

INSPECTION REPORT

**LEYBOURNE ST PETER AND ST PAUL
CHURCH OF ENGLAND PRIMARY SCHOOL**

Leybourne

West Malling

LEA area: Kent

Unique reference number: 118727

Acting Headteacher: Mrs Vanessa Dunnet

Reporting inspector: S Tweddell
1709

Dates of inspection: 17 - 20 March 2003

Inspection number: 247950

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Rectory Lane North Leybourne West Malling
Postcode:	ME19 5HD
Telephone number:	01732 842008
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Appropriate authority:	Governing Body
Name of chair of governors:	Father Christopher Dench
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1709	Sandra Tweddell	Registered inspector	Science History Educational inclusion English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9744	Peter Brown	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2734	Paul Cosway	Team inspector	Mathematics Design and technology Information and communication technology Physical education Foundation stage	How good are the curricular and other opportunities offered to pupils?

23413	Robert Allen	Team inspector	English Art Geography Music Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leybourne St Peter and St Paul is a voluntary aided Church of England school, that takes pupils from the age of 4 until 11. Pupils come from the immediate, relatively advantaged, neighbourhood and from homes that are largely owner occupied, with some from local authority housing. The number of pupils who are entitled to free school meals is well below average. The school is of average size and has 213 pupils on roll. Children enter the reception class in the year in which they are five and younger children attend part-time until Christmas. Many children attend some form of pre-school provision before they enter the reception class. Most pupils come from white British homes. Two are from homes in which English is the second language; both are British born. The number of pupils with special educational needs is low as is the number with a statement of special educational need. The attainment on entry is above average overall, but in the last two years has declined and, in comparison with other schools in Kent, is below average. At the time of the inspection, an acting headteacher was in post, covering the secondment of the substantive headteacher. Religious Education and Collective Worship were not inspected as this will be done by the Diocese.

HOW GOOD THE SCHOOL IS

Pupils are given a good education with many very strong features in an environment that is loving and deeply caring. Attainment overall is well above average and pupils make good progress. Teaching is good and many lessons are very good or excellent. The overall leadership and management are good. The acting headteacher has a clear vision for the school's development based on a rigorous appraisal of its work and is developing many of the management systems to make them even better. Her leadership is very good. Taking into account the cost per pupil, the attainment on entry and when pupils leave and the budgetary position, the school is providing satisfactory value for money.

What the school does well

- Attainment is well above average in English, mathematics and science and pupils make good progress.
- A very special ethos comes from the excellent relationships and the ways in which all who work in the school are valued.
- Pupils enjoy coming to school and attendance is very good. They have an excellent attitude towards school and they behave very well. Their personal development is very good.
- Teaching is good overall and all teachers have the gift of making many lessons interesting and exciting.
- The leadership of the acting headteacher is very strong and management systems are appropriately focused on ensuring that pupils make good progress.
- The curriculum is rich and most subjects are taught in depth.
- The provision for social and moral development is excellent.

What could be improved

The school has identified these areas and is already working on them.

- The use of assessment and target setting in increasing the progress in Years 3 to 6.
- The role of subject leaders, particularly their role in monitoring the quality of provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in December 1997. Attainment has improved from above average to well above average in English, mathematics and science at the end of Year 6. The curriculum has improved and subject guidance supports lesson planning well. Provision for preparing pupils to live in a diverse society has improved, although more needs to be done. The school improvement plan is now more focused and is used well by staff and governors. Governors visit regularly. Health and safety concerns have been tackled well. Provision for the under-fives has improved

as has provision for information and communication technology (ICT). Teaching has improved significantly.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	C
mathematics	A	B	C	D
science	C	B	C	D

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

The table shows that attainment at the end of Year 6 in 2002 was well above average in English and average in science and mathematics, but in comparison with similar schools was average in English and below average in mathematics and science. At the end of Year 2, attainment in reading, writing and mathematics was well above average and in comparison with similar schools was well above average in reading and mathematics and above average in writing. The trend in performance has been below that of most schools by the end of Year 6. The target for the number of pupils gaining Level 4 and above was met in English, but not in mathematics.

The inspection found that attainment by the end of Year 2 is similar to last year, but that there is an improvement in attainment by the end of Year 6 as pupils are, this year, making better progress. This is because of rigorous management action which is raising attainment in mathematics and science. Pupils achieve well in Years 1 and 2 to attain well above average standards in English, mathematics and science and the effective teaching in Years 3 to 6 is ensuring that they maintain the high standards. Attainment in English, mathematics and science is well above average and in other subjects is above average. Staff have successfully focused on ensuring that boys achieve as well as girls and the inspection found little difference in their performance, although boys sometimes present their work less well than girls. Gifted and talented pupils have been identified, and generally make good progress, although sometimes their work lacks challenge. The few pupils for whom English is an additional language also achieve well. Lower attaining pupils make good progress because they are supported well. Pupils use their skills of literacy and numeracy very well in other subjects. In the reception class, children achieve well and many exceed the learning objectives for six year olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Most pupils are eager to work and to take part in activities. They are highly motivated to achieve well.
Behaviour, in and out of classrooms	Very good. Pupils are very courteous and welcoming.
Personal development and relationships	Very good. Pupils respond well to the many opportunities to take responsibility and they work exceptionally well together. Strong mutual respect between adults and pupils is a feature of the excellent relationships.

Attendance	Well above average. Most pupils love school and arrive punctually.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	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.

Teaching is good overall and half of all lessons observed were very good or excellent. Many of these lessons were in Years 1 and 2, although very good and excellent lessons were also observed in Years 3 to 6. No unsatisfactory lessons were observed. Teachers plan well and they have a good understanding of the subjects they teach. This ensures that pupils' learning moves forward rapidly, building on their previous understanding. All teachers manage the behaviour of pupils very well which creates an environment in which all can listen and learn. The teaching of English and mathematics is good and all teachers teach skills of literacy and numeracy very well. Pupils with special educational needs, lower attaining and higher attaining pupils are taught equally well in English and mathematics, but in other subjects, occasionally higher attaining pupils mark time. Teachers understand the learning needs of the few pupils for whom English is an additional language and teach them well. A key strength in pupils' learning is their willingness to seek out information and resources for themselves. Teaching in the reception class is good, staff have a good understanding of how children of this age learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well planned and has breadth and depth. There is a good range of extra-curricular activities.
Provision for pupils with English as an additional language	Good. Although there is a small number of pupils, they are encouraged to develop their skills in language and they make good progress.
Provision for pupils with special educational needs	Very good. The provision is very well managed and pupils make good progress. Classroom assistants support them well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for moral and social development is excellent and for spiritual development is very good. Provision for cultural development is good. There is a very strong emphasis on Western European culture, but less on the diversity and richness of other cultures.
How well the school cares for its pupils	Very well. Adults work hard to ensure a safe and healthy environment for the pupils. Methods of tracking the progress of pupils in English and mathematics are very good and are satisfactory in other subjects.

Most parents hold the school in high regard. Parents are given good information about the school and the progress their children make. Many are involved through the very good links that the school has established.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher is giving very strong leadership and is implementing and developing the management systems to make them even more rigorous. The newly established senior management team is giving effective support and staff in the team are very clear about their roles. Subject leaders give a good lead and support colleagues well. All adults work very effectively together.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school, gained partly from their regular visits. They give much time to support the work of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	Good. The programme for reviewing the work of the school is being refined and the priorities for development are highly appropriate and based upon a rigorous evaluation of performance. Subject leaders regularly monitor their subjects and are developing their skills of evaluation.
The strategic use of resources	Good. Funds are used well for their designated purpose. A three year budget plan has been produced to handle the projected deficit for 2003. Governors handle funds responsibly and take good account of the principles of best value in all their dealings.

There is a very good match of teachers and support staff to the needs of the school. The school has ample accommodation and specialist rooms for music and ICT. The quality of display is very good and supports the very good learning environment. Learning resources are good. The adequacy of resources, accommodation and staffing is good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The school promotes positive values and attitudes and children behave well. • Teaching is good and children are expected to work hard. They make good progress. • The school is well led and managed. • Children are encouraged to take responsibility. • Parents would feel comfortable about approaching staff if they had a problem. 	<ul style="list-style-type: none"> • The amount of work done at home. • Information about how well their child is doing. • Closer working with parents. • More activities outside lessons.

The inspection team find that parents are justified in their views about what pleases them about the school. It was unclear as to why parents are unhappy about the amount of work done at home as some felt it too much and others too little. Inspectors found that homework is given regularly and increases in quantity as children move up the school. There is some inconsistency because homework sometimes involves finishing off work started in class which can penalise children who work slowly and insufficiently challenge those who work more quickly. Reports give adequate information about how well children are doing, although for subjects other than English and mathematics, comments are often about what pupils have covered and not about their attainment. However, parents are given regular opportunities to meet with their child's teacher. The school tries to work closely with parents; one example was the recent curriculum evening that was held for parents of all children. The number of extra-curricular activities is good for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the past four years, attainment throughout the school in comparison with other schools in the country has been high, except for science at the end of Year 6, which has been broadly average. In 2002, pupils at the end of Year 2 attained highly in comparison with similar schools. At the end of Year 6 however, attainment fell in mathematics and in comparison with similar schools, attainment in mathematics and science was below average, although it was average in English. Staff carefully analysed the results and are using the information to improve teaching and learning. The analysis showed that many pupils missed higher levels in the tests by a small margin. The school met its targets for the end of year 6 in English, but failed to meet them in mathematics. The targets for the current year are slightly higher, and the school is on track to reach them. Boys have done better than girls in English and mathematics over the past three years, but girls have done better in science than boys.
2. The inspection found that attainment at the end of Year 2 is still well above average and that pupils make good progress. At the end of Year 6, attainment and progress have improved this year, particularly in mathematics and science. Pupils maintain the high standards from the end of Year 2 and progress is good. The reason for this is that the information from an analysis of the school's procedures is being used to good effect. The teaching of investigative skills in science has been a focus for development, as has problem solving in mathematics. Pupils' progress is rigorously tracked in English and mathematics and the information is used to set targets. Although this procedure has been a feature of the school for some time, the process has been refined and the targets are generally helpful in ensuring that pupils make good progress.
3. Until two years ago, children entered the school with levels of attainment above those expected of children of this age in the six areas of learning: personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. The most recent intakes have had a slightly higher proportion of pupils with special educational needs and so attainment on entry for these groups has been below that of Kent. They make good progress through the *stepping stones* of the Foundation Stage curriculum during the time they spend in the reception class, and they are on course to exceed the Early Learning Goals in all areas of the curriculum by the time they enter Year 1.
4. Across the school, the inspection found little significant difference in the performance of boys and girls. The school has been tackling this issue by looking at how boys learn and putting methods into place that reflect this understanding. Boys are equally motivated by the teaching and are equally eager to respond as girls, ensuring that they achieve well. Sometimes their work is less well presented than girls' work.
5. Higher attaining pupils are usually challenged by their work and so achieve well. In some subjects however, they occasionally finish before the rest of the class. In most lessons, this is quickly picked up by the teacher who finds suitable work for them, but sometimes, this does not happen. A list of pupils who have particular talents has been drawn up. Teachers know who these pupils are, and usually ensure that the work is challenging. More work on this is appropriately planned for the summer term. Pupils for whom English is an additional language achieve well as the caring environment of the school ensures that they take a full part in all activities.
6. Pupils identified as having special educational needs receive well directed additional help, and, as a result of this and their own good motivation, make good progress from their different starting points. This is well recorded through the school's internal tracking procedures.

