work has included making constructions to carry a weight, and making bread.

110. Pupils' skills develop steadily because all aspects of the design and technology curriculum – designing, making and evaluating – are included appropriately in teachers' planning. Organisation of the subject across the school is satisfactory, but the co-ordinator is newly appointed and is still evaluating the quality of the existing provision and has yet to monitor the quality of teaching and learning across the school as a whole. It is not possible to make an overall judgement about the improvement since the last inspection, although the curriculum is now suitably planned. Links with information and communication technology are not yet well established. However, there are some promising examples of how this will develop. For example, pupils design and make Christmas cards, invitations and concert programs. Nevertheless, links with control technology are insufficient.

GEOGRAPHY

111. The evidence from one lesson and pupils' work show that standards of attainment are broadly better than average. Overall, there is good achievement by Year 6, but some more challenging work is missed. For example, understanding how different peoples' views on the environment may differ. Nevertheless, pupils study rivers and coastlines, learning to use correct vocabulary such as 'shingle' and 'zone' and carry out a practical task to simulate erosion by a river. They reflect on environmental issues posed by rubbish and the potential damage it has for wildlife. Pupils identify major mountain ranges on a world map and, in the lesson seen, competently identified the effect that weather has on mountainous areas and how this would improve its attraction as a holiday destination. Pupils write a lot in this subject, but much of it is simple repetition of facts, with few opportunities widen skills. For example, pupils did not argue the case for and against a new dam by using persuasive writing.

112. No geography lessons were seen in Key Stage 1 during the inspection. However, judging from pupils' written work from last year, standards are in line with national expectations at the end of Year 2, showing satisfactory learning. In Years 1 and 2 pupils study their local area. They carry out surveys of local buildings. For example, they distinguish between detached and semi-detached houses and bungalows, and can identify features on a local map.

113. Teaching and learning is good in Key stage 2, as seen in the one lesson seen and from the sample of pupils' work. In the lesson seen, the teacher's subject knowledge was good and she made effective use of questions to extend pupils' thinking. Pupils with special needs were well supported by the teaching assistant and contributed pertinent comments and ideas to the general class discussion. Working in groups, the pupils co-operated with the one elected to draft a list of their findings, although this missed an opportunity for all of them to practise their writing skills. As the lesson concluded the teacher praised pupils for understanding that they wouldn't find negative views expressed in holiday brochures and rightly encouraged them to be more objective about their information in order to arrive at a balanced view.

114. Good use is made of the locality for teaching the subject. For example, the infant class received a visit from a local farmer in connection with their work on the seasons. With a real apple tree brought for the purpose they learnt about how fruit is dependent on the seasons and weather, and that without man's intervention, in this case pruning, we would not have enough food to feed the population. The curriculum is well organised, showing how geography widens pupils' cultural knowledge. There is some good use being made of information technology for graph work. As seen in the work in which children collect data on the different kinds of transport used by village people and the time they leave for work. They also compare their own locality with that of a seaside town. However, the school is not yet using the digital camera and CD ROMS enough to enrich learning. The good links with pupils in Spain, by e-mailing them, have not yet been used as a way of comparing localities. The recent introduction of a controllable toy is helping pupils with their map work skills, as they learn to direct it to different locations.

115. The subject has been well led and managed, and a new co-ordinator has taken over this term. There is a well-established procedure for the co-ordinator to monitor the subject through inspecting planning and work, and observing lessons. There are some useful newly purchased geography books in the library, but as yet, they are yet used enough to develop advanced skills of geographical enquiry and critical thinking. Geography makes a good contribution to pupils' social, moral, spiritual and cultural development. Some of the work sheets used by pupils are rather tired. There is no large scale map of the local area. There is now a scheme of work that covers the National Curriculum requirements, which, together with the improvements in pupils' work, means the school has made satisfactory progress in the subject since the last inspection.

HISTORY

116. Pupils' achievements are good as they move through the school because the quality of teaching is good and the curriculum includes many first-hand experiences that bring the subject to life and motivate the pupils. As a result, the evidence seen in the sample of last years work shows that by the end of Year 2 and Year 6, attainment is above average, both in their factual knowledge and in the skills they acquire in using and interpreting historical evidence. Pupils with special educational needs are often achieving average standards, due to support and the richness of learning opportunities. Girls and boys achieve similar levels in their factual knowledge, but in the current Year 6 group, girls are more skilled at writing than boys.