7. Attainment in literacy and numeracy is well above average and pupils apply their skills well in other lessons. In science, they are confident when measuring and they handle data well. In history they use skills of research very well to find out about the past, often finding out very interesting pieces of information. They present information in a range of interesting and attractive ways, although sometimes, spellings are inaccurate.
8. Attainment in science is well above average and has improved this year because of the emphasis on investigation. Although this has improved, it is still a weaker area of science. Pupils are generally confident with other aspects of science, particularly their knowledge of scientific facts.
9. In ICT, attainment is above average and pupils use their skills well in other subjects. The new ICT suite has helped greatly and it is used well to support pupils' skills. By the end of Year 2, attainment in geography and physical education is average, but by the end of Year 6 is above average. Attainment in other subjects is above average by Year 6 and pupils make good progress. This is because of the high quality of teaching and the rigorous planning of lessons, supported by good curriculum guidance.
10. There has been good improvement in attainment since the last inspection. Progress is now good across the school and attainment in English, mathematics and science is now well above average.

Pupils' attitudes, values and personal development

11. Attitudes to school, at every age level, are excellent and constitute a major strength of the school. Pupils are highly motivated to learn and express exceptional enthusiasm for school and what it has to offer them. In class they display total commitment, involving themselves fully in the wide range of learning opportunities provided. Outside formal lessons they participate wholeheartedly in the many extra-curricular activities open to them. The excellent attitudes to school displayed by pupils are reflected in the very high levels of attendance and punctuality. This outstanding level of motivation allows pupils to remain fully focused in class, thereby accelerating their rate of progress.
12. Behaviour throughout the school is very good and provides an ideal springboard to effective learning. Within lessons, pupils are highly attentive, aware of the needs of others, and anxious to create a climate within which learning can take place. Instances of disruptive behaviour are extremely rare. Around the school generally, pupils are well mannered, courteous and considerate to other people. They open doors for adults and fellow pupils alike, usually with a smile and a greeting. Their play is constructive and based on close personal friendships. Instances of coercive or over-physical play are virtually unknown. Pupils, in conversation, made reference to the virtual absence of bullying and, indeed, none was observed or reported. There have been no exclusions during the past year.
13. Children in the reception class have very good attitudes to learning. They achieve well, acquiring skills, knowledge and understanding in all areas of the curriculum. The children are very interested in all the activities, learn to concentrate for increasing lengths of time, and become independent. During lessons, many children work unsupervised at specified tasks while the adults work with other groups.
14. Pupils, in all age groups, show a very clear understanding of the impact of their actions on others. They are highly sensitive to the needs of fellow pupils and make every effort to be helpful and supportive. A particular example was the encouragement and assistance given by children to one of their class for whom English is a second language.
15. Respect for the feelings, values and beliefs of others is good. Pupils are clearly aware that people feel and think differently but do not allow these differences to affect their personal relationships.
16. Relationships of pupils with each other and with adults are excellent and provide a firm foundation on which learning can take place. Collaborative working within the classroom is of a very high

order, with pupils being able to solve problems on a group basis and to share ideas and experiences with each other. Relationships with adults are confident, relaxed and based on mutual respect. The strength of these relationships contributes positively to the quality of learning and to the promotion of personal development.

17. The school provides very good opportunities for pupils to develop initiative and personal responsibility. A well established school council provides a highly appropriate opportunity for pupils to display personal initiative through the promotion of new ideas based on consultation with their classmates. A number of significant improvements have been introduced as a result of initiatives taken by the school council, including the creation of a quiet area and the introduction of the 'well done' board. The gardening club has put flowers in the playground. A particularly strong feature of the school council is the active involvement of Year 1 and Year 2 pupils. Pupils additionally demonstrate initiative through the organisation of charitable events, a recent example being the Red Nose Day for which £250 was raised. Pupils are encouraged to demonstrate personal responsibility, for example, by Year 6 pupils assisting in the office and Year 4 pupils reading to children in the reception class.
18. Levels of attendance at the school are very good, significantly exceeding national averages. The level of unauthorised absence is very low, falling well below average. Virtually all pupils arrive punctually at school.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching throughout the school is good and the teaching in Years 1 and 2 is very good. Although all the teachers are highly skilled, teaching in Years 1 and 2 is consistently very good due to the experience of the teachers involved. All the lessons observed across the school were satisfactory or better and almost nine out of ten were good or better. About half of the lessons observed were very good or excellent. The reasons for this are a willingness to share ideas that comes from the very good team work, an emphasis on professional development by senior management and the hard work and commitment of the staff. A recent initiative has been looking at how pupils learn and this is having an impact on the quality of learning across the school, which is good overall and very good in Years 1 and 2. The teaching of all subjects is good, except for music where it is satisfactory. Teaching has improved since the last inspection, when it was good with approximately one out of five lessons judged very good or excellent.
20. The quality of teaching for the Foundation Stage has improved since the last inspection. It is good in all areas of the curriculum including creative development. The teacher plans a good range of activities that help the children to learn the skills they need. She teaches well the basic skills required for literacy and numeracy. All adults who work with the children have high expectations of behaviour and learning. They use a good range of teaching methods. For example, they work with large and small groups, and individuals; they interact well with children who are working on tasks chosen by themselves; and they move children on in their learning through skilful questioning. The children are managed well. They are taught the rules and systems in the classes and are regularly reminded of how they should behave and relate to one another. This is done in a gentle but firm way, that brings the children to a realisation of what is expected of them without making them feel that they are naughty or do not fit in. They develop confidence and self-esteem that serve them well later in their schooling, as well as learning valuable social skills.
21. Across the school, pupils who have special educational needs are taught well and the support they receive from their classroom assistants is good. The support enables the pupils to contribute to full class discussion which supports their confidence and self esteem. They are fully integrated in all lessons, where most additional support is provided, where teaching is generally at least good, and where lesson planning takes account of their specific needs. As a result, they make good progress. From time to time, some pupils are withdrawn from lessons for individual or small group work, designed to meet a particular need. This is carefully controlled to ensure that there is a minimum of disruption to the curriculum provided for all. Teaching assistants work well

in providing support for both individuals and groups. They know the objectives and content of each lesson, and they are familiar with pupils' Individual Educational Plans, which are of good quality, embodying descriptions of pupils' needs and advice on how to meet them. Targets and review dates are set and parents are fully involved in reviews. Good use is made of the support services provided by the local education and health authorities, with whom there is good liaison.

22. Higher attaining pupils are usually challenged by their work leading to good gains in their knowledge, understanding and skills. A register of pupils who are gifted and talented has been compiled and staff plan to develop ways to ensure that these pupils make the progress of which they are capable. However, they are challenged well by the activities as teachers ensure that work is always available for them. In science and history, occasionally higher attaining pupils finish early and some pupils who are slower do not finish their work. This is because assessment is not used as well as it is in English and mathematics in these subjects.
23. Boys and girls are taught equally well. Staff have successfully focused on improving the writing of boys although sometimes boys present their work less carefully than the girls. Boys are eager learners who persevere as well as girls and who are willing to try out their ideas.
24. There are very few pupils at the school from homes that are not white European or whose mother tongue is not English. This small number of pupils are equally well taught and their learning is good. Staff encourage the pupils to take part in the lessons and take care that they join in the activities.
25. Literacy and numeracy are taught very well across the curriculum. Teachers take opportunities to develop and extend skills; for example, in history where pupils are encouraged to present their work in interesting ways and in geography where pupils use their understanding of scale when looking at maps.
26. Staff have recently re-audited the curriculum which has led to a revision of planning work in units. The planning is well considered and is used effectively by teachers. It supports the confidence of those who have less expertise in some areas of the curriculum and helps to ensure that teachers' understanding of the subjects they teach is good. It also ensures that pupils make good gains in their learning as the teaching builds on what has gone before. In a lesson with Year 2, pupils were asked to predict how a story might end and then improve it. The teacher's planning was very detailed and provided a very good structure for the lesson. This, along with her very good knowledge of her pupils, enabled her to frame questions that encouraged pupils to reflect and to maintain their interest and motivation by a range of well planned activities.
27. A key strength in the teaching is how teachers develop independence in pupils. This feature, combined with the excellent relationships, encourages pupils to try out ideas, to find out things for themselves and have the confidence to make mistakes from which they learn. A superb example of this was observed in another Year 2 lesson when pupils wanted to look at a replica of Florence Nightingale's lamp. One pupil suggested sitting in a circle so that all could pass it round and see it. In a Year 6 design and technology lesson, pupils tried out many ideas when they designed and went on to draw a pattern for making slippers. Teachers are skilled in asking questions that provoke thought which contributes to childrens independence. Year 3 in the ICT suite were encouraged by thoughtful questions to work out problems for themselves when recording sounds using computers and microphones. Almost all succeeded in the task and were prepared to use ICT creatively.
28. Another key strength is in the management of behaviour, which is firm but gentle. Pupils understand well the boundaries of acceptable behaviour and this supports the very good learning environment. In a Year 1 lesson, pupils had planted beans in the previous week and the lesson was designed to see how much they had grown. Unfortunately, nothing had happened. The teacher picked up the challenge well and asked the class to discuss in pairs why this might be. Pupils seriously discussed their thoughts and came to a number of correct conclusions that they

confidently put to the whole class. The management of this class was exemplary and the lesson was one of the many exciting lessons that were observed.

29. Teachers use on-going assessment well to plan their lessons and to make sure that pupils consolidate and extend their learning. In a Year 5 science lesson, the teacher had assessed that pupils could identify the processes of investigation, but were unable to explain the processes clearly. She therefore asked pupils to plan their own investigation of evaporation. During the work, she observed that a few were having difficulty with the idea of prediction. She therefore drew them together to discuss the concept. By the end of the lesson, most were able to say what they thought might happen when they placed the same quantity of water in different conditions. Pupil with special educational needs learned well because of the support of both the teacher and classroom assistant.
30. Work is regularly marked and sometimes, teachers will write comments that indicate how work may be improved. However, as staff are aware, this is inconsistent and is a feature of on-going development through an initiative, *assessment for learning*.
31. All teachers in the school have the gift of making lessons exciting and interesting and there are many examples above. In another example, many of the features that contribute to effective teaching came together. Year 4 were studying settlements and were asked to consider contours. The teacher had prepared a plasticine mountain and demonstrated the idea of contours by slicing it across. Pupils then looked at a map to see the contours. Next they took their map outside to compare it with a hill opposite the school. Such was their motivation and interest that, although the teacher was slightly delayed and so the class was out just ahead of her, every pupil immediately began to compare their map with the hill with no further instruction. The questions that the teacher asked were highly skilled and probed their thoughts, intensifying and extending their knowledge and understanding. Care was taken to make the activities appropriately challenging for the different abilities in the class. In this lesson, learning was excellent for all groups of pupils.
32. Teaching is a considerable strength of the school and is the principal reason for the good progress that pupils make. As several children observed, *the teachers make lessons fun and interesting*. They are right!

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS

33. The curriculum is very good overall, because of the very good provision for teaching literacy and numeracy throughout the school, and the breadth of the curriculum in ICT, history, music and art. There is also good provision for the Foundation Stage (children in the reception class).
34. The breadth and balance of the curriculum are very good and there is good coverage of the National Curriculum. The appropriate statutory curriculum is in place in all subjects. The quality and range of learning opportunities is such that there has been good improvement since the last inspection. This is especially true in English, mathematics, science and ICT. The school's priorities in terms of professional development and resourcing have been in these subjects.
35. Both the literacy and numeracy strategies have been introduced very well and the arrangements for teaching both across the other subject areas, such as in art, ICT and science, are very good. Newly acquired computers and the impressive new ICT suite are being used well to develop skills in ICT. Curriculum planning is well developed and the curriculum co-ordinators are a good source of advice and inspiration for their colleagues. The school makes good use of recommended guidance for medium and short term planning in all subjects. It is beginning to adapt these schemes so that they are directly applicable to the school's pupils and circumstances, enabling, on occasion, cross curricular links. For example, work in ICT has supported research and writing in history. Year 5 and 6 pupils have used ICT in history, including the production of multi media

presentations to support their history projects and this has raised their attainment in both subjects, as well as increasing their interest and enjoyment. French is taught in Year 6 and French vocabulary introduced into classrooms and lessons from an early age. There are strong links with a French school that enhance the curriculum and the provision for teaching French is a strength of the school.

36. Provision for equality of access and opportunity is very good. Pupils have full access to the curriculum, and in-class support is good. The school prides itself in treating all its pupils equally. Although there is no specialist support for the minority of pupils who are new to English, staff are appropriately deployed to ensure that they learn well. The provision made for pupils with special educational needs is very good. This is because of the care which is taken with planning teaching and assessing progress, and because of the very good knowledge of individuals which teachers and teaching assistants apply. The new Code of Practice is being operated very well. Individual pupils, who have statements of special educational need, benefit from very good individual support in lessons; this is well managed and allows pupils to participate in the full range of classroom activities. The school identifies gifted and talented pupils and it now has a member of staff who takes responsibility for ensuring that higher attaining pupils achieve well, although more work is planned. It fosters the talents of pupils in music and sport by encouraging them to take part in festivals and competitions and share their talents with others in a variety of ways.
37. Personal, social and health education are provided for within the curriculum as well as in specific lessons. Provision is good. Social and health issues are discussed and every class has a weekly 'circle time' when pupils can talk about issues or events that are of particular concern or importance to them. The policies and programmes ensure an appropriate provision of health, sex and drugs education for children at their different stages of physical development. There is good teaching of what makes for a healthy lifestyle and environmental matters, and pupils are made aware of important health issues. Education for citizenship is now well established.
38. Links with partner institutions are good. There are links with the local secondary schools to ensure the smooth progress of pupils into their next stage of education. Even though the pupils from this school go on to many different schools, there is good preparation for the change and teachers visit and exchange information, both from primary to secondary and vice versa. There is exchange of curriculum information with the main church-aided secondary school. This school is bidding to become a technology college and Leybourne is a partner primary school in this project. There is a strong local consortium and joint training days on effective learning have contributed to the development of teaching and the curriculum. Links with the pre-school playgroup are good, and these help children to settle into school easily.
39. The programme of extra-curricular activities is good. It includes sport, music, chess and gardening, amongst others. Pupils are also involved in art and drama during various celebrations and festivals in the course of the year. Many pupils join in after-school activities on a regular basis. Many individuals learn to play a variety of musical instruments and large numbers are involved in the choir.
40. The local community makes a good contribution to learning. The school has a close relationship with the local church, and members of the local community play an important role in the school. Local people come into school to talk about the history of the area. Visits from the local police, fire brigade, the health visitor and inputs on road and railway safety extend the curriculum, as do links with the local cricket club that shares the site. Local football clubs provide coaching and training has also taken place in rugby and cricket. The pupils go on a variety of visits in the area and they make good use of the church and the area around the school as a learning resource. During science week, pupils visit the East Malling Horticultural Research Institute. The school takes an active part in the local Church Schools' Festival, based at Rochester Cathedral. The pupils' work on ancient Rome is enhanced by visits to a nearby Roman villa excavation.

The provision for pupils' personal, spiritual, moral, social and cultural development

41. The provision for pupils' personal, spiritual, moral, social and cultural development is very good. There is a strong spiritual element in many acts of worship. It is also prominent in other areas of the curriculum, including science, music and English. Pupils have the opportunity to reflect on the value of creativity and the wonders of the natural world, for example when writing poems or studying the rainbow. All pupils say prayers at the end of school sessions and, although assemblies are Christian in theme, pupils are aware of how other faiths are practised. The beautiful surroundings, the closeness of the ancient church and the use of it as an educational resource, the quality of the classroom displays, the ethos of the school and the ways that all individuals are cherished all add to the spiritual quality of life in the school.
42. Pupils are encouraged to develop a strong moral awareness and the provision is excellent. They clearly understand the difference between right and wrong and they are encouraged to consider moral issues in the context of working together for a better world. The theme of acts of worship is often strongly moral. Provision for moral education is also very good within the curriculum, where pupils learn about moral issues in a range of subjects. Visits to Bore Place environmental education centre increase their understanding of our responsibility for the world around us.
43. Provision for pupils' social development is also excellent. Even quite young pupils take responsibilities in the classroom. The opportunity to join clubs is available to all pupils and older pupils have the chance to compete against other schools. The range of visits, charity fund raising and community activities also contribute very effectively to social development and to real awareness of what it means to be a good citizen. The Year 6 residential visit to Norfolk provides very valuable opportunities for the pupils who took part, and was very enjoyable for pupils. Pupils are very caring for each other and loving and respectful to the adults who work for them in the school. They in turn provide excellent role models for pupils.
44. Cultural development is promoted well, and provision for it is good. Pupils are introduced to many kinds of music in assembly and in music lessons. The library has only a limited choice of books on world culture and there are few artefacts and pictures around the school to celebrate the achievements of world cultures other than a white European one. However, in religious education lessons pupils are helped to become aware of their own culture and that of others, and are being made familiar with non - European cultures. Day visits to their partner school in France give the pupils insight in to French culture. Aboriginal culture is celebrated in art lessons. The reception class has enjoyed taking part in a Chinese dragon dance and children dressed up as a dragon in the role play area. Pupils are very aware of their own local culture and history because of the close relationship with the village community. There has been satisfactory improvement since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Procedures for child protection are very good and fully meet the needs of the school. The acting headteacher has designated responsibility for child protection matters and she has received appropriate training to assist her in the discharge of these responsibilities. Training has been given to both teaching and non-teaching staff in recognition of signals and in the procedures to be adopted. Consequently, awareness levels are high. A child protection policy has been adopted which clearly defines responsibilities and procedures.
46. Health and safety procedures are very good likewise. A revised health and safety policy has recently been approved by the governing body, explaining in great detail the organisation, responsibilities and arrangements to maintain and develop health and safety standards. Extremely thorough risk assessments have been prepared which cover every facet of school activity, including school visits and the specific functions of the school caretaker. Procedures for reporting and investigating accidents are fully appropriate to the needs of the school, as are those related to fire prevention and control. Health and safety awareness in the classroom is very high and can be illustrated by the insistence of a teacher that pupils wash their hands prior to the evaluation and consumption of biscuits. These very high standards of health and safety are consolidated through the use of a classroom checklist which is completed on a termly basis.