117. Work completed by last year's Year 2 pupils shows a good range of topics, including exploring the life of Florence Nightingale, the Great Fire of London and Remembrance Day. Good features of this work are the way in which pupils have compared life in the past with the present day, such as changes in the quality of hospitals, and the use of visitors to provide evidence, such as a member of the Royal British Legion. As a result, the pupils' work shows a good factual knowledge of the topics and growing skills in using historical evidence. By Year 6, pupils' work addresses more complex issues arising from their historical study, for example moral issues surrounding the use of child labour during Victorian times. Once again, pupils are learning to compare past with present, such as when they find out about schools in Ancient Greece and compare this with their own experiences. During the inspection, the oldest pupils showed good skills in gathering evidence when they questioned four visitors about their experiences during World War II.

118. Three lessons were observed during the inspection. The quality of teaching was excellent in one and good in the other and in the current Year 2 group, it was satisfactory. This evidence, along with the quality of work in pupils' books, indicates that the overall quality of teaching is good. Overall, teachers are very clear about what they want pupils to learn and share this with them at the beginning of lessons so that they know exactly what is expected. Teachers' questioning of pupils shows very secure knowledge of the subject, draws out what the pupils already know, and extends their thinking. Activities are often well planned, using a range of historical resources, and they focus on interpreting the evidence to reach conclusions. For example, Year 3 and 4 pupils used an Ancient Egyptian wall painting to find out about life at that time, whilst Year 5 and 6 pupils used their prepared questions to gather evidence from eye witnesses of events during World War II. A very good range of artefacts also enriched the older pupils' work, such as ration books, medals and a flying jacket. As a result, pupils show a high level of interest, work hard, and make good gains in learning. However, in the satisfactory lesson in Year 2, there were missed opportunities to use resources to develop pupils' understanding of farming a long time ago. There is much high quality factual writing, but less examples of how to write in different styles and as different historical characters.

119. The curriculum is well planned, with a rolling programme of topics that takes good account of the mixed-age classes. Strong links with nearby Leeds Castle and visits to other places of historical interest enrich the curriculum. The investigative approach used to teach the subject ensures that it

makes a good contribution to pupils' moral, social and cultural development. Management of the subject is good because the co-ordinator has a secure grasp of strengths and weaknesses in teaching and learning through frequent monitoring of teachers' planning and pupils' work. The school has accumulated very good resources, which are used effectively, including a collection of information and artefacts about the history of Leeds. Little was said about history in the 1998 report. However, from the 1996, judgements, good progress has been made in improving the all round provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards of work are average in Year 2, but lower than average in Year 6. Nonetheless, they are better than they were at the time of the last inspection. Progress in making improvements was slow between 1998 and 2001. However, in the last four terms there has been rapid development, showing good overall improvement since 1998. This better picture is due to more confident teaching and strong leadership, especially by the co-ordinator, who joined the school four terms ago. Pupils are now learning new knowledge and skills at a satisfactory rate, including pupils with special educational needs. However, standards are not yet high enough in Years 4, 5 and 6. The school has the capacity for good improvement.

121. Pupils in Years 1, 2 and 3 show average skills, which show how improvements are filtering through the school. By Year 2, satisfactory teaching results in pupils using the keyboard, icons and mouse skills to write sentences and simple stories. Pupils use the Internet to find out information, such as, facts about Leeds Castle. They know how to control toys to move around maps, such as 'Rosie's Walk' and also program them to spell words. With help, pupils enter simple data and make graphs. Older pupils in the school have gaps in their skills. Pupils in Years 4, 5 and 6 are largely working at level 3, rather than the expected level 4 by Year 6. Many find data handling hard. They are just beginning to find information from CD ROMS and use this in their own work. Overall, they have limited skills in programming moveable objects. They are just beginning to grasp e-mailing skills, taking delight in sending them to former pupils in Spain. Competence in using spreadsheets is growing, with some work at an average level. For example the costing of a party using a set sum of money. Pupils know how to use the word processor, changing fonts, selecting different sizes and underlining, as seen in their writing about Matilda and dog fighting during World War II. However, most pupils are not able to put graphics into their own writing. Furthermore, they are not always sure about how to re draft and extend stories, although they do know about cutting and pasting. Achievement was too slow in the past, but pupils are making rapid progress to catch up from their very low starting point.

122. The quality of teaching and learning is satisfactory overall, with patches of good teaching. Training has been very successful and resources are now good. As a consequence of this, teaching is improving, showing satisfactory planning and subject knowledge. Two lessons were seen, a sample of work was evaluated and discussions were held with pupils. At the time of the inspection, the new computer suite had only been operational for two weeks. Good teaching, In Years 5 and 6, is well planned to extend the learning of all abilities, but satisfactory teaching misses further challenge for the more able. Provision for more able pupils is inconsistent. The introduction of the 'Internet Club' is a good initiative to support more able pupils, as is the recent involvement of pupils in producing the school's newsletter. Where teaching is best it inspires pupils to think and learn for themselves. For example, good demonstration, by a teacher, about framing questions, helped pupils to find out which monarchs who are buried at Canterbury Cathedral and more able pupils completed complex searches. As yet, pupils do not make best use of the computer suite during literacy and numeracy lessons. Pupils are keen to learn, productive and show very positive attitudes. They understand what they are doing due to good support from adults. A strength of the subject is the use of resources to support pupils with special needs. For example, dyslexic pupils use specific spelling programs.