47. Procedures for the monitoring of pupils' academic performance and personal development are good. Teachers display a good knowledge and understanding of individual pupils and this provides a secure basis from which monitoring can take place.
48. Educational and personal support and guidance for pupils are very good and are strongly underpinned by the excellent personal relationships which exist between them and their teachers. Teaching staff display very good skills in counselling which greatly promote the personal development of pupils. Teachers are held in very high regard by their pupils and this view is well illustrated by a member of the school council who commented, *Teachers make subjects more fun*. Invariably, pupils named their teacher as the first port of call if faced with a difficulty at school. The guidance and support provided by teachers is effectively complemented by that available from non-teaching staff.
49. Procedures for monitoring and improving attendance are very good and fully meet the needs of the school. Unexplained absences are followed up quickly and effectively using the services of the educational welfare officer if appropriate. The school recognises the educational loss arising from pupils being taken out of school during term time for holiday purposes and vigorously campaigns parents on this issue using such media as the school brochure, the governors' annual report to parents, and regular newsletters. Registrations are completed quickly and efficiently, with due regard to statutory requirements.
50. Procedures for monitoring and promoting good behaviour are very good and their effectiveness is demonstrated by the high standards of behaviour which characterise the school. The behaviour policy provides clear guidelines as to what is acceptable and the strategies available to help achieve this. The school adopts a highly positive approach to behaviour management with emphasis being placed on positive inducements, self-discipline, and teachers themselves providing good role models. Pupils are fully consulted about school rules using the school council as a forum, and individual teachers consult their pupils concerning their own class rules. Self-esteem of pupils is very effectively promoted through the use of a *Well Done Board* and *Achievement Trees*.
51. Very good procedures are in place to monitor and eliminate oppressive behaviour, and these make a positive contribution to the almost total absence of this particular problem. Teachers are extremely vigilant in identifying and following up any incidents which do arise, and pupils are encouraged to highlight any problems either on a one-to-one basis or through circle time.
52. Procedures for monitoring and supporting pupils' personal development are very good. Teachers are prepared to listen carefully and patiently to concerns raised by pupils and respond to these sympathetically and with sensitivity. Very efficient use is made of circle time to promote the personal development of pupils.
53. As a result of progress being monitored at a very early stage, it is possible to quickly identify those pupils with special educational needs. Consequently, it is possible to prepare very good and realistic Individual Education Plans which are effectively monitored and reviewed.
54. All children are formally tested in the first half term they are in the reception class, and the results are used as a base line assessment. This information is also used to plan activities for them. The quality of ongoing assessment is good for personal, social and emotional development, communication, language and literacy and mathematics. There is a new system for the assessment of children's progress through the 'stepping stones' for these aspects and for knowledge and understanding of the world, creative and physical development. This is providing the staff with good records of children's progress.
55. In Years 1 to 6, assessment in English and mathematics is used very well to set goals for the ends of Years 2 and 6 and to set individual targets each term. These are reviewed each half term. Parents are informed of the targets at their termly meetings. Pupils are involved in setting their

targets in Years 2 upwards. The quality of the targets is generally good and often builds on the target from the previous term, although there is still some inconsistency in how measurable and achievable they are. In other subjects, work is assessed at the end of each unit, although this varies from subject to subject. This assessment is not always used to give adequate challenge to higher attaining pupils and to ensure that lower attaining pupils cope with the work. Work in science is not as rigorously assessed as in English and mathematics and this is an area for development on the science action plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The majority of parents hold the school in very high regard. They believe that their children make very good progress, that the standard of teaching is very high, and that the school is very well led and managed. They are of the view that behaviour is very good and that the school provides a safe and healthy environment in which learning can take place. The inspection evidence fully supports these positive opinions.
57. Links with parents are very good and are strongly based on easy and ready access to teachers, who make themselves available on an informal basis at the end of the school day. They are ready and willing to provide parents with feedback and advice concerning their children's progress should any concerns exist.
58. Parental involvement in the work of the school is very high and makes a very positive impact on the academic achievement and personal development of pupils. Considerable help and support are provided in the classroom, and teachers take full and effective advantage of this additional resource. Practical assistance is provided by parents who regularly come into school in order to further improve the school environment by undertaking a range of DIY tasks. Very significant assistance is also provided with school visits and activities run within school itself. The Parents, Teachers and Friends Association is highly effective in raising money for the school but also provides a focal point for the organisation of many parent-teacher social events.
59. The quality of information provided by the school to parents is good. The school prospectus is detailed, relevant and attractively presented. The annual report of the governors provides a good summary of the previous year's achievements and events, and fully complies with statutory requirements. Regular newsletters are issued which keep parents fully up to date with current and future activities.
60. Information to parents concerning their children's progress is good. Parent evenings are held during the autumn and spring terms and an open afternoon at which parents meet teachers and look at their children's work. In September, these were supplemented by a curriculum meeting. Information sheets are issued to parents, providing them with good quality information concerning learning objectives for the forthcoming year and activities planned to support these. Parents receive an annual written report which provides good feedback on the progress that their child makes in each subject. Detailed information is provided for core subjects but feedback on some foundation subjects is less comprehensive. Although there exists a dedicated section on personal, social and health education, the reports do not contain a section devoted to personal development as a whole.
61. Parental contribution to children's learning at home is very good and significantly enhances the quality of learning. Parents provide invaluable assistance with reading, numeracy, and project work, often involving data collection. The school provides very good information and support to parents in order to help them successfully fulfil this role. The partnership between the school, parents, and pupils is very effectively formalised through home-school agreements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The overall leadership and management of the school are good. The acting headteacher provides very good leadership and is rigorously developing the management systems of the school, focusing appropriately on maintaining and improving high standards. The special ethos of the school comes from the style of leadership that values all who work in the school and expects the best from everyone. The team work in the school is therefore very good and is a catalyst for the effective teaching and very good support that pupils receive. All adults contribute to this environment, including classroom assistants, office and maintenance staff, midday supervisors and other adults who occasionally work in the school.

63. Several new initiatives are ongoing, and these have already had an impact on attainment in all subjects, and particularly in mathematics and science where attainment has not been as consistently high as in English at the end of Year 6. The curriculum was reviewed to ensure that all subjects are taught fully. How children learn has been a focus and this is being used in all classrooms – *brain gym* is one example. Problem solving in mathematics and investigative skills in science have been a focus for development, and using assessment to help learning is another.
64. The acting headteacher is supported well by two key stage co-ordinators. These roles are new and are therefore still developing, but a good start has been made. Subject leaders lead their curriculum areas effectively; they give good guidance to colleagues and support them well. The school improvement plan is a good management tool and the priorities are appropriately focused on raising and maintaining high standards. Staff re-thought the school's mission statement recently, although they are now aware that this does not include reference to learning and plan to include this. The aims that are written are met very well. They are influenced rightly by the teachings of the Church of England. All staff are very clear about their responsibilities, helped by very good documentation. The quality of the documentation is a strength of the school.
65. Governors are effective in their role. They have a good understanding of how the school works from their regular planned visits. These are carried out sensitively, with the full co-operation of the staff. The visits are well planned using clear guidance and include a written report which is given to the full governing body. Governors therefore have a good understanding of the strengths of the school and where it needs to develop. They use the school improvement plan at their meetings and their visits are based on the plan.
66. Staff review the work of the school well. Teachers are regularly observed and the information from this is used to improve the quality of teaching. Subject leaders are given time to review provision in their curriculum areas; they work to a regular, planned timetable that includes supply cover to ensure it happens. The quality of the reports they have written is good, showing the effect of on-going training in evaluation. For most leaders, monitoring takes the form of looking at plans or resources. They are aware that they need to develop more skills in classroom observation and this is a feature of on-going staff development. Literacy and numeracy have recently been reviewed.
67. The Foundation Stage is well led and managed and there has been good improvement since the last inspection, when the inspectors were critical of the opportunities for independence and creativity that the children were offered. These are now good.
68. The co-ordination of special educational needs provision is very good. The co-ordinator manages her one day a week highly effectively, making very good use of her extensive experience and training to promote pupils' progress. She offers very useful and specific advice to her colleagues, and her records are very detailed, ensuring that pupils' progress is closely tracked and regularly reviewed. Her liaison with external services is close and well focused upon obtaining the maximum benefit for pupils. This focus is particularly well informed as she is herself familiar with the characteristics of a wide range of learning difficulties. Teaching assistants are well informed and well deployed, and there is good liaison between them and class teachers. They make good use of their time in lessons when they are providing specific support to individuals and groups. However, while the teacher is occupying the attention of the whole class - sometimes for extended periods of time - they may do little more than watch, and efficient uses of their time needs to be considered so that this valuable resource and source of expertise may be fully used. The school manages the provision for pupils who are relatively new to English well. Staff are deployed effectively to support the small number.
69. The budget is in deficit due to decreasing numbers of pupils. Although smaller numbers were known about for some time, no firm plan was established to cope with this. However, a three year budget plan was drawn up in October and governors have now agreed it with the approval of the local education authority. The plan indicates that the deficit will be cleared next financial year and that a carry forward of about two per cent will start to accrue. It is linked to the school improvement plan. Apart from this, governors are aware of the principles of best value and they

use the funds to the best advantage of the school. ICT is used well, for example, data from assessment is being collated to make it easier to track the progress of pupils.

70. There is a very good match of staff to the needs of the school and staff are deployed effectively. Professional development of all staff is given a high priority. Performance management is very well managed and plays a good role in ensuring that the skills of all staff are kept up to date. It includes classroom assistants, office staff and midday supervisors. Their work is appropriately reviewed half way through the cycle. Procedures for the induction of staff to the school are excellent; new staff are supported very well.
71. Accommodation is very good. Classrooms are large, airy, and provide a pleasant learning environment. The school benefits from having large expansive playing fields which are effectively utilised for both curriculum and non-curriculum activities. The new building is very agreeable and welcoming for reception and Years 1 and 2, with good use made of additional space between classrooms. The demountable classrooms for Years 3 to 6 are in sound condition and provide good teaching spaces. The position and the grounds of the school provide a very pleasant environment, and the field, even though a part of the centre is occupied by a cricket square, is more than enough for both lessons and recreation.
72. Resources are good, and considerable efforts have been made to ensure that teaching is fully supported. Good features include the provision of instruments in music and the equipment of the new computer suite. The provision of books for reference and for pleasure needs enhancement and review: they are at present spread between two libraries and all the classrooms. It is acknowledged by the school that this is an area for reorganisation.
73. Resources in the reception class for all areas of the curriculum are good. There is a secure soft and grassed area just outside the classroom. This is a pleasant area, large enough for the children to take full advantage of the good range of large play equipment for physical development, much of it donated by parents, such as a small trampoline and tyres. More wheeled toys are planned. There is also good provision for physical education lessons in the hall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. Staff are working hard to improve the progress that pupils make especially in Years 3 to 6. In order to consolidate the improvements observed during the inspection, the headteacher, governors and staff should carry out their plans to;
 - (1) improve the progress in Years 3 to 6 by
 - a. consolidating the use of the tracking systems that have been established in English and mathematics,
 - b. extending the successful systems of tracking and target setting into science and develop the systems of assessment for other subjects,
 - c. ensuring that assessment information is used in planning work that meets the needs of all pupils,
 - d. developing pupils' skills of investigation and problem solving in science. (paragraphs 5, 8, 22, 55, 96, 105, 116, 136, 144, 147)
 - (2) increase the skills of evaluation of subject leaders and key stage co-ordinators through professional development and implement the plans for regular review of subjects. (paragraphs 64, 66, 121, 126, 132, 144)

Other minor issues that governors should consider in their action plan are;

- extending the provision for cultural development to raise the awareness of the richness and diversity of other cultures in the world, (paragraphs 44)
- ensuring that the marking of pupils' work gives suggestions for improvement, (paragraphs 30, 92, 107, 109)

- reviewing the use of the plenary session in the literacy hour to involve pupils in the review of their learning, (paragraphs 90)
- considering how the extensive skills of classroom assistants may be used in whole class work. (paragraphs 68)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	14	15	5	0	0	0
Percentage	17	34	37	12	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. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	213
Number of full-time pupils known to be eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	21

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

Unauthorised absence

	%
School data	3.3
National comparative data	5.4

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	16	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (96)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	15	16
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	100 (93)	96 (93)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	15
	Girls	16	14	17
	Total	30	25	32
Percentage of pupils at NC level 4 or above	School	91 (91)	76 (76)	97 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	14
	Girls	16	16	17
	Total	30	28	31
Percentage of pupils at NC level 4 or above	School	91 (84)	85 (76)	94 (76)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

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	180	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	26
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	140.25

FTE means full-time equivalent.

Financial year	2002/2003
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	£
Total income	470,140
Total expenditure	472,836
Expenditure per pupil	2210
Balance brought forward from previous year	6,975
Balance carried forward to next year	4,279

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	213
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	35	54	7	1	3
Behaviour in the school is good.	49	48	3	0	1
My child gets the right amount of work to do at home.	25	51	15	7	2
The teaching is good.	35	61	2	0	2
I am kept well informed about how my child is getting on.	17	51	26	4	2
I would feel comfortable about approaching the school with questions or a problem.	46	47	7	1	0
The school expects my child to work hard and achieve his or her best.	36	57	5	0	2
The school works closely with parents.	21	54	24	1	0
The school is well led and managed.	44	51	2	0	3
The school is helping my child become mature and responsible.	43	53	2	0	2
The school provides an interesting range of activities outside lessons.	23	41	24	6	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. The Foundation Stage comprises the children in the reception class. Children enter the school in the September after their fourth birthday. At first, they attend part-time, but soon stay all day as they become confident in their new environment. By January, all the children attend on a full-time basis. In each area of learning, children make good progress and many go beyond the outcomes that would be expected of six year olds.

Personal, social and emotional development

76. Children settle quickly and confidently into the class. As a result of the good provision, they soon gain the confidence to relate well to adults and to co-operate with one another. The children learn to take turns and share through playing together, using building bricks or playing with large toys outside. They listen carefully to adults in group work and most whole class teaching sessions. They follow instructions and most have learnt to put up their hands before answering questions, rather than shouting out. Assemblies and class discussion time are well planned opportunities for children to think about themselves and others, and to share ideas about what is special to them. They can dress and undress themselves, with help and reminders. They go to the toilet independently. They make good gains in independence and confidence as they work through the foundation year.

Communication, language and literacy

77. Provision for this aspect of learning is good, as is the teaching. Children develop their skills in listening and speaking through a good range of role-play activities, such as the 'vet's' corner in the 'pets' hospital' play area. They recount their personal experiences when discussing what they do at home, and use appropriate language when interacting with adults and other children. Children who lack confidence in speaking English as a second language are encouraged to take part in role-play and adults frequently engage them in conversation. Most children enjoy looking at print, pictures and books. All the children are aware that print goes from left to right and recognise familiar words, such as their name. The majority of the children can read a range of simple, common words. Most can read simple texts and are keen to learn more. Children make good progress in writing. They write captions for pictures and almost all children form letters accurately and carefully. The highest attainers can write at some length about their holidays or families, with most words easy to recognise; for example, *I love hoorses wen they jup up.*

Mathematical development

78. The teaching in this area is good. There is a good range of equipment to aid counting, including small toys, bricks and beads. Children are taught to count objects one by one, to aid accuracy. All count accurately to 20. They are beginning to learn to estimate the number of counters spread on the floor, and the majority can quickly give the correct answer to questions such as, 'What is one more than or one less than [a given number up to 20]?' Almost all can recognise the difference between squares and circles and explain some of the properties of each. The highest attainers are confident counting up to 100.

Knowledge and understanding of the world

79. Children enter school with a good knowledge of their families and immediate neighbourhood. Most have good recall of where they have been on holiday. Those from a non-British background share their customs and traditions with their classmates. All show an interest in their environment and in the visitors in the classroom. Children begin to develop their sense of place through playing with 'small world' toys, such as the train sets, cars and dolls' houses.

They explore the properties of water and sand, carefully filling and emptying containers. They learn about the world around them. The children enjoy using the computers and use the mouse with skill. Teaching is good and they achieve well as a result.

Physical development

80. The children enjoy taking part in a range of physical activities, including indoor and outdoor role-play. They use the good outside area for playing with large toys such as bicycles and a trampoline. The soft tarmac and the grassed areas make it safe and there is some shade from trees, but no shelter from rain or wind in inclement weather. The children have physical education lessons in the hall. They learn to be aware of the space around them and to move with consideration for others. They practise movements, copying the teacher or a partner. Almost all the children have good manipulative skills, handling small objects with skill and care. They use scissors, pencils and brushes well and made some very good three-dimensional patterns during the inspection week. Teaching is good and the children make good progress.

Creative development

81. The teaching is good, which is an improvement since the last inspection. The children enjoy drawing and painting, and demonstrate care in such activities. They like to experiment with colour and texture. They use the computers well to 'paint' patterns and simple pictures, controlling the mouse and cursor well, overall. There are opportunities for them to join in good quality role-play and to dress up to extend their skills of expression. The children enjoy singing and playing instruments. Some show good rhythmic ability and most sing together, keeping in time when singing in class – to accompany stories such as 'The Three Little Pigs', for example. They are given many opportunities to develop these skills and have a good repertoire of simple songs and rhymes when they leave the reception class.

ENGLISH

82. Since the last inspection, the school has successfully introduced the National Literacy Strategy, completely meeting the criticism made at that time of the English curriculum. Teaching, described as at least sound or better, is now very good; and leadership, also described as sound, is now good. Standards, described as above average in both key stages, are now well above average overall.
83. In the 2002 National Curriculum tests, pupils at the end of Year 2 attained standards which were well above average in both reading and writing, and well above for reading and above for writing in comparison with similar schools. At the end of Year 6, pupils' attainment in English was well above the national average, and in line with that of similar schools.
84. Inspection findings bear out these judgements. Pupils achieve well as they move up the school, maintaining very good standards. Three factors strongly promote this progress: pupils' own high motivation, the very good teaching they receive, and the way in which the school promotes and values its children, conferring confidence.
85. This confidence shows powerfully in pupils' skills of speaking and listening. They listen to their teachers well with a developing analytic approach, as was seen in a Year 1 lesson where they were listening to a teacher as she set out ways in which stories might be told more interestingly. At the other end of the school, Year 6, pupils were tackling the same problems at a much more advanced level, as the teacher posed challenging questions about descriptive writing. In their different ways, these two groups, contrasting in age, were able to show that they had well above average skills in listening and assessing what they heard, and in responding with careful, thoughtful answers - the older pupils at some length, with considered justification and support for the judgements they were putting forward.

86. In reading, the very good levels of attainment are demonstrated by pupils' ability to show understanding. By the end of Year 2, appropriate texts are read with accuracy, liveliness and enthusiasm, leading to expression which is entertaining and a joy to listen to. Pupils have basic research skills, and two out of three can find an item in a simple dictionary. They have good strategies for tackling unfamiliar words, sometimes breaking them down phonetically, sometimes using contextual clues, and sometimes relying on "meaningful guesses" which combine clues and which are often very accurate - largely because of the reserve of known words and parts of words which they have already accumulated. Because of the regular reading encouraged in lessons and at home, and because of the focused reading in the literacy hour, there is consistent improvement through Years 4 to 6, so that higher attainers among the older pupils read texts with accuracy, expression - and even poise and sophistication. They have good research skills with text and reference books, and use ICT well for their research. Particularly, pupils at this age have developed analytical skills beyond what might be expected; they are very aware of how authors achieve their effects in a variety of genres, and of the range of ways in which meaning may be communicated.
87. This awareness of what makes pleasing reading is also very evident in pupils' writing. In looking together at the story of the *Three Little Pigs*, pupils in Year 1 chose between an interesting and a less interesting sentence, and suggested their own ways of writing something in the best way. By the end of Year 2, pupils of middle and higher levels of attainment put together stories which have clear, well considered structures, with well chosen, interesting vocabulary. Full stops are mostly used accurately, and direct speech is often correctly marked. Spelling is often correct, or at least logical. Lower attainers are beginning to join clauses with "and", and all produce continuous writing at some length, from two or three sentences up to over a hundred words. Handwriting is usually well formed and positioned, although few pupils as yet are joining their letters. This is a concern the school plans to address, probably by teaching joined writing from the beginning.
88. In Years 3 to 6, writing develops well, so that the work seen from Year 6 is full, rich and varied. Higher attaining pupils are very accurate in their spelling and use of a wide reserve of words, and middle attainers write well for effect, with a comparatively small number of errors. Almost all pupils are writing at a level at least in line with national standards, and a considerable proportion are above or well above. What distinguishes writing in the school is its sensitivity and vividness, which come from young authors' desire to find the right way of saying things, and to please both themselves and their teachers.
89. Pupils enjoy their work in English, and they try to do well. Their relationships with their teachers are very good, and so good achievement is sustained throughout the school. The caring ethos of the school confers a sense of security, with the result that pupils are ready to "have a go"; they know that being wrong is not important, as that is part of how they learn.
90. Teachers have very good knowledge of their pupils as individuals, and provide well for their differing requirements, so that pupils with special educational needs are included in all the opportunities provided, and make progress in parallel with their peers. Lessons are well structured and planned and objectives are shared with pupils. All know what is the starting point, and where they are going. Teachers' styles are friendly and collaborative, so that pupils' interests and enthusiasms are engaged and held in a sharing process. During the inspection, teaching was never less than good; one lesson was very good and one was outstanding. The best lessons were characterised by very high expectations, which drove progress forward fast, and by the skilful and sensitive application of teachers' knowledge of how children learn. The National Literacy Strategy is well applied in all parts except in the final plenary session, which is intended as a shared evaluation, involving pupils in the self knowledge of their own learning. Teachers used this part well to reinforce and confirm the lesson content, but pupils were less free to exercise their own judgements. Teaching assistants have a significant role in lessons, and provide effective support to pupils with special educational needs or other difficulties by leading small groups with particular focuses, or by prompting or encouraging individuals in whole class sessions. However, this valuable resource is not fully used at these times (often for half a lesson) when the teacher is