123. The co-ordinator shows good leadership. Finances have been used very wisely to develop this subject and monitoring is good. Links with governors are strong. There are weaknesses in assessment procedures and monitoring, which have been identified for improvement. The good leadership and management is leading to rapid progress in pupils' skills and is helping to address the lower than average attainment, which is found in some year groups. Opportunities to link work to a wide range of subjects are underdeveloped. For example, in science, by using sensors and in music for composing and performing and overall, by use of CD ROMS. Insufficient use is made of the digital camera. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development by allowing them to research things independently and by solving problems for themselves.

MUSIC

124. During the inspection it was not possible to see full music lessons. However, it was possible to observe two short sessions. This information, together with discussions with pupils and evaluation of work and curriculum planning suggests that pupils achieve satisfactorily, because teaching and learning are satisfactory. This leads to average standards by Year 2 and Year 6. Boys achieve as girls. Pupils with special educational needs are included equally and given support to ensure that they get the best from the learning opportunities. More able pupils, who receive piano lessons, achieve very well, but achievement in their class based lessons is satisfactory.

125. Evidence gathered suggests that teaching and learning is satisfactory overall. A particular strength includes the lively, energetic and tuneful singing, which shows satisfactory progression of skills, such as pitch, dynamics and rhythm, from Year 1 to Year 6. The school does not have a specialist music teacher for class music lessons. Nevertheless, class teachers have satisfactory knowledge, are enthusiastic, and keen to develop their skills. Teachers assess what pupils are doing in lessons to a satisfactory standard, but do not assess work against National Curriculum levels and so they are not clear about which levels pupils are working at. This makes it difficult to plan further very challenging work. The school makes good use of The Kent Music School to support more able and talented pupils who learn the piano. These pupils attain much higher than average skills in reading music and performing, as seen when one played 'Walking Fingers'.

126. Planning is satisfactory, with opportunities to develop skills and musical imagination. For example, at the lower end of the school, in the mixed Reception/Year1/2 class, pupils used instruments to bring to life the sounds from their autumn walk and explore pitch. Organisation and methods of teaching although satisfactory, tend to be over directed by teachers, with limited group activities. Nevertheless, learning progresses steadily. By Years 3 and 4, pupils sort instruments, by banging, striking or blowing, but again miss the opportunity to work in small groups, developing their understanding by plenty of 'hands on' experimentation. A strength of teaching is the way in which the Year5/6 teacher used music to reduce the self-consciousness of his all boy class, last year. They had fun learning Tudor dance steps and inventing their own contemporary dance routines.

127. The curriculum is satisfactory and enriched by good cultural opportunities. For example, pupils have visited the Hazlitt Theatre to watch a musical on the theme of evacuation. Pupils regularly sing at Leeds Castle and also entertain the community at festival times. The school has worked hard to widen pupils' awareness of multicultural music. In assemblies, spiritual development is encouraged. For example, pupils listened quietly to the sad music by Grieg entitled 'Salveigh's Song', as they reflected on broken promises. Cultural awareness is developed by learning about different composers and singing French songs, such as, 'Sur le Pont D'Avignon'.

128. There is good leadership and management in this subject. The co-ordinator has audited and purchased new untuned percussion resources and monitors teachers' planning. As a result of this, he knows the strengths and weakness in the subject. For example, he is aware that there is limited work

on musical notation and insufficient pitched percussion instruments. Furthermore, there are weaknesses in the use of information and control technology to support composing and appraising in music. As yet, there is no formalised and simple assessment system in place to monitor progress from one year to the next. Since the 1998 inspection, there has been good progress in widening musical experiences.

PHYSICAL EDUCATION

129. Only one gymnastics lesson, for the Reception/Year 1/2 class, was observed during the inspection and the quality of learning and standard of achievement seen was average for the age and ability of the pupils. In discussion with pupils and staff, attainment is judged to be broadly average. In the lesson seen, the use of support staff ensured that pupils with special needs were fully included. Although the pace was somewhat slow, pupils displayed satisfactory skills and knowledge. The lesson had a clear plan appropriate for a mixed age class, showing different challenges for the range of abilities, although further challenge for the most able Year 2 pupils was not evident. Pupils displayed sound balancing skills, changing directions and linking their movements in simple sequences. The teacher extended the pupils through stretching and curling and an awareness of space, encouraging them to use their imagination and providing opportunities to develop balancing skills. Pupils demonstrated good social skills by politely taking turns.