occupying the attention of all of the class, and consideration needs to be given to ways in which their skills may be more economically planned into lessons.

91. The leadership of English is good. A very experienced and committed teacher, the subject leader has a clear vision of the priorities for the subject. She has overseen the successful application of the National Literacy Strategy, and the improvements accompanying it. The subject documentation which she has produced provides teachers with effective guidance, and this results in planning which is detailed, and lessons which drive progress. Assessment is careful and regular, and very good use is made of the resultant data in planning teaching for the future, and in identifying areas for development. Resources are satisfactory, but there is a need for more class readers so that pupils do not have to share books. The school library provision is confused: there are two designated spaces containing limited collections of fiction and non-fiction. There are also collections of books for loan in classrooms. While pupils have satisfactory access to reading for pleasure, the well established reading culture would be further improved by the rationalisation of this situation and the enhancement of stocks.
92. Literacy is promoted very well throughout the school, particularly through the way in which reading is encouraged, and through the literacy strategy. In subjects other than English, teachers ensure that key words are known and understood, and that the proper technical words are used. They take care to ensure that pupils for whom English is an additional language understand key vocabulary. (Even in Year 1, pupils being introduced to weaving learnt the words "warp" and "weft"). Pupils are encouraged to speak carefully and after thought, and to seek the best word. However, technical errors are often missed when teachers mark pupils' work in subjects other than English, and there is a lack of consistency in practice.
93. English makes a very good contribution to pupils' spiritual, social, moral and cultural development, in encounters with the beauty of great literature (or even in the thrill of writing well themselves), through personal interactions in lessons, in paired and group work (where they are particularly successful), in their discussions of moral questions in class, and through contacts with their own and other cultures through the range of books and poems which they read.

MATHEMATICS

94. National test results at the end of Year 2 in 2001 were above the national average. They improved in 2002 and were well above the national average and those of similar schools. The inspection evidence shows that current standards in Year 2 are similar to the test results for last year and are well above average overall. This is similar to the last inspection.
95. The last inspection found that attainment was above average. There has been an improvement since then. The test results at the end of Year 6 in 2001 showed that attainment was above average compared with schools nationally, having been well above average in 2000. The results for 2002 showed a continued downward trend. They were in line with the national average and below those for similar schools. The proportion of pupils who attained Level 4, the nationally expected level for pupils at the end of Year 6, or above, 76 per cent, was slightly above the national average of 73 per cent. However, slightly more pupils were graded at Level 3 than average. The disappointing achievement was that of boys. Girls attained well above the national average score for girls, reflecting their success in the tests at the end of Year 2. The boys, however, who had also been well above the national average at mathematics when they took the national tests at the end of Year 2, fell behind. Their average point score was slightly below the national average for boys by the time they reached the end of Year 6, although there had been some movement of pupils in and out of the school in the ensuing period.
96. The finding of the inspection is that standards have risen significantly since the 2002 tests. The Year 6 pupils are well above average in their knowledge and understanding of mathematics and have very good standards of numeracy. Almost all are working at least at Level 4. Almost half are working at the higher level, Level 5. This significant improvement is the result of the ongoing development and monitoring of teaching, which is improving the effectiveness of mathematics

teaching in Years 3 to 6. In addition, the continued implementation of the National Numeracy Strategy is proving increasingly successful in developing the pupils' mathematical skills, increasing their understanding of mathematical processes and giving them a range of methods for performing and checking calculations. Another factor leading to improvement in attainment is the increased rigour in tracking the progress of pupils through the school. The introduction of better systems for the assessment and tracking of pupils' progress in mathematics has enabled teachers to focus specific teaching and support where it is most needed.

97. By Year 2, most pupils reach well above the expected level for their age and are confident with numbers up to 100 and beyond. They are mainly secure in their understanding of tens and units. When calculating, they double and halve numbers and many add and subtract two digit numbers mentally. They have begun to work with multiplication beyond the two, ten and five times tables. The more able understand that multiplication is repeated addition. Most recognise right angles and identify which shapes contain them, such as a square. All pupils recognise different coins and understand their relative values. They make sensible decisions when deciding which coins to use to pay for different items. Many recognise number patterns and use them to work out, for example, how many sets of five bricks can be made from 20 bricks.
98. By Year 6, pupils do money calculations confidently and accurately. They can work out complicated costings accurately, such as the total cost for a small family of a continental 'package tour' holiday. They are familiar with standard measures, including those of capacity, and can compare lengths, and they are also familiar with the properties of complex shapes, such as triangular prisms.
99. The higher attaining pupils' ability to solve mathematical problems is good. They are able to use their good reading skills to ensure that they understand the question fully and then they divide the problem into its constituent parts. The ability of lower attaining pupils to solve mathematical problems is developing, but they need to be given more opportunities to practise these skills and to reflect on and discuss which method works best in different situations. Almost all Year 6 pupils are secure in their ability to 'guesstimate' the answer in order to check their calculations. They use a number of methods, including number lines, to check that their answers are correct.
100. The quality of teaching and learning is good overall throughout the school, with examples of very good and excellent teaching across the school. The staff share experience and skills to improve teaching, and the quality was good or very good in almost all lessons observed. All teachers have good subject knowledge. They plan effectively to ensure that pupils' learning builds progressively. Pupils' work is assessed regularly and this information is used to provide all pupils with work that is appropriate to their individual needs and abilities. As a result, all achieve well, including high attainers and those with special educational needs. The plenary at the end of lessons is used well to consolidate learning.
101. The teachers' appropriate expectations of the pupils are evident in the level of challenge in the tasks they set. The pupils respond well, concentrating on the tasks, taking the work seriously and showing a real desire to succeed. They learn well and have very positive attitudes to their work. Teachers consistently apply positive strategies to encourage good behaviour, such as praising those who are keen to answer questions or quick to start work. This results in very good relationships and very good behaviour. Pupils are co-operative and responsible, working well individually or in small groups. In all classes, teachers make good use of practical aids to support pupils' learning. This helps pupils' conceptual development and is particularly helpful to the average and lower attainers. In a Year 2 lesson, for example, the teacher allowed the higher attainers to work out divisions on paper, but encouraged the lower attainers to use small plastic bricks so that they could see for themselves the effects of division. Most teachers ensure a brisk pace. In a Year 5 lesson, the teacher set clear deadlines for a sequence of tasks and reminded them frequently of how much time they had left in which to complete the activities, adjusting this if it was clearly unrealistic. The pupils responded well to her high expectations, concentrating hard, and the result was that they made rapid progress.

102. The subject is led very effectively and the National Numeracy Strategy has been introduced into the school well. The use of assessment and the tracking of progress are good; they are growing strengths in the subject. The co-ordinator provides very good leadership of the subject and monitors it well. There has been good improvement since the last inspection.

Numeracy

103. Numeracy is promoted very well across the school. There is an effective numeracy policy and all teachers are aware of the need to reinforce skills in all the subjects of the curriculum. There is good use of number skills in science, including recording results of practical work in graphs and tables. Teachers seek out opportunities in art, design and technology and information and communication technology to give pupils practice in mental mathematics, and to reinforce what they have learnt in their numeracy sessions. Numeracy skills are developed when teachers work on distance and scale in geography, measurement in design and technology, plotting in information and communication technology and in work on shape and space in art, including work on tessellated patterns and symmetrical shapes.

SCIENCE

104. Attainment in science is well above average at the end of Years 2 and 6. This is an improvement from the last few years, when attainment has been broadly average at the end of Year 6. Teachers have focused on developing pupils' skills of investigation which was a weaker area. Investigative skills are developing well, although pupils' knowledge of scientific facts is still a stronger area.
105. Pupils make good progress throughout the school because of well planned lessons and effective teaching. Pupils who are lower attaining or who have special educational needs receive good support so usually achieve well. However, some work in their books is unfinished which indicates they may need more time or different activities. Higher attaining pupils generally make good progress as the work is challenging. On some rare occasions they finish earlier than the rest of the class and mark time. Girls and boys make similar progress as boys are as well motivated as girls and want to do well.
106. In Years 1 and 2, pupils develop good skills of investigation through carefully planned activities that encourage them to ponder and reflect. They present their work accurately and record it well. Year 1 pupils came up with several valid suggestions as to why their beans had not grown over a week and pupils in Year 2 looked carefully at plants and could name their parts. Higher attaining pupils could explain the function of the root and stem. All understood the idea of a plant being a food factory. Most pupils understand differences between materials and their properties, for example which will burn and which melt. They begin to understand what they need to do to keep healthy.
107. Pupils in Years 3 to 6 extend their understanding of forces and they know about the effects of gravity. They develop their skills of investigation, for example, when they consider the effect of weights on an elastic band. All, including those with special educational needs, understand the need to make tests fair by ensuring accurate measurements and similar conditions. Pupils in Year 5 were well aware of this when they set up their own investigation into evaporation of water. Most begin to understand the interdependence of plants and animals. Whilst investigating habitats and mini beasts, pupils in Year 6 knew that they had to sketch any plant or animal they could not identify and then use a key to identify it. Work is very well recorded as teachers have high expectations of this. Literacy, numeracy and ICT skills are used well. Pupils used a digital camera to record plants and animals; they used their understanding of area to measure a patch of ground for their investigation. Pupils take care when presenting their work, although there are frequent errors of spelling.