130. At the last inspection there was no scheme of work. This has been addressed and teachers' planning now shows that pupils have opportunities to learn about fitness and health, and to take part in dance, games and gymnastic activities. Outdoor and adventurous activities are also planned for. In Years 3 and 4 children are taught swimming by professional coaches at the nearby swimming pool and, if necessary, continue into Year 5 until they can swim 25 metres. As they move through the school pupils have opportunities to play netball and football against other local schools.

131. The subject co-ordinator is newly appointed. Her predecessor has kept a comprehensive file detailing monitoring activities, health and safety procedures and a subject development plan. She kept abreast of developments in her subject and recently attended training to enable her to organise a particularly effective sports day which successfully included all the children, including one with a physical disability, which according to a parent "Brought a tear to the eye."

132. Apart from the school hall, which is small and restricts opportunities for satisfactory teaching, the school has adequate playground space and a field large enough for football. The school hall hampers pupils' opportunities in gymnastics, because the space is not large enough to develop sequences of movement on the floor or when using apparatus. A recent development is the particularly good provision of 'Joe's Garden' containing a range of apparatus for outdoor play. The subject also benefits from a range of appropriate equipment for outdoor games.

RELIGIOUS EDUCATION

133. Pupils' achievements are good as they move through the school because of the good teaching, learning and interesting curriculum, which is planned to link with the Kent Agreed Syllabus. As a consequence of this, standards are higher than average by Year 2 and Year 6 in the sample of work seen. Learning and achievement is widened by the interesting assembly themes. There is very good support for pupils with special educational needs, which is resulting in many achieving average standards. There are satisfactory opportunities for the most able to learn new knowledge, which challenges them. However, they are not always given enough opportunities to extend their writing and research. For example, most of the work shows good factual writing, but little of this is interwoven into plays, letters, poetry or diaries etc. Links with history are good.

134. The work completed by last years' pupils in Year 2 shows a varied range of topics. Pupils know about the significance of worship and understand the purpose of ceremonies, symbolism and the function of rules. Good use is made of role-play to find out about such events as, confirmation, baptism and the significance of vows in a wedding ceremony. Later, comparing these with a Hindu wedding. By Year 6, pupils answer probing question, which help pupils to consider comparisons in religion. They know about the life of Buddha and can describe the role of Father David, the local vicar, with that of a Rabbi. Understanding develops at a good rate. Discussions with pupils and from the work seen, pupils develop respect and tolerance of different beliefs, supporting their spiritual and cultural education.

135. One lesson was observed in the mixed Year 3 and 4 class, during the inspection, it was of a good standard. This evidence, along with the quality of work in pupils' books and discussions with pupils, and evaluation of teachers' planning, suggests that the overall quality of teaching and learning is good. Work is well planned to allow for the mixed aged classes. In many instances, the most able pupils are not given sufficient opportunity to explore and research in a different way to others in the class by using information and control technology to widen their learning. Nevertheless, teachers have high expectations and show very good subject knowledge. As a consequence of this, pupils work quickly and accurately showing a good understanding about they are learning. The strong emphasis on role-play and literacy skills, including reading and note taking, enable pupils to think, discuss and learn for themselves. Marking shows praise for pupils' efforts, but is best in Year 5/6, where there are more evaluative comments.

136. A significant strength of provision is the high quality range of visits. Such as, those to the Gudwara, which brings learning alive and motivates pupils to find out more for themselves. For example, pupils explained the meanings of 'Tahkt' 'Guru Granth Sahib' and 'Chauri' and understand the significance of the 5Ks in the Sikh religion. Teachers and assistants generally make good use of resources, as evident for the photographic evidence of visits out a general work covered. However, in the lesson seen, few resources were used to enrich pupils' knowledge of Mecca and the Islamic faith. Information and control technology is used satisfactorily for word processing and when down loading research information from the Internet. However, there is insufficient use of CD ROMS for research. An example of the very good support for pupils with special educational needs was observed when researching Islam, they were helped to read about and then act out a scene, which widened their understand the significance of the pilgrimage to Mecca.

137. The curriculum is very well planned and enriched by excellent links with the community. Pupils show very positive attitudes and are helped to understand that Britain is a multicultural country. For example, during one assembly, a lively discussion, about the Jewish 'Day of Atonement' helped pupils to understand the meaning of the word as 'at one ment', helping pupils to remember about being 'at one' with God and their friends. The subject is led and managed to a very good standard by the headteacher, who understands the strengths and weaknesses in the subject. For example, assessment procedures are underdeveloped and have been identified for review following specialist training later in the year. There has been very good improvement in the subject since 1996. Almost no reference was made to religious education in the 1998 report, but since the inspection in 1996, provision has gone from satisfactory to good.