108. Most pupils enjoy science lessons as many lessons have a magical quality, particularly those that involve looking closely at various life forms. The subject makes a good contribution to spiritual, moral and social development. This was seen in many lessons, but particularly in Year 6 when pupils went outside to investigate mini beasts. Many were entranced by their discoveries and held spellbound when they gently moved a stone or log to find life underneath. They know that they must respect life forms and were careful to restore the habitat when they finished their observations. Teachers have very high expectations of behaviour and pupils behave very well as a result. Relationships are excellent which gives pupils the confidence to try out their ideas in a safe environment. They are given many opportunities to collaborate by working in pairs or groups, and they respond very well to these. A key element in the teaching is the constant encouragement to be independent and to find solutions and to discover for themselves. Although some find this difficult, they will all try and are developing good independence as a result.
109. Teaching is good overall and some lessons are very good and excellent. In addition to the good features of teaching outlined above, teachers have good subject knowledge supported well by the subject guidance. Many use assessment to shape their teaching, for example in Year 5 when the teacher observed that many pupils were uncertain about the process of investigation and so built in a lesson to ensure they all understood. Classroom assistants contribute well and enable pupils to take part in whole class discussion. Work is regularly marked, but there are few comments that suggest how pupils may improve their work.
110. The subject is well led and the subject leader has a very good understanding of where things are going well and what needs to improve. The school is planning to tackle some of the inconsistencies of matching the task to the ability of pupils by developing similar assessment and tracking procedures to English and mathematics. The recent professional development in assessment for learning is going to be used to improve the quality of assessment. Events such as science week contribute well to pupils' understanding of science.
111. There has been good progress in attainment since the last inspection when it was above average. In the last inspection, investigation was a strength, but appears to have slipped since then. However, this has been picked up this year and good progress is being made.

ART AND DESIGN

112. All pupils, including those with special educational needs, make good progress during Years 1 to 6 and achieve standards above those found in most schools, maintaining the good attainment described at the time of the last inspection. Although in the course of this inspection only two lessons were seen, there was ample evidence in pupils' sketch books and displays on walls, from conversations with teachers and pupils, and from the subject documentation.
113. Pupils in Year 1 were observed weaving patterns with materials of a range of colours and textures. They responded well to the teacher's suggestion, and investigated the effects of colour matching and contrasting. They discussed and described the possible effects of what they were doing, effectively applying the element of design to their work. This skill was shown in a more advanced form in Year 2, where, using a range of processes, pupils designed and created repetitive patterns using shapes drawn from nature in the style of artists like Rennie Mackintosh. Standards of evaluation are above average for this age, as was shown when pupils looked at a variety of patterns, and said what they liked and why, giving their reasons ("I like that twisty shape").
114. One of the strengths of art and design in the school is the developmental nature of the course: each new approach builds upon the last. Preparation is very good: sketch books are used to investigate an approach before the final product is achieved. As a result, there is an impressive display of art in or near every room, moving from drawings and paintings from nature to work with repetitive patterns put together on computers, to imitations of work from other cultures, like Australian aborigines. Portraits developed from pictures from a digital camera in Year 3 showed great sensitivity and control of design and colour. By the time pupils reach Year 6, their sketch books contain examples of work progressing to final versions on display. For example, the work

covering the human form in rapid motion showed good skills of design, of colour choice and media handling, and, in the best, mature, extended and careful self-evaluation.

115. The enthusiasm and pride which pupils bring to their art promotes their progress so that a clear line of improvement can be seen. Teaching is good overall, it is very well structured, identifying specific skills and knowledge, and ensuring that they are studied in sufficient depth. The lessons seen, which were very good, both had particular strengths in leadership, in the ways in which teachers presented their objectives clearly but still providing pupils room for their own self-expression. Classrooms, in potentially messy situations in the presence of paint and glue, are very well managed, and pupils contribute to this good order by their own sense of responsibility. The quality of learning, promoted by both teachers and pupils collaboratively, is high.
116. The subject is well led through the documentation provided for teachers. The scheme of work is taken from national guidance, and provides a good framework of progression throughout the school. Assessment and tracking of individual progress are underdeveloped at the moment. From the evidence of the materials on display and the range of media used, resources are good and easily accessible.

DESIGN AND TECHNOLOGY

117. Work in design and technology for pupils in Years 1 and 2 follows the recommended national curriculum programmes of study. Standards at the end of Year 2 are slightly above the national expectations for pupils of this age. In Years 3, 4, 5 and 6 there is good coverage of the National Curriculum programmes of study. As a result, pupils develop most of the skills needed for the subject, with particular emphasis and strengths in design and evaluation. Attainment at the end of Year 6 is above average overall, with many pupils being able to analyse well the main factors to be borne in mind when designing a product, such as its intended purpose and audience.
118. Design work from pupils in Year 2 is of a good standard. They analyse simply the chief components of various winding mechanisms, for example, and design their own winder. They have produced individual and well made Christmas ornaments. There is good choice of materials and careful, accurate stitching. The finished products are very attractive and colourful.
119. Teaching in Years 1 and 2 is good. A strength is the way that independence is encouraged. Teachers use resources well, and their skilful questioning helps to keep the pupils on task and resolve any technical problems that pupils encounter. The pupils respond well. They work hard and behave well.
120. By the end of Year 6, pupils analyse the main design features of a product, such as a shelter or footwear. They work out how they are constructed and what the principal materials are. They have a sound understanding of why some materials are more suitable than others – recognising that soft but strong materials are appropriate for slippers, hard wearing and waterproof materials for shelters. They design their own versions of these products with some originality and a reasonable understanding of what is practical and within their abilities to make. They modify their design to suit a particular target audience, such as a child or teenager, and evaluate their design with varying degrees of perceptiveness. There were few examples of finished products available for the inspection team to come to a secure judgement about the quality of pupils' making skills, but the evidence that was available showed skill in making and design. The teaching is good overall. In a very good lesson with Year 6 pupils, the teacher's enthusiasm and expertise ensured that all pupils, boys and girls, were excited and eager to begin the sewing of their slippers. The pupils work hard and are positive about the subject because the teachers plan and prepare lessons well. They use demonstration well to set high expectations and show what they expect the pupils to achieve. The tasks in design and technology are not always related to the work done in other areas of the curriculum. In those classes where the product to be made related directly to other work, such as the period that the pupils were covering in history, the pupils saw increased relevance and worked well.

121. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress and achieve well. The teachers' planning is monitored and there are plans to observe lessons in the future. Records and photographs of pupils' finished products are not kept systematically and this restricts opportunities for assessment, cross standardisation and record keeping. Assessment procedures need further development. There has been satisfactory progress since the last inspection.

GEOGRAPHY

122. The last inspection found that attainment met national expectations in Key Stage 1. No judgement was made about attainment in Key Stage 2. Teaching was judged as sound. There was a need to refine the curriculum, and there was a lack of stimulating and interesting resources. The present inspection finds that standards in Years 1 and 2 are in line with and in Years 3 to 6 above expectations, and that teaching is good. The curriculum now in place has depth, breadth and balance. Resources are satisfactory, and further improvement is planned.
123. Pupils in Years 1 and 2 show levels of knowledge and understanding which might be expected of pupils of their ages. By the end of Year 2, most have a sense of understanding of the "bird's eye" principle of maps, and of the use of symbols rather than pictures to represent geographical features. They show sensitivity in the understanding of the way in which national phenomena like climate and weather affect life, making it necessary for some animals to hibernate.
124. As they move through Years 3 to 6, they make good progress, and in Year 3 pupils were observed making comparisons between weather in Kent and in New York. They were drawing sensible conclusions and making well supported predictions. In Year 4, pupils showed well above average skills in handling maps, and in drawing information from them. They understand scale, and how co-ordinates work. They learnt very rapidly, how comparative heights are presented, and were quickly interpreting contour lines. By Year 6, the majority demonstrate a broad knowledge of both physical and human geography, and of how geographical features impinge on human life. Their studies of how water behaves and may be used showed an above average breadth and depth of understanding.
125. This good progress is shared by pupils of all levels of attainment, and teachers ensure that all are included in the opportunities provided by setting appropriate work, and asking and directing probing questions which challenge and drive thinking. The pupils' own approach to their lessons combines with good teaching (always satisfactory and often good, or - in one lesson - excellent) to result in a quality of learning that is both enjoyable and productive.
126. Teachers plan well, and have good subject knowledge. The national guidance forms the basis of the subject guidance, and this in turn is supported by good subject documentation. The subject leader, who has only recently taken on this role, leads well by both precept and example. She has a very good perception of the future needs of the subject. Assessment and monitoring are at an early stage and need to be developed further. The collection of resources from other places, like fruit (dried or imitation), minerals, fabrics or other man-made items needs enhancement.

HISTORY

127. There has been good improvement since the last inspection and attainment is now above average at the end of Years 2 and 6, and pupils achieve well across the school. Higher attaining pupils make good progress as they are challenged by the work, for example, research into different periods of time. Lower attaining pupils and those with special educational needs make good progress as the teacher and support staff know them very well and support them effectively.
128. By the end of Year 2, most pupils have a good understanding of past and present and use terms *it happened some time ago*, *in the past* and *long ago*. They are eager to talk about people in the past, for example, Florence Nightingale and Guy Fawkes. They are helped in their understanding by the very good use of resources, such as articles from newspapers at the time. Higher attaining pupils begin to think about the need for evidence and all pupils are beginning to look closely at artefacts for clues about the past.
129. Pupils in Year 6 use their skills of research very effectively to find out about the past. Most understand the differences and similarities of different periods of history, such as the Romans and

the Celts. They develop good skills in the use of secondary sources of information, for example, in the study of modern and ancient Greece. As in Years 1 and 2, teachers are skilled at asking questions that prompt pupils to think, so most pupils put forward hypotheses about what might have happened. The artefacts in the corridor are supported by questions, which encourages skills of hypothesising. By the end of Year 6, pupils use their skills of literacy, numeracy and ICT exceptionally well. Information is carefully and proudly presented using a range of techniques such as diary entries, description, charts and graphs. ICT is used to find information and to present it. Year 6 work on Britain after the Second World War shows excellent skills of research and presentation. It also shows that pupils have a good understanding of cause and effect.

130. Pupils enjoy their lessons as they are interesting and challenging. Pupils in Year 2 were held spellbound by an article from a newspaper describing Florence Nightingale and were eager to ask questions about it. The strong encouragement by all teachers to be independent results in pupils' wanting to ask questions and to find out for themselves. The excellent relationships and very good management of behaviour by teachers creates a very good learning environment in which all can listen and learn; pupils behave very well and are highly motivated.
131. Teaching is good overall and lessons are well planned to spark enthusiasm. The teachers' understanding of the subject is supported by carefully planned units of work, derived from the subject overview. Homework is regularly given, usually in the form of research, which supports pupils' independence, a very strong feature of the teaching. Teachers give very clear guidance for using resources, examples being in Years 5 and 6 when pupils used ICT for their work including a presentation on a commercially produced program. Teaching and learning are enhanced by visitors to the school and by trips to places of historical interest.
132. The subject is well led and the leader supports her colleagues well. Work in the subject is now being evaluated regularly; the subject leader works to a planned programme of monitoring. The action plan is currently insufficiently detailed to be really helpful, but subject leaders are being trained in their role. Staff know that assessment is something that needs further development when planning work, but pupils are assessed at the end of each unit of work and this is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Pupils make good progress between Years 1 and 6 and their attainment is above average at the ends of Years 2 and 6. By the time the pupils are seven (Year 2), they are familiar with a good range of hardware and software. For example, they are able to word process and amend material for stories and accounts of events. Following the example of modern painters, they create shapes, confidently selecting and using commands, whilst using a drawing program. They know how to open a program, find the file they want within it, and save and print their work. Their understanding of how to use a computer is good. They can use commands to control a computer or programmable toys or 'roamers'. Pupils make good progress in their first years in school, quickly becoming familiar with a range of programs and commands.
134. By the time they are 11 (Year 6), pupils can use computers confidently and competently and handle information sensibly and effectively. They word process their own newspaper stories, adding illustrations to their text and trying out a variety of fonts and sizes to obtain the result they want. They make pictures and patterns by changing the colour, size, number, and arrangement of shapes on the screen. They also make tables to enter results from research, varying the size of the columns and rows to meet their own requirements. They use publishing software imaginatively and well. Older pupils, for example, created a number of well made posters and greetings to send to NASA as a tribute to the astronauts who died on re-entry. Multi-media presentations are prepared to illustrate their work in history. Pupils make good progress, building on their prior attainment and using an ever-increasing range of software and commands.

135. Pupils enjoy their work in this subject. They are always keen to have their turn on the computer and then work hard and concentrate on the task. Pupils work well as a class, in small groups, and individually. They support each other well in group tasks and respond well when given independent tasks. They show enthusiasm and sustain concentration when tasks are challenging and new skills are being practised.
136. The quality of teaching of information and communication technology, both to a whole class and to groups, is good. There is a well-equipped new ICT suite, with enough computers to share one between two and a dedicated staff machine for demonstration purposes, linked to a projector and white board. There is a good range of equipment for measurement and control technology. The quality of resources and the staff's growing familiarity with them are strong contributory factors in the good progress that pupils make. Lessons were observed in the information and communication technology suite on the use of computers to digitally record musical sounds (Year 3) and on the use of 'Logo' to plot and draw mathematical shapes using instructions entered via the keyboards. In both cases the teachers gave clear demonstrations, used the equipment and resources efficiently and the pupils achieved well as a result. Assessment systems are beginning to be put in place and a folio of work from different year groups is being assembled, but there is still more to do in these areas.
137. The co-ordinator is experienced, knowledgeable and enthusiastic and provides good leadership. He has a clear vision of what he wants for the school. Teachers have worked very hard in a very short time to learn the necessary skills to teach their classes. Teachers are enthusiastic, with good subject knowledge and high expectations, and this enables pupils of all abilities to succeed well. There has been very good improvement since the last inspection.

MUSIC

138. The last inspection found that standards in music met with national expectations in Years 1 and 2, and were above in Years 3 to 6. The current inspection finds that standards are above in both parts of the school.
139. The way in which pupils perform in their singing is a strength. They sing together accurately and sweetly, and this contributes powerfully to the corporate life of the school, binding all its members together in producing a successful sound which is a joy to themselves and to others. Good teaching and pupils' engagement and enthusiasm combine to drive progress towards the achievement of high standards.
140. Pupils in Years 1 and 2 have a good reserve of songs which they sing confidently and clearly. Once it is established, they pick up and stay on pitch. Volume is strong and well controlled, and diction is clear. Their rehearsal skills are good; because they are so engaged they improve rapidly through repetition, leading to quick mastery of quite difficult sequences.
141. In Years 3 to 6, pupils maintain good progress as they develop more technical knowledge of aspects of music. In Year 3, they demonstrate an understanding of basic formal notation, and can tap out beats against each other in a formal rhythmic pattern. In Year 4, they know how music and mood connect with each other. Their compositions based upon the idea of a sea battle are put together with sensitivity and understanding of the potential of their instruments. Their ensemble skills are well developed, and the mutually respectful ethos of the school is very evident as they make their rehearsals effective. By Year 6, improvisation is quite a sophisticated process as pupils compose lyrics and match them to music with some success.
142. The reason why music is so successful is the way in which pupils and teachers collaborate to fulfil a single purpose. In their planning, teachers bear in mind their very good knowledge of each member of their classes. As a result, all, including those with special educational needs, are involved in lessons, benefiting from the opportunities provided, with each making good progress alongside his or her peers. This inclusion is further supported by the general enthusiasm; indeed, as one teacher remarked in a singing lesson for Years 1 and 2, "*They're desperate to sing*".

143. Teaching is satisfactory overall and one very good and one outstanding lesson was seen. Teachers' subject knowledge was strong in each of these, and in the other lessons, while the teachers were not music specialists, satisfactory use was made of the subject guidance. However, it is acknowledged that the situation needs review, and that problems could be solved by more pre-recorded support material on tape or disc, or by a redeployment of teachers with subject expertise in certain lessons. In the best lessons, teachers were able to give accurate pitch from the beginning by voice, and their leadership skills in conducting ensured that pupils' performance was of high quality.
144. The subject management and leadership are good and have led to much of the school's success. Teachers are given good guidance, though assessment and monitoring are at an early stage and need further development. The involvement of pupils in the evaluation of their own work is not routinely incorporated into lessons. Resources are good, in terms of tuned and untuned instruments. The music room, though small, is useful separate accommodation.
145. Pupils' experience of music is enriched by their involvement in school musical presentations and in concerts and festivals. For those who wish to receive instrumental tuition, members of staff and visiting teachers offer lessons in guitar, keyboard, violin and recorder to over 20 pupils. The choir, which is open to any pupil interested, involves about 15 pupils, and a parent who is a music specialist shares in its leadership.

PHYSICAL EDUCATION

146. At the end of Year 2, attainment is average in physical education and all pupils achieve satisfactorily, including those with special educational needs and those for whom English is an additional language. The higher attaining pupils show good balance and control and good ball skills, including striking, catching and throwing. By the end of Year 6, attainment is above average. Almost all pupils swim unaided and safely, for example. They achieve well. Discussion with pupils revealed that, in gymnastics, they can devise and perform a series of movements, including rolls, with balance and confidence, most concluding with a good finishing position. In games, all pupils understand the basic rules, and play as part of a team with awareness of others. Overall, their skills are above average. The older pupils compete successfully against neighbouring schools in a variety of sports. They have won the district football and athletics competitions and were runners up in the netball competition.
147. By the end of Year 2 and Year 6, the majority of pupils of all abilities have made good progress, their skills, knowledge and understanding improving over time. During lessons, pupils make good progress, helped by the teaching points that guide them on techniques. Teachers assess their pupils' performance and give them feedback, though the assessment is not recorded. Pupils also assess their own performance and that of others. Pupils with special needs are integrated well into the lessons and make good progress.
148. All the older pupils fully understand the health-related benefits of exercise to improve their fitness, and know the effect of vigorous exercise on their bodies. In all the lessons seen, pupils were keen to take part and all wore the appropriate kit. Behaviour is good, and pupils are polite and courteous. They work well together in small groups, taking turns and co-operating. They appreciate each other's efforts and sometimes applaud particularly good achievement. Occasionally, some of the older boys become too competitive and can slow the pace of the lesson; for example, by hitting a ball too hard so that time is wasted in finding and retrieving it. The provision for teaching swimming is good. All pupils have swimming lessons in a nearby public pool during Year 3 and any who have not reached the required standards by the beginning of Year 4 continue to have swimming lessons whilst the rest of the year group follow other sports. By the end of Year 6, almost all pupils can swim 30 metres unaided.

149. The quality of teaching is good. Teachers have a good rapport with pupils and make clear their high expectations of standards of participation and behaviour. There is good emphasis on the need for pupils to improve the quality of their performance. In all lessons, teachers plan the activities well and use resources well. Equipment, which is of good quality, is set up in advance. Teachers demonstrate well, so that the pupils can see clearly what they are expected to do. They praise good attainment, and this helps to sustain pupils' positive attitudes and so encourages them to make good progress. In a good dance lesson, for example, the teacher's own expertise and enthusiasm inspired the pupils so that even boys who were not naturally keen dancers made a full contribution, enjoyed the lesson and made good progress.
150. The subject is led well by an enthusiastic subject leader. She monitors planning across the school and supports and guides teachers. There has been satisfactory improvement since the last inspection